



Department
for Education

Agriculture, Environmental and Animal care route

Example industry placement objective templates for:

- **T Level in Agriculture, Land management and Production**
- **T Level in Animal care and Management**

July 2020

Contents

T Level: Agriculture, Land management and Production	3
Occupational Specialism: Crop and plant production.....	3
Occupational specialism: Floristry	6
Occupational Specialism: Habitat management.....	9
Occupational specialism: Land based engineering	13
Occupational specialism: Livestock production	17
Occupational specialism: Ornamental Horticulture and Landscaping	21
Occupational specialism: Tree and Woodland Management and Maintenance	25
T Level: Animal Care and Management	28
Occupational specialism: Animal Care and Management	28
Occupational specialism: Equine Care and Management.....	31

T Level: Agriculture, Land management and Production

Occupational Specialism: Crop and plant production

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Field based crop production trainee	Duration	315 hours
Objective(s)		
To support the farm manager to harvest crops from the field in order to produce healthy, nutritious, sustainable food for commercial purposes.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team to assess when the crop is ready to be harvested (at least once a week) by <ul style="list-style-type: none"> o assessing the suitability of a crop for harvest o forecasting crop yield o costing the harvesting of a crop 2. Work within a team to harvest crops (at least twice a week) <ul style="list-style-type: none"> o planning for harvesting o preparing tools, machinery and equipment for harvesting activities o operating harvesting tools, machinery and equipment o assessing a sample of crop for yield and quality o updating harvesting records 3. Work within a team to prepare harvested crops for storage (at least once a week) <ul style="list-style-type: none"> o cleaning storage buildings and facilities o disinfecting crop storage facilities o maintaining borders with the non-productive environment. 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Communicating: use of oral methods, active listening, sharing, rapport building • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Assessing the suitability of a crop for harvest • Forecasting crop yield • Costing the harvesting of a crop • Understanding of how information and data is used to inform decision-making. 		<i>[Insert corresponding reference from the TQ content]</i>

<p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Planning: identifying discrete steps, estimating time and resources, prioritising, sequencing activity • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness • Recording: noting, capturing, saving, storing. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Preparing tools, machinery and equipment for harvesting activities • Operating harvesting tools, equipment and machinery • Assessing a sample of crop for yield and quality • Understanding of potential health and safety risks associated with harvesting on the site. <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Solving problems: applying a logical approach to identifying issues and proposing solutions • Leading: modelling appropriate behaviours • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Decision-making: using evidence and advice, justifying, substantiating, concluding. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Cleaning storage buildings and facilities • Disinfecting crop storage facilities • Applying the use of handheld equipment • Packaging harvested crops for storage and/or transportation • Understanding of potential biosecurity risks when preparing harvested crops for transportation. 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at a series of familiarisation days (for 5 days) provided by the employer, weeks shadowing employees and undertaking routine duties • Health and Safety Training (mandatory) provided by the employer • Induction to equipment and machinery to be used and training if required, provided by the employer • Local Personal, Protective Equipment (PPE) (PPE) and equipment requirements. 	
<p>Suggested prior learning</p>	
<p>Knowledge of</p> <ul style="list-style-type: none"> • typical hazards associated with harvesting and related controls 	

potential environmental issues that may be encountered and typical actions to be taken

- locations for typical crop-based activities and their environment conditions
- typical and atypical pests, weeds and diseases and their impact on crop harvesting, optimising yield, quality and the environment
- different types of storage facilities and their suitability for different types of crops
- how different types of crops should be handled when harvested including different types of packaging.
- potential information sources that are helpful in decision making and the types of records, information and data associated with harvesting activities.

Experience of

- assessing different types of crops and their potential yield, quality and suitability for harvesting
- of applying harvesting techniques and training on typical equipment and machinery used
- preparing, calibrating and maintaining harvesting equipment and machinery.

