

Blended learning approach to delivering BTEC International qualifications

September 2021 to August 2022

Agriculture/Horticulture/Land-based Studies

Guidance for BTEC International Level 3

Teaching, learning and assessment

Agriculture/Horticulture/Land-based Studies

Introduction

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

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

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations. Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be

noted that all of the guidance provided here must be considered within the context of any relevant guidance issued by your own centre, relevant governing and industry bodies, local and national government.

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

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

Resources

To help you with the delivery of a blended-learning programme, several resources are available. You can purchase digital *Study Texts* and *Teacher Resource Packs* from our website [here](#) to support you with the delivery of our Level 3 International qualifications (2021).

Additionally, there are free resources available [here](#), that support the delivery of Level 3 (2010) QCF qualifications in

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some sectors. Note that to enter this page you will first need to accept the Terms and Conditions.

Units with resources available will be marked according to the following key:

* Study Text

† Teacher Resource Pack

‡ QCF Guides

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- **Overview of impact on sector**
- **Qualifications**
 - BTEC International Level 3 Agriculture/Horticulture/Land-based Studies (2020)
 - QCF-accredited BTEC Nationals Level 3 in Land-based subjects (2010)

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Overview

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [International BTEC Adaptations page](#) for adaptations to assessments and qualifications for the 2021-2022 Academic Year.

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

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

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

Learner eligibility

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

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

Social Distance

The delivery and assessment of these programmes does occasionally require group work or close proximity between learners, especially when learners work in pairs/small groups. A small number of assessments do require close proximity (e.g. when completing livestock husbandry). Centres will need to have measures in place to enable these to be carried out safely. Where this is not possible, the use of simulations would be acceptable during the present COVID-19 situation. However, where assessment criteria require learners to undertake practical work (e.g. use of assessment command verb 'demonstrate' or 'carry out') a simulation is not acceptable. Theory can be delivered by distance/blended learning methods and in some contexts (e.g. the Open University) this is the normal way of working.

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Safety

Care is needed to carry out practical work, and this will probably mean that fewer learners will take part in any practical task at the same time. Having fewer learners on each practical task may make the situation safer. However, lone-working should not be attempted. Any practical work carried out remotely without tutor supervision, must be safe to do so. It is important that all learners have appropriate personal protective equipment (PPE) for practical activities, although this must be cleaned and quarantined before re-use. Some materials, particularly those containing fabrics may need a quarantine period of 72 hours.

Lost time teaching

Centres must focus on ensuring that learners have an adequate foundation for the units that will be delivered in 2021-22. Learners will probably have missed some teaching during early to mid 2021 and tutors will need to in-fill as they deliver the programmes during 2021-22. This will require careful planning, particularly on programmes in which the learners were in other settings during 2020-21 and are likely to have had varied experiences (e.g. those who start BTEC level 3 in Year 11 in September 2021).

Flexibility of delivery and assessment

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

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

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

Are there other methodologies that can be used to support the purpose of the qualification?

As long as practical work is employed where required, a wide range of assessment methods can be used in these programmes. However, time-constrained assessments are likely to be a poor substitute for other methods as they

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present inappropriate barriers to the demonstration of required learning outcomes.

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Teaching, Learning and Assessment: Agriculture/Horticulture/Land-based Studies

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 3 (2021) – Agriculture/Horticulture/Land-based Studies			
† Unit 1: Plant and Soil Science	✓	✓	<p>All learning aims are knowledge-based, and the content can be fully delivered remotely. This could be through tutor presentations, independent research, video meetings/lessons, case-studies, videos, video-sharing websites, activities on interactive learning environments. Alternatively, lessons could take place in a Covid-compliant classroom.</p> <p>This unit is assessed using a Pearson Set Assignment Brief. The published Pearson Set Assignment must be used to assess learners.</p>
† Unit 2: Estate Skills	Partially	✓	<p>Teaching and learning could include individual, or small group, activities ensuring social-distancing and hygiene in line with government/regulatory body guidance. Additional guidance is also regularly published by local education and vocational sector advisory organisations. This will assist the centre in the development of their risk assessments and development of safe working practices.</p>

