



Castle Tower School

Land Based and Agriculture Policy

Date Ratified by Board of Governors	
Review Date	

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

Our Vision

Vision:

To be a leading light in special education through educating, nurturing and inspiring all our school community.

Mission:

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

Our Ethos

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

Land based and Lantra activities is offered to pupils at post 16 level.

Land based and Lantra activities are taught by post 16 class teacher Mr Mc Caughan. The curriculum is adapted to meet the needs of the pupils.

POLICY STATEMENT

The Lantra Awards Level 2 Certificate in Land-based Activities has been developed for learners who wish to develop their knowledge and skills in the land-based sector enabling them to work safely, effectively and efficiently in the workplace. It will suit many different needs, including those learners looking to progress into work and onto an apprenticeship and students looking to enhance/update their skills and/or undertake further study. The Lantra Awards Level 2 Certificate in Land-based Activities is a nationally recognised qualification. Learners may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all the learning outcomes and assessment criteria set out in the qualification. This Qualification is linked to a wide range of National Occupational Standards (NOS) suites including, Agriculture, Environmental Conservation, Land-based Engineering and Animal Care. This ensures that students working within Castle Tower

School meet minimum standards. The Qualification provides the learner with the knowledge, understanding and skills required for undertaking specific tasks within the land-based sector. This Qualification Specification provides information for approved Lantra providers to plan, deliver and assess the Lantra Awards Level 2 Certificate in Land-based Activities.

Who is the land based qualification for? This qualification has been developed for individuals involved in a variety of land-based roles wishing to develop their knowledge and skills in the land-based sector. It provides an opportunity to achieve a recognised national qualification that reflects the national standards for the types of role they perform. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

What does this Land Based qualification cover? Learners undertaking this qualification will be able to demonstrate their knowledge of the land based sector including agricultural and green spaces. The qualification aims to assess the leaner's knowledge and understanding of:

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

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

- Preparing for further learning or training and/or developing knowledge Sub Purpose:
- Prepare for further learning or training
- Develop knowledge and/or skills in a subject area Progression routes

Land based activities will enable those who are successful to progress onto further study, employment or an apprenticeship.

Land based activities are intended to offer learners involved in a variety of land-based roles the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. It is relevant for persons involved with all aspects of the land based sector including agricultural and green spaces.

Castle Tower students will require access to specific physical resources for training purposes and to demonstrate competence, these may include:

- an appropriate area to allow the safe and secure handling of animals
- animal handling and restraint equipment appropriate to the animals to be worked with
- personal protective equipment
- equipment and materials for the hygiene and bio-security of the working area and equipment
- waste disposal equipment
- an appropriate area to allow safe and secure handling of appropriate equipment for the specific task (RTV, tractors, pedestrian powered vehicles etc)

The units of assessment will need to be checked to see what will be assessed under each assessment criteria, ensuring learners have access to the right equipment to meet assessment requirements.

Quality assurance and certification

Quality assurance of assessment decisions This qualification is internally assessed and externally quality assured. This means that Castle Tower School will need to appoint qualification assessors to assess learners and complete assessment paperwork. An internal quality assurer (IQA) will need to be appointed, and they will need to sample assessment decisions across the assessors. It is also a requirement that regular standardisation activity is carried out with assessors. The IQA will be responsible for putting this programme into place. Lantra would expect Internal standardisation to take place on a regular basis at least every month or two. An external quality assurer (EQA) will be appointed

to the provider and this person will be responsible for sample checking assessors' assessment recommendations. This will be at a rate of 10% of the cohort. The EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all learner work should be available for inspection.

Lantra operates both on site and postal external quality assurance for this qualification. You may not, therefore, always have a visit from an EQA, but a sample may be requested for despatch via post. The principle of quality assurance is the same either way. The EQA will review a sample of work and make a recommendation on the assessment decisions of the cohort as a whole.