Typical workplace behaviours needed for role, including:

- punctuality
- professionalism
- respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer
- appreciation that their actions may have negative consequences Responsibility for own actions and any negative consequences
- respectful of the environment when carrying out duties
- realise the benefits of the placement opportunity and the contribution the employer makes to enable it to be successful
- a willingness to learn and contribute to their own continuing professional development
- embracing a safety culture and apply proactively for self, colleagues and visitors
- ability to take responsibility and be accountable for their own actions
- a strong work ethic, taking pride in their work.

T Level: Agriculture, Land management and Production

Occupational specialism: Floristry

Role profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Floristry trainee	Duration	315 hours
Objective(s)		
To support the floristry team to assemble complex commercial flower, foliage and plant arrangements to exceed customer expectations and deliver a product that realises the customer vision and enhances the business reputation.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team to condition fresh floral materials (daily) prior to assembly by <ul style="list-style-type: none"> o removing fresh floral materials from packaging o inspecting fresh floral materials for damage o grooming fresh floral materials o disposing of waste o updating stock management data 2. Work within a team to assemble fresh floral materials into designs (at least once a week) by <ul style="list-style-type: none"> o selecting fresh floral materials in storage o positioning and securing fresh floral materials and non-floral items within a design o positioning fresh floral materials for assembly into a design for the creation of different shapes and profiles o constructing decorative items o applying protection and packaging to designs. 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Communicating: active listening, using visual and written methods, engaging an audience, sharing, adapting style and tone • Observing: situational awareness • Recording: noting, capturing, saving, storing. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Assessing health and safety risks • Applying safety measures when carrying out conditioning tasks 		<i>[Insert corresponding reference from the TQ content]</i>

<ul style="list-style-type: none"> • Measuring with precision • Applying knife skills • Inspecting floral materials for damage • Grooming fresh floral materials • Cutting stems • Cleaning tools and equipment • Updating digitally stored data. <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Self-managing: reflecting and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Assessing health and safety risks • Safe manual handling • Manipulating fresh floral materials • Positioning fresh floral materials in a design • Securing fresh floral materials in a design • Providing support to fresh floral materials in a design • Manipulating wires to support fresh floral materials in a design • Manipulating decorative materials for assembly into a design • Creating shapes and profiles with fresh floral materials • Providing protection to assembled designs • Constructing bows • Tying fresh floral materials in assembled designs • Applying packaging to designs • Maintaining tools and equipment. 	
Minimum starting requirements	
<ul style="list-style-type: none"> • Attendance at induction day provided by the employer • Health and Safety Training (mandatory) provided by the employer • Induction to equipment and machinery to be used and training if required, provided by the employer • Clothing, Personal Protective Equipment (PPE) and equipment requirements. 	
Suggested prior learning	

Knowledge of

- typical hazards and risks associated with floristry activities and related controls
- health and safety legislation e.g. COSHH
- conditioning techniques for fresh floral materials
- tools and equipment used for caring for, conditioning and assembling fresh floral materials into a design and how these are maintained and prepared for use
- causes and symptoms of different types of pests and diseases and how they are controlled to prevent damage
- fresh floral materials' quality characteristics
- principles and elements of design and the design schema and how they are applied in complex designs
- the factors that affect assembly of complex designs
- construction methods and assembly techniques and how they are used to achieve complex designs
- design quality criteria and the methods and processes used to monitor and evaluate assembled designs.

Experience of

- monitoring and evaluating assembled designs against the design quality criteria
- applying a range of construction methods and assembly techniques
- using knife skills applied when conditioning and assembling fresh floral materials into a design
- using administrative software.

Typical workplace behaviours needed for role, including:

- punctuality
- professionalism
- reliability
- resilience when working under pressure
- pride in work
- responsive to changing requirements
- attention to details
- work with integrity, in an honest and trustworthy manner
- putting personal safety and that of others first
- willingness to learn and improve own performance
- respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer.