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		<p>Learning Aim A allows for learners to remotely use virtual media, video footage and images of estate environments to explore and survey the nature, need, and planning of estate skills and tasks. If carried out practically the surveys for the assessment period could be undertaken on an individual basis. Learners should also consider Covid safety when covering the health and safety requirements of the unit.</p> <p>Learning Aims B and C require practical opportunity to develop, and be assessed on, estate skills. Consider where the activity takes place e.g. could it be undertaken outside where there is more space and ventilation, for example, field boundaries, surfaces, structures, services and habitats.</p> <p>Where possible, multi-use PPE, tools (saws, hammers, power tools), equipment (strimmers/brush cutters, wheelbarrows) and materials (timber, cleaning equipment) can be rotated with suitable time frames/quarantine periods between uses. Advice on suitable time periods are published by advisory organisations.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Centres should identify a process for the supply and collection of practical equipment to reduce the handling by multiple people to reduce the risk of infection spread. This should be included in the method statement for the practical, and all relevant staff should be notified.</p>
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			<p>Practical investigations on the centre's grounds or external site could take place in small groups, ensuring social-distancing and hygiene in line with local government/regulatory guidance and the centre's updated risk-assessment during the learning period.</p> <p>For Learning Aim C, learners need to demonstrate that they can manage a workforce, which will include oral communication to colleagues, and supervision of the task. When learners are working with others, centre staff will need to ensure social-distancing, and hygiene rules in line with government guidance and the centre's updated risk assessment during the learning and assessment periods.</p>
[†] Unit 3: Understanding Environmental Management	✓	✓	<p>All learning aims are knowledge-based, and the content can be fully delivered remotely. This could be through tutor presentations, independent research, video meetings/lessons, case studies, videos, video-sharing websites and activities on interactive learning environments. Alternatively, lessons could take place in a Covid-compliant classroom.</p> <p>This unit is assessed using a Pearson Set Assignment Brief. The published Pearson Set Assignment must be used to assess learners.</p>
[†] Unit 4: Developing Land-based Enterprise	✓	✓	<p>All learning aims are knowledge-based, and the content can be fully delivered remotely. This could be through tutor presentations, independent research, video meetings/lessons, case studies, videos, video-sharing websites and activities on interactive learning environments. Alternatively, lessons could take place in a Covid-compliant classroom.</p>

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			<p>Practice of verbally presenting business plans could use an online meeting.</p> <p>This unit is assessed using a Pearson Set Assignment Brief. The published Pearson Set Assignment must be used to assess learners.</p>
<p>† Unit 5: Operational and Environmental Activities in Land-based Enterprises</p>	✓	✓	<p>All learning aims are knowledge-based, and the content can be fully delivered remotely. This could be through tutor presentations, independent research, video meetings/lessons, case studies, videos, video-sharing websites and activities on interactive learning environments. Alternatively, lessons could take place in a Covid-compliant classroom.</p> <p>This unit is assessed using a Pearson Set Assignment Brief. The published Pearson Set Assignment must be used to assess learners.</p>
<p>† Unit 6: Land-based Business Improvements</p>	✓	✓	<p>All learning aims are knowledge-based, and the content can be fully delivered remotely. This could be through tutor presentations, independent research, video meetings/lessons, case studies, videos, video-sharing websites and activities on interactive learning environments. Alternatively, lessons could take place in a Covid-compliant classroom.</p> <p>This unit is assessed using a Pearson Set Assignment Brief. The published Pearson Set Assignment must be used to assess learners.</p>

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<p>Unit 7: Work Experience in the Land-based Sectors</p>	<p>Partially</p>	<p>✓</p>	<p>The availability of work-experience providers has been impacted by the current situation surrounding Covid-19 rules and regulations.</p> <p>Learners can be credited for hours taken from work completed 'in-house' on the college/school facilities. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In-house' hours should be considered as a starting point for learners and be combined with further hours in a land-based business, i.e. rotate learners among the available providers and the facilities at the centre.</p>
<p>Unit 9: International Poultry Production</p> <p>Unit 10: Farm Livestock Husbandry</p> <p>Unit 11: International Pig Production</p>	<p>Partially</p>	<p>✓</p>	<p>Units 9-15 follow a similar format whereby:</p> <p>Learning Aim A theory can be taught completed remotely and independently.</p> <p>Learning Aims B and C require the development and assessment of practical management; feeding, husbandry, health-assessment, and records of livestock. It is important when selecting these units as part of a qualification, to ensure that learners will have access to suitable livestock and systems for learning and assessment. If this is not possible the centre could consider replacing the units with one less reliant on commercial livestock systems. Where possible, if access to livestock systems is limited, learners could be streamed onto alternative units, dependent on their interests. This will reduce learner numbers, the rotation of learners, and the demand for specific practical's. Centres must ensure that the correct combination of units and guided learning hours (GLH) are completed</p>