The EQA will contact you to make the necessary arrangements regarding the visit (date, venue etc.) or request the despatch of a sample of work. Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the provider with supportive feedback to help with future assessment decisions. This may result in the need for learners to retake the assessment. Occasionally as part of Lantra's ongoing quality assurance strategy an EQA may be accompanied by either Lantra staff or another EQA. This is to ensure that the EQA is following the correct processes. Where DCS is in place providers will be able to claim certificates before quality assurance has taken place. Lantra will support providers when requirements are not met by developing action plans, providing recommendations and, where required, implementing risk assessments.

Recognition of prior learning Recognition of prior learning (RPL) is defined as "A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning." It is important that providers make it clear to learners that the RPL process is associated with how the learner has acquired the required knowledge, understanding or skills; it does not mean the learner will be exempt from the assessment. It is the responsibility of the assessor to decide if evidence provided by the learner is valid, reliable and current, and also meets the relevant assessment criteria.

Safeguarding — young people and vulnerable adults This qualification can be offered to learners in the 14–19 age group. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision. For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

Castle Tower School Records. Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept. Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the IQA
- Feedback given to Assessors by the IQA
- Actions plans provided by the EQA.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least three years after the learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time. There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation.

Support for Students Students will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates. Many learners will already have pre-existing skills and knowledge. Throughout the course teachers and/or instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning. It is important for each learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate. Learners with particular characteristics may need additional support from the teacher/instructor. Learners with certain learning characteristics should not be discriminated against or prohibited from where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways

Registering the Student Students must be registered for a qualification before an assessment can take place. Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

Certificate claims

Certificates can only be claimed for students who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records. Certificates will not be issued to students who are not registered before the assessment takes place. The students name will appear on the certificate in the same way as it is entered on Quartzweb.

Regulatory authorities

Occasionally Ofqual (the qualification regulator) may visit providers and require access to premises, meetings, student assessment records, internal verification records, documents, data, learners and staff. If providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

The assessment guidance contains details on:

- Methods of assessment
- Types of evidence which may be suitable
- Key safety-critical and technically critical aspects.

Castle Tower School and assessors (and IQAs where appropriate) must ensure that they are familiar with the specifications and the requirements of the qualification. Given the nature of the potentially hazardous work undertaken by operatives in the animal health and welfare sector, agricultural sector, horticultural sector and the method used to assess whether the learner is occupationally competent is determined by legislation and the industry for which the qualification and relevant associated unit has been designed. This has been determined in collaboration with those who work in the industry and relevant professional bodies, and ensures that decisions which are made on competence are both valid and reliable.

Methods of assessment:

- Observation of practical activities
- Verbal questioning
- Assessment requirements:
 - For practical observations competence must be demonstrated and evidenced
 - The assessor may decide that further observations are required to ensure that all assessment criteria have been met
 - Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement
 - The evidence is sufficient when the assessor judges the requirements of the qualification have been met and competence has been demonstrated by the learner
 - Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment.

It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Access to assessment: Lantra Awards Level 2 Certificate in Land-based Activities:

- learners should not be put forward for an assessment until they are deemed ready to be assessed
- this can be evidenced by conducting an evaluation of the learner's previous training and experience
- this underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements.
- key considerations for evaluation of the student's previous training and experience include; – animal interactions, handling and restraint – awareness of animal behaviour – use of machinery such as tractors, ATV's, nonpowered and powered tools, pedestrian controlled power vehicles, maintenance – understanding of biosecurity and hygiene – health and safety considerations.

Personnel

TEACHING STAFF: Mr C McCaughan

LEARNING SUPPORT ASSISTANTS: Mrs S Davidson Mr N Manson

Classroom & Training area

Room – Class 13A

Training areas - Castle Tower School Grounds
- Mr Mc Caughan's Farm

I.C.T. Ipad, Computer and Interactive Board

Equipment

Equipment is checked and replaced when and where possible.

An up-to-date inventory will be carried out for all electrical, petrol and diesel equipment.