T Level: Agriculture, Land management and Production

Occupational Specialism: Habitat management

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Habitat management trainee	Duration	315 hours
Objective(s)		
To support the habitat management team to manage habitats in order to achieve and maintain optimum biodiversity on site.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team to survey habitats to obtain information to support management decision making (at least three times during the course of the placement) by <ul style="list-style-type: none"> o electing relevant information to support surveying activities o capturing habitat information from within an environment o collating and analysing findings 2. Work under supervision to plan habitat management activities (at least three times during the course of the placement) <ul style="list-style-type: none"> o preparing health and safety and biodiversity risk assessments o assessing maintenance required to maintain the habitat at optimal performance o producing maintenance plans for a habitat o producing logistical plans for management activities, optimising work processes o presenting proposals for approval to the habitat management team 3. Work within a team to carry out management activities (at least twice a week) <ul style="list-style-type: none"> o selecting and prepare tools, equipment, machinery and materials o preparing environments for management activities o carrying out management activities o making good the site area o reporting on activities undertaken. 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, referring to others for advice • Communicating: active listening, sharing, building rapport and producing oral and written reports • Investigating: identifying sources, developing search criteria/queries, interrogating data, designing and carrying out tests • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Observing: situational awareness 		<i>[Insert corresponding reference from the TQ content]</i>

<ul style="list-style-type: none"> • Recording: noting, capturing, saving, storing • Analysing: identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Locating survey environment from a map • Verifying the accuracy of surveying equipment • Establishing a fixed datum • Capturing data using different types of tools and equipment • Identifying flora and fauna from keys • Assessing heritage asset values • Measuring with precision • Recording findings • Validating and interpreting data • Synthesising information • Presenting data, substantiating conclusions with evidence • Understanding of different types of surveys. <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Evaluating: considering and appraising process and evidence, making recommendations • Communicating: use of visual, oral and written methods, engaging an audience, adapting style and tone • Solving problems: applying a logical approach to identifying issues and propose solutions • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Decision-making: using evidence and advice, justifying, substantiating, concluding. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Assessing health and safety risks • Assessing maintenance requirements of a site • Understanding potential environmental / biological risks associated with habitat management • Understand the characteristics of habitat sites. <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice, monitoring • Communicating: active listening, sharing, oral and written methods • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal 	
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<ul style="list-style-type: none"> • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness • Solving problems: applying a logical approach to identifying issues and propose solutions • Leading: modelling appropriate behaviours. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Setting out work signage and controls • Preparing tools, equipment, machinery and materials for use • Operating tools, equipment and machinery • Removing vegetation from a habitat • Maintaining habitat boundaries • Maintaining access routes and gates • Classifying waste and allocate to storage • Making good the site area • Undertaking biosecurity measures • Understanding maintenance plans, techniques and their application. 	
Minimum starting requirements	
<ul style="list-style-type: none"> • Attendance at induction day provided by the employer • Health and Safety Training (mandatory) provided by the employer • Induction to equipment and machinery to be used and training if required, provided by the employer • Personal Protective Equipment (PPE) and equipment requirements. 	
Suggested prior learning	
<p>Knowledge of</p> <ul style="list-style-type: none"> • typical hazards associated with habitat management and related controls • types of surveys and associated techniques • data collection, handling and analysis techniques • potential environmental issues that may be encountered and typical actions to be taken • how maintenance plans are developed • habitat characteristics and how they are used to inform decision making • maintenance techniques. <p>Experience of</p> <ul style="list-style-type: none"> • carrying out different types of surveys in different habitats • removing vegetation in different environments • maintaining habitat boundaries in different environments • maintaining access routes in different environments • interpreting data to make habitat management decisions. <p>Typical workplace behaviours needed for role, including:</p> <ul style="list-style-type: none"> • punctuality • acts as an ambassador for the role and the organisation • seeks out opportunities to create effective change and continuous improvement for themselves and the organisation 	

- delivers what has been promised, setting high work standards for themselves, taking personal responsibility to deliver timely and quality results with focus and drive
- enthusiasm for the countryside and environment demonstrating a positive approach to working outdoors, and undertaking practical tasks in all weathers
- being safety conscious by promoting safe working practices for themselves and others
- ensures that all outcomes are delivered in a polite and professional manner, respecting the needs, responses and opinions of others
- respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer.