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<p>Unit 12: International Sheep Production</p> <p>Unit 13: International Beef Production</p> <p>Unit 14: International Dairy Production</p> <p>Unit 15: Livestock Health and Diseases</p>			<p>relevant to their chosen qualification. This information is provided in the specification.</p> <p>If safe to do so, practical activities could be completed independently, or in small groups, ensuring social-distancing and hygiene in line with government/regulatory guidance.</p> <p>To enable social-distancing, activities should be planned to be individual/solo, where possible. Tasks that are not safe to be completed independently should be replaced with alternative tasks. The unit content will guide you on what types of tasks are appropriate. Practical activities, where social-distancing would not be achievable, can be taught by simulation, theory or video resources.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Some assessment can be considered holistically, where evidence generated in one practical could be used to produce evidence across a range of criteria and units to reduce assessment and contact time, e.g. a learner carrying out feeding plans could also complete the administration of medication via food or water. Tasks completed for Units 9 and Units 11-14 could also provide evidence for Unit 10: Farm Livestock Husbandry, or Unit 15: Livestock Health and Diseases. Ensure this is carefully planned, and that the appropriate depth and evidence for content and criterion is generated and authentic.</p>
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		<p>If using facilities which are shared by learners, consider scheduling block practical weeks for specific groups of learners (creating a practical 'bubble' group), this will avoid regular rotation of equipment, facilities, livestock and potential mixing of learners.</p> <p>Work-experience or opportunities to work with livestock at home could be used to evidence criteria and provide learning. Where work placements are available in appropriate livestock systems, but are limited, consider rotating these between learners on block intervals so learners without the opportunity are not disadvantaged.</p> <p>Consider the use of video evidence collected by the learner, or the use of a remote video communication platform, such as Zoom or Microsoft Teams, to assess practical activities without the need to be present (if safe to do so). Practical evidence is still to be supported by authenticated evidence.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment and surfaces should be appropriately cleaned and disinfected before and after use, and between learners.</p> <p>Preparation for practical tasks, and their evaluation, could be carried out remotely, and individually, before and after the practical activity. This can be achieved by providing learners with details of the practical activities in advance. Doing this will help to reduce contact and assessment time.</p>
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			Plan for and use of PPE to limit the risk of Covid-19 spread, as well as the safety associated with working with animals. Extra PPE for rotation or the purchase of learners' individual PPE could be done where possible.
Unit 17: Crop Production	Partially	✓	<p>Learning Aim A requires learners to show an understanding of crop production, and the content can be fully delivered remotely.</p> <p>Learning Aim B could be done practically in the field, but also allows for the use theoretical resources such as videos, images, and virtual/practical simulation for learners to examine crop health in the classroom and remotely.</p> <p>Learning Aim C requires practical learning and assessment of crop harvesting and storage.</p> <p>Practical Guidance for Units 17-21</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. This could be done using a learner's family agricultural business, or a suitable industrial placement with witness statements and appropriate evidence.</p>

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			<p>Where teaching and assessment is carried out in groups ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required, as may the rotation of learners.</p> <p>Preparation for practical tasks, and their evaluation, could be carried out remotely and individually before and after the practical activity. This can be achieved by providing learners with details of the practical activities in advance. Doing this will help to reduce contact and assessment time.</p> <p>Consider incorporating teaching and assessment of different criteria, and units, in one session. This will reduce the number of practical's required and the contact time. Careful planning will ensure that the appropriate content and evidence is covered for each unit and criteria. Evidence will still need to be authentic and robust. Examples would include Unit 17: Crop Production and Unit 18: Crop Handling, Storage and Quality Assurance. Links between units are sign-posted at the end of each unit in the specification.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support learning and assessment of criteria of this unit while completing work experience, although centres should not assume that all learners will have</p>
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			<p>equivalent opportunities, and are still responsible ensuring that all learners have sufficient practical learning and assessment opportunities.</p> <p>If access to practical activities or production systems is restricted, consider potentially incorporating units with less practical requirements, such as Unit 22: Organic Agricultural Production. Always check the unit selection meets the rules of combination, with the correct mandatory units, optional units and guided learning hours.</p>
Unit 18: Crop Handling, Storage and Quality Assurance	Partially	✓	<p>Learning Aims A and B are knowledge-based and require learners to investigate processes and systems to maintain crops, which can be taught and assessed remotely.</p> <p>Learning Aim C has both practical and theoretical aspects. There is opportunity to combine practical learning and assessment across Unit 17, 18, 19 and 21.</p> <p>Please refer to Practical Guidance on Unit 17: Crop Production for support on practical aspects of this unit.</p>
Unit 19: Combinable Crop Production and Processing	Partially	✓	<p>Learning Aims A and B are knowledge-based and require learners to investigate and explore production, processing and quality requirements for combinable crops, which can be taught and assessed remotely.</p> <p>Learning Aim C is practical and requires learners to carry out the preparation and cultivation of combinable crops. There is opportunity to combine practical learning and assessment with Units 17 and 18.</p>

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			Please refer to delivery guidance on Unit 17: Crop Production for support on practical aspects of this unit.
Unit 20: Grass and Forage Crop Production	Partially	✓	<p>Learning Aim A is knowledge-based and requires learners to investigate growth of commercially produced forage crops, which can be taught and assessed remotely.</p> <p>Learning Aim B is practical and will require grazing management activities for learning and assessment. Learning Aim C can be assessed remotely but must not be split from Learning Aim B within the Assignment Brief, as B.D2 and C.D3 are combined.</p> <p>Please refer to delivery guidance on Unit 17: Crop Production for support on practical aspects of this unit.</p>
Unit 21: Root Crop and Field Vegetable Production	Partially	✓	<p>Learning Aims A and B are knowledge-based and require learners to investigate and explore husbandry, processing and quality requirements for root crops and field vegetables, which can be taught and assessed remotely.</p> <p>Learning Aim C is practical and requires learners to carry out the husbandry of root crops and field vegetables. There is opportunity to combine practical learning and assessment with Units 17 and 18.</p> <p>Please refer to delivery guidance on Unit 17: Crop Production for support on practical aspects of this unit.</p>

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<p>Unit 23: Land-based Machinery Operations</p>	<p>Partially</p>	<p>✓</p>	<p>Learning Aim A is theory based and can be taught and assessed in a Covid-compliant classroom, or a remote setting. Learners should be encouraged to consider Covid spread risk and mitigation within the health and safety aspect of this learning aim.</p> <p>Learning Aims B and C are practical and require learners to operate and maintain machinery. Delivery/assessment could be individual, or in small groups ensuring social-distancing and hygiene in line with government/regulatory guidance and the centre's updated risk assessment.</p> <p>The centre's farm machinery can also be explored to understand machinery that can be used for agricultural activities, including its purpose, operation and maintenance. Where possible machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>Preparation for practical tasks, and their evaluation, could be carried out remotely and individually before and after the practical activity. This can be achieved by providing learners with details of the practical activities in advance. Doing this will help to reduce contact and assessment time.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family agricultural businesses or</p>
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			<p>in a suitable industrial placement with witness statements and appropriate evidence.</p> <p>Only allow remote completion of an activity if it is safe to do so. Otherwise supervision following social-distancing and hygiene can be applied.</p> <p>Evaluations of performance can be completed individually and remotely.</p> <p>Practical's can combine the learning and assessment for Unit 24: Land-based Workshop Practices. This will aim to reduce practical, and contact, time. Careful planning is needed to ensure the appropriate content is covered and robust evidence is generated for each unit.</p>
Unit 24: Land-based Workshop Practices	Partially	✓	<p>Learning Aim A: is theory based and can be taught and assessed in a Covid compliant classroom or remote setting. Learners should be encouraged to consider Covid spread risk and mitigation within the health and safety aspect of this learning aim.</p> <p>Learning Aims B and C are practical and require learners to learn about and use workshop tools and equipment.</p> <p>There are links to combine practical opportunities with Unit 23: Land-based Machinery Operations, Unit 2: Estate Skills and Unit 7: Work-experience in the Land-based Sector.</p>

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			<p>Delivery/assessment could be individual or small groups ensuring social-distancing and hygiene in line with government/regulatory guidance and the centre's updated risk assessment.</p> <p>The centre's tools and machinery can be used for activities. Where possible machinery and equipment should be rotated between learners with suitable time frames/quarantine periods between uses. Consider the location in which practical activities can be carried out. Some practices could be done outside where there is better ventilation, rather than inside a workshop.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider the remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' family agricultural businesses, or in a suitable industrial placement with witness statements and appropriate evidence.</p> <p>Remote practical facilities must allow all learners to have the opportunity to achieve all criteria, including merit and distinction criteria.</p> <p>Only allow remote completion of an activity if it is safe to do so. Otherwise supervision following social-distancing and hygiene can be applied.</p>
Unit 25: Selecting and Managing	ü	✓	Learning Aim C requires the monitoring of machine performance. This can be completed remotely using given case studies and robust evidence.