T Level: Agriculture, Land management and Production

Occupational specialism: Land based engineering

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Land based engineering trainee	Duration	315 hours
Objective(s)		
To support the land based engineering team to repair complex land based machinery and equipment in order to meet given instructions.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team to carry out scheduled maintenance (at least once a month) on complex land based engineering equipment and machinery by <ul style="list-style-type: none"> o preparing the workplace for maintenance tasks o determining resources required for maintenance tasks o preparing tools, equipment and machinery that will be used to carry out maintenance tasks o carrying out scheduled maintenance tasks o setting complex land based machinery and equipment parameters using both manual and electronic equipment in preparation for transfer to client o recording completed activities 2. Work within a team to repair complex land based machinery and equipment (at least once a month) by <ul style="list-style-type: none"> o proposing repairs required for complex land based machinery and equipment o estimating and cost repairs of complex land based machinery and equipment o assessing health and safety risks associated with carrying out repairs of complex land based machinery and equipment o communicating repair requirements to customers/clients o repairing complex land based machinery and equipment o recording repair activities. 		
Learning goals		TQ Reference
On the placement the student will need to further develop and hone through activity 1: Employability skills <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Leading: modelling appropriate behaviours • Recording: noting, capturing, saving, storing. 		<i>[Insert corresponding reference from the TQ content]</i>

Technical skills and understanding

- Preparing tools, equipment and machinery for use
- Decontaminating machinery and equipment
- Draining fluids
- Cleaning filters
- Filling components with fluids
- Bleeding fluid systems
- Setting and adjust complex land based machinery and equipment parameters
- Measuring complex land based machinery and equipment parameters
- Calculating resource requirements
- Extracting worn components from complex land based machinery and equipment
- Inserting new components into complex land based machinery and equipment
- Jacking complex land base machinery and equipment
- Stabilising raised land based machinery and equipment
- Preparing surfaces for sealing
- Sealing components
- Collecting samples for analysis
- Verifying machinery and equipment for potential defects.

On the placement the student will need to further develop and hone through activity 2:

Employability skills

- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding
- Recording: noting, capturing, saving, storing
- Solving problems: applying a logical approach to identifying issues and propose solutions
- Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone
- Decision-making: identifying likely impact, using evidence and advice, justifying, substantiating, concluding
- Self-managing: reflecting and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force.

Technical skills and understanding

- Retrieving data from equipment and machinery software
- Uploading data to machinery and equipment software
- Cleaning components
- Releasing stored energy
- Securing mechanical components to prevent movement
- Disassembling mechanical / hydraulic / electrical / electronic components
- Extracting damaged fixings
- Cutting threads
- Marking components