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Land-based Machinery			
Unit 26: Applied Agricultural Farming Practice	Partially	✓	<p>This unit allows for theoretical and remote coverage and assessment of broad knowledge relating to professional farm working practices.</p> <p>Learning Aims A and B contain content and criteria to develop practical skills in crop production and animal husbandry.</p> <p>Where practical opportunities are limited, this could be an alternative unit option to some other agricultural units that contain a higher level of practical content.</p> <p>There are also strong links to combined delivery and assessment with other units e.g. Unit 2: Estate Skills, Unit 7: Work-experience in the Land-based Sectors, Unit 23: Land-based Machinery Operations.</p> <p>Please refer to Units 9-15, Units 17-21 and Units 23-24 for guidance on the delivery of practical aspects.</p>
Unit 27: Identification, Planting and Care of Plants	Partially	✓	<p>Learning Aims A and B are knowledge-based and can be taught and assessed in a Covid-compliant classroom or remote setting.</p> <p>Learning Aim C is practical and requires learners to develop skills to undertake planting and aftercare of plants.</p> <p>Learners should be encouraged to consider Covid spread risk and mitigation within the health and safety aspect of this learning aim.</p>

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			<p>This could be completed remotely with learners using planting areas they have at home, or in their local community (Covid and community restrictions permitting). The use of online video/communication platforms, such as Microsoft Teams, can be used to assess learning and assessment criteria.</p> <p>The size of the planting area could be reduced to allow for individuals to work independently. If working in groups, the area could be partitioned into several sections to maintain social-distancing and each learner given a separate section to work on.</p> <p>Preparation for practical tasks, and their evaluation, could be carried out remotely and individually before and after the practical activity. This can be achieved by providing learners with details of the practical activities in advance. This will help to reduce contact and assessment time.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Where financially viable centre and/or learners could provide individual tools e.g. gloves, secateurs, trowel.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p>
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			<p>Consider where evidence generated in one practical could be used to produce evidence across a range of criteria and units to reduce assessment and contact time.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support learning and the assessment of criteria for this unit while completing work experience, although centres should not assume that all learners will have equivalent opportunities, and are still responsible for ensuring all learners have sufficient practical learning and assessment opportunities.</p>
Unit 28: Routine Plant Management	Partially	✓	<p>Learning Aim A is theory based and can be taught and assessed in a Covid compliant classroom or remote setting.</p> <p>Learning Aims B and C have aspects of cultivation and plant husbandry practical skills.</p> <p>Please refer to Unit 27 delivery guidance for advice on the delivery of practical aspects of the unit.</p>
Unit 29: Plant Propagation Activities	Partially	✓	<p>Learning Aim A is theory based and can be taught and assessed in a Covid compliant classroom or remote setting.</p> <p>Learning Aims B and C require the development and assessment of practical propagation and after care.</p> <p>Please refer to delivery guidance for Unit 27 for advice on the delivery of practical aspects of the unit.</p>

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<p>Unit 30: Tree and Shrub Pruning and Maintenance</p>	<p>Partially</p>	<p>✓</p>	<p>Learning Aims A and B are knowledge-based so could be assessed using images or a case study, which would allow for remote learning.</p> <p>Learning Aim C requires the demonstration of practical skills. Due to the nature of the activities, learners should not undertake lone-working. Supervision should follow social-distancing, PPE and hygiene measures.</p> <p>Where possible PPE and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Where financially viable centre and/or learners could provide individual tools e.g. gloves, secateurs, pruning saw.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support learning and assessment of criteria of this unit while completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible for ensuring all learners have sufficient practical learning and assessment opportunities.</p>
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<p>Unit 31: Nursery Stock Production</p>	<p>Partially</p>	<p>✓</p>	<p>Delivery/assessment could be individual and remotely delivered for Learning Aims A and B.</p> <p>For Learning Aim C delivery and assessment of practical skills in the production and establishment of nursery stock is required.</p> <p>Where possible these practical activities should be carried out in a nursery stock area with nursery stock. However, if access to facilities and stock is limited mock practical/simulations of these can be used. This may allow for practical activities to spread out over the year as simulation may not be as dependent on seasonality. This will enable the number of learners in groups to be reduced to allow for social-distancing.</p> <p>Where possible PPE, tools and equipment can be rotated between learners with suitable time frames/quarantine periods between use. Centres should regularly check for the latest guidance.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Where financially viable, the centre and/or learners could provide individual tools e.g. gloves, trowel, secateurs.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit 'long and thin'.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support the assessment criteria of this unit while completing work experience,</p>
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			although centres should not assume that all learners will have equivalent opportunities and are still responsible for ensuring all learners have sufficient practical assessment opportunities.
Unit 32: Maintenance of Sports and Amenity Turf	Partially	✓	<p>Learning Aims A and B are knowledge-based and can be delivered and assessed remotely if required.</p> <p>Learning Aim C requires the development and assessment of practical skills to maintain and enhance turf.</p> <p>Learners should be encouraged to consider Covid spread risk and mitigation within the health and safety aspect of this learning aim.</p> <p>Practical activities could be completed remotely with learners using sport or turf areas they have at home, or in their local community (Covid and community restrictions permitting). The use of regular video or platforms such as Microsoft Teams can be used to assess learning and criteria.</p> <p>Preparation for practical tasks, and their evaluation, could be carried out remotely and individually before and after the practical activity. This can be achieved by providing learners with details of the practical activities in advance. Doing this will help to reduce contact and assessment time.</p> <p>The turf area allocated to each learner could be reduced to allow for individuals to work independently rather than as a group. If working in a group, the areas given</p>

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			<p>could be partitioned into several sections, and spaced to maintain social-distancing with each learner given a separate section to work on.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Where financially viable centre and/or learners could provide individual tools e.g. gloves, secateurs, trowel.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support learning and assessment of criteria of this unit while completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible for ensuring all learners have sufficient practical learning and assessment opportunities.</p>
Unit 33: Pests and Disease in Plants	Partially	✓	<p>Learning Aims A and B are knowledge-based and can be delivered and assessed remotely if required.</p> <p>Learning Aim C requires the development and assessment of practical skills to monitor plant health, prevent disease, and control plant health.</p>

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			<p>Learners should be encouraged to consider Covid spread risk and mitigation within the health and safety aspect of this learning aim.</p> <p>Practical activities could be completed remotely with learners using plants at home. The use of regular video or platforms such as Microsoft Teams can be used to assess learning and criteria.</p> <p>Merit and Distinction require learners to demonstrate an ability to manage more complex situations or a longer-term project. Simulation/mock practical sites can be used if access to multiple/complex sites is not available. Consider running the unit over a longer period to account for seasonality and to allow contingency for a longer-term project.</p> <p>Where possible PPE and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use. Where financially viable centre and/or learners could provide individual tools e.g. gloves, secateurs, trowel</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support learning and assessment of criteria of this unit while completing work</p>
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			<p>experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible for ensuring all learners have sufficient practical learning and assessment opportunities.</p>
<p>Unit 34: Identification, Planting and Care of Trees</p>	<p>Partially</p>	<p>✓</p>	<p>Delivery and assessment could be by individual research activities for Learning Aim A, or with the use of an online learning platform, directing learners to suitable resources, notes, video-sharing websites, or centre developed videos.</p> <p>Learning Aim B will require the use of a case study, or example trees and sites. If it is not possible for learners to visit the site safely, stimulus material could be provided by the Assessor using high-quality video and associated information. It is important that any stimulus materials must be sufficiently detailed to enable a learner to form a reliable evaluation of the site and tree selection.</p> <p>Learning Aim C will require the use of tools and equipment to demonstrate practical competency of tree planting and aftercare. Where possible tools and equipment can be rotated between learners with suitable time frames/quarantine periods between use. This might require a splitting up large groups of learners to enable appropriate spacing during work practices. Centres should regularly check for the latest guidance.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p>

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			Depending on the business, learners may have opportunity to gain evidence to support the assessment criteria of this unit while completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible for ensuring all learners have sufficient practical assessment opportunities.
Unit 35: Participating in Horticultural Tasks at Events	Partially	✓	<p>This unit is designed to be completed during the planning and delivery of a live event. While it would be preferable to be linked to a face-to-face event (such as a centre open day). It might be possible to adapt the activities to a 'virtual' live event.</p> <p>Learners should consider Covid related health and safety within their work.</p> <p>The assessment team will need to be aware of the requirements of the merit and distinction activities to ensure that the event provides sufficient opportunity for the learner to meet these requirements if an alternative to a 'face to face' to event is used. Horticultural tasks must be sufficiently detailed and require a suitable level of preparation to meet the requirements of the assessment and grading criteria.</p> <p>Assessors should ensure recordings are taken of any live event for later review by the assessment and verification teams, and for the learner to be able to appraise their own performance.</p> <p>Feedback from other visitors and participants will also be required. Feedback can be arranged online.</p>

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			Where demonstrations require the use of machinery and equipment, this should be addressed within the centre's risk assessment to facilitate the appropriate cleaning and disinfectant according to latest advice, guidance and best practice.
Unit 37: Maintaining the Health and Quality of Turf in Parks and Gardens	Partially	✓	<p>Learning Aims A and B are knowledge-based and can be delivered and assessed remotely if required.</p> <p>Learning Aim C requires the development and assessment of practical skills to maintain and enhance turf.</p> <p>Learners should be encouraged to consider Covid spread risk and mitigation within the health and safety aspect of this learning aim.</p> <p>Practical activities could be completed remotely with learners using park or garden turf areas they have at home or in their local community (Covid and community restrictions allowing). The use of regular video or platforms such as Microsoft Teams can be used to assess learning and criteria.</p> <p>The turf area allocated to each learner could be reduced to allow for individuals to work independently rather than as a group. If working in groups the areas given could be partitioned into several sections and spaced to maintain social-distancing, with each learner given a separate section to work on.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p>

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			<p>All equipment should be appropriately cleaned and disinfected before and after use. Where financially viable centre and/or learners could provide individual tools e.g. gloves, secateurs, trowel.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p> <p>Depending on the business, learners may have opportunity to gain evidence to support learning and assessment of criteria of this unit while completing work experience, although centres should not assume that all learners will have equivalent opportunities and are still responsible for ensuring all learners have sufficient practical learning and assessment opportunities.</p>
Unit 38: Protected Horticultural Crop Production	Partially	✓	<p>Learning Aim A is knowledge-based and can be taught and assessed remotely.</p> <p>Learning Aims B and C require the development and assessment of practical skills to establish, maintain and harvest horticultural crops.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>

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			<p>Consider the remote completion of tasks with submission of suitable evidence e.g. video. This could be done using the learners' own facilities at home, or in a suitable industrial placement with witness statements and appropriate evidence.</p> <p>Where teaching and assessment is carried out in groups ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required with the rotation of learners. Indoor production systems may have a bearing on number of learners allowed in practical sessions at one time, which will need to be considered in your delivery plan.</p> <p>Some teaching and assessment can be considered holistically, where evidence generated in one practical could be used to produce evidence across a range of criteria and units to reduce assessment and contact time. Careful planning will ensure that the appropriate content and evidence is covered for each unit and criteria. Evidence will still need to be authentic and robust. Examples would include Unit 28: Routine Plant Management and Unit 31: Nursery Stock Production.</p> <p>Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.</p>
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<p>Unit 39: Outdoor Horticultural Crop Production</p>	<p>Partially</p>	<p>✓</p>	<p>Learning Aim A is knowledge-based and can be taught and assessed remotely.</p> <p>Learning Aims B and C require the development and assessment of practical skills to establish, maintain and harvest horticultural crops.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. This could be done using learners' own facilities at home, or in a suitable industrial placement with witness statements and appropriate evidence.</p> <p>Where teaching and assessment is carried out in groups ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required with rotation of learners.</p> <p>Some teaching and assessment can be considered holistically, where evidence generated in one practical could be used to produce evidence across a range of criteria and units to reduce assessment and contact time. Careful planning will ensure that the appropriate content and evidence is covered for each unit and criteria. Evidence will still need to be authentic and robust. Examples would include Unit 28: Routine Plant Management and Unit 31: Nursery Stock Production.</p>
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			Centres should note the seasonality of key tasks and organise schemes of work to facilitate this. To mitigate the risk of any disruption to assessment opportunities centres might choose to run this unit over a longer duration than would normally be planned.
Unit 41: Wildlife Ecology and Conservation Management	Partially	✓	<p>Learning Aim A is knowledge-based and can be taught and assessed remotely. Learners should be encouraged to consider and plan for Covid health and safety within any risk assessment for activities.</p> <p>Learning Aim B is practical and requires learners to develop, and be assessed on, survey methods and skills.</p> <p>This can be carried out in small groups following current rules/best practice relating to social-distancing, PPE and hygiene. Or individually using distanced supervision or video feedback to enhance learning. Some tasks will need to be directly supervised to ensure that the welfare of animals is maintained, and codes of practice are followed.</p> <p>Survey habitats can include external resources, centre facilities or areas local to the learner including own gardens and land. The centre must ensure that all learners have a fair opportunity to gain experience and attempt the range of criteria. Consider learners completing individual surveys remotely and then combining data online from several learners to provide the range needed for analysis and assessment.</p>

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			<p>Learning Aim C requires learners to undertake wildlife management. This may provide opportunity to combine Unit 2: Estate Skills. Again, a range of habitats/areas could be used to gain experience and assessment. Where required direct supervision will be needed to ensure the welfare of animals.</p> <p>Wildlife management activities should be considered for complexity and size. Where possible these could be made suitable for individuals to complete solo, ensuring that all health and safety is achieved. Alternatively, a larger activity where individual efforts are collated at the end could be arranged with appropriate health safeguards.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Where teaching and assessment is carried out in groups, ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required, with the rotation of learners.</p>
Unit 42: Landscape and Garden Design	✓	✓	<p>Learning Aim B requires learners to carry out a site appraisal. This can be done remotely using given case studies. The use of detailed resources will be needed; this could include video footage, virtual resources, virtual client interviews, maps, soil samples etc.</p>

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<p>Unit 43: Constructing Decorative Landscape Features</p>	<p>Partially</p>	<p>✓</p>	<p>Learning Aims A and B are knowledge-based and require learners and carry out written tasks that can be taught and assessed remotely.</p> <p>Learning Aim C requires learners to develop, and be assessed on, practical skills to construct decorative landscape features.</p> <p>Project sites can include external resources, centre facilities or areas local to the learner including own gardens and land. The centre must ensure that all learners have fair opportunity to gain experience and attempt the range of assessment criteria.</p> <p>Criteria specifies that learners will individually construct one decorative feature so they should not be working within a group. Assessors can monitor learning and assess following social-distancing, or with the use of video or robust portfolio of evidence.</p> <p>Learners should be encouraged to consider and plan for Covid health and safety within any risk assessment for activities.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>
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			<p>Where teaching and assessment is carried out in groups, ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required with rotation of learners.</p> <p>Consider links to other units in the qualification, where practical teaching and assessment can be combined to limit time and contact.</p>
Unit 44: Linear and Level Surveying	Partially	✓	<p>Learning Aim A is knowledge-based and requires learners and carry out written tasks that can be taught and assessed remotely.</p> <p>Learning Aims B and C require learners to develop, and be assessed on, practical skills carrying out linear and level surveying and setting out.</p> <p>Project sites can include external resources, centre facilities or areas local to the learner including their own gardens and land.</p> <p>Criteria specifies that learners will individually carry out surveys and setting out. The assessor can monitor learning and assess following social-distancing or with the use of video or robust portfolio of evidence.</p> <p>Learners should be encouraged to consider and plan for Covid health and safety within any risk assessment and work.</p> <p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p>

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			<p>Where teaching and assessment is carried out in groups, ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required, with the rotation of learners.</p> <p>Consider links to other units in qualification where practical teaching and assessment can be combines to limit time and contact. Refer to unit specification for guidance on this.</p>
Unit 46: Managing Soil Water	Partially	✓	<p>Learning Aims A and C are knowledge-based and require learners and carry out written tasks that can be taught and assessed remotely.</p> <p>Learning Aim B requires learners to gain, and be assessed on, practical skills maintaining irrigation and drainage systems.</p> <p>For this unit, learners must have access to land and soil water, and irrigation and drainage systems in a variety of contexts. When completing Assessment Plans centres must determine if this will be achievable.</p> <p>Assessment of drainage could be completed remotely if robust and detailed material/case studies are provided. This could include video evidence, photos, maps, data, soil samples etc.</p> <p>Learners are required to maintain common irrigation and drainage systems.</p> <p>Learners should be encouraged to consider and plan for Covid health and safety within any risk assessment and work.</p>

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			<p>Where possible PPE, machinery and equipment can be rotated between learners with suitable time frames/quarantine periods between uses.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Where teaching and assessment is carried out in groups, ensure regulations are covered regarding social-distancing, PPE and hygiene. Reduction in group sizes may be required, with the rotation of learners.</p> <p>Consider links to other units in qualification where practical teaching and assessment can be combined to limit time and contact. Refer to unit specification for guidance.</p>
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Teaching, Learning and Assessment: BTEC Nationals Level 3 in Land-based subjects (2010 QCF)

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Levels 2/3 (2010) – Animal Care, Equine Management			
<p>To access the Teaching and learning sector guidance for QCF qualifications in the land-based sector, please follow this link, scroll down and select the appropriate sub-sector.</p>			