<ul style="list-style-type: none"> • Measuring components • Balancing components • Flushing components • Aligning components • Routing flexible components • Securing flexible components against chafing • Making good electrical/electronic connections • Calibrating systems • Calculating the cost of repair • Configuring components • Sharpening cutting components of complex land based machinery and equipment. 	
Minimum starting requirements	
<ul style="list-style-type: none"> • Attendance at induction day provided by the employer • Health and Safety Training (mandatory) provided by the employer • Induction to equipment and machinery to be used and training if required, provided by the employer • Personal Protective Equipment (PPE) and equipment requirements. 	
Suggested prior learning	
<p>Knowledge of</p> <ul style="list-style-type: none"> • typical hazards associated with maintenance and repair of complex land based machinery and equipment • types of complex land based machinery and equipment, their operating principles and components • typical causes and effects of component failure in complex land based machinery and equipment • how to access and use software for the operation of complex land based machinery and equipment • typical preventative maintenance tasks and operations • samples required for maintenance of complex land based machinery and equipment • different types of tools, equipment, machinery and materials used to maintain and repair complex land based machinery and equipment and their suitability for different activities. <p>Experience of</p> <ul style="list-style-type: none"> • using different types of tools, equipment, machinery and materials in the maintenance and repair of complex land based machinery and equipment • accessing and using software for the operation of complex land based machinery and equipment • carrying out scheduled maintenance activities on different types of complex land based machinery and equipment • preparing complex land based machinery and equipment for out of season storage. <p>Typical workplace behaviours needed for role, including:</p> <ul style="list-style-type: none"> • Punctuality • Positive professional attitude • Respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer • Appreciation of the limits of their ability / authority 	

- Embracing a proactive safety culture
- A positive approach to CPD and self-improvement.

T Level: Agriculture, Land management and Production

Occupational specialism: Livestock production

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Dairy livestock production trainee	Duration	315 hours
Objective(s)		
To support the farming team to optimise livestock production whilst sustainably ensuring the welfare of animals.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team to optimise the health of dairy livestock (at least once a week) by <ul style="list-style-type: none"> o assessing the health and welfare of dairy livestock o calculating and preparing feed requirements o maintaining cleanliness and hygiene of livestock accommodation 2. Work within a team to carry out milking (daily) by <ul style="list-style-type: none"> o herding animals o setting up milking equipment o cleaning down milking equipment o stripping the foremilk from a cow o milking a cow using mechanical equipment 3. Work within a team to maintain the productive and non-productive environment (daily) by <ul style="list-style-type: none"> o maintaining grassland e.g. fertilising, spraying, grass topping o maintaining access routes and paths e.g. laying stones, cutting back hedges o maintaining boundaries e.g. fixing fences and gates. 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Recording: noting, capturing, saving, storing • Decision-making: identifying likely impact, using evidence and advice, justifying, substantiating, concluding. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Feeding animals from a bottle • Sterilising a bottle used for feeding 		<i>[Insert corresponding reference from the TQ content]</i>

<ul style="list-style-type: none"> • Mixing feed to be provided in a bottle • Calculating feed requirements for bottle feeding • Spraying disinfectant over animal accommodation • Using hand tools to maintain animal enclosure cleanliness and hygiene • Cleaning equipment used for providing food and water • Placing restraints on young animals • Manually lifting and moving a young animal. <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness • Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Herding animals • Stripping foremilk from a cow • Using equipment to milk a cow • Setting up milking equipment • Cleaning down milking equipment • Calculating chemicals required to go through milking equipment • Measuring water temperature when washing round after milking • Handling chemicals • Mixing chemicals. <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Recording: noting, capturing, saving, storing • Decision-making: identifying likely impact, using evidence and advice, justifying, substantiating, concluding • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness 	
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<ul style="list-style-type: none"> Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> Cutting and joining wood Pruning hedges Fixing ironmongery Preparing wood for coating and apply coatings Laying stones on paths Clearing paths Erecting wired fencing Mowing grassland Cutting grass for silage or hay Baling grass for silage or hay. 	
Minimum starting requirements	
<ul style="list-style-type: none"> Attendance at induction day provided by the employer Site specific health and safety training (mandatory) provided by the employer Induction to equipment and machinery to be used and training if required, provided by the employer Personal Protective Equipment (PPE) and equipment requirements. 	
Suggested prior learning	
<p>Knowledge of</p> <ul style="list-style-type: none"> typical hazards associated with livestock production activities and related controls the welfare needs of animals and how they are delivered in practice typical diseases, parasites and ailments that can affect animals nutritional requirements of dairy livestock and experience of preparing and delivering food in different ways the accommodation requirements of dairy livestock at different growth stages and experience of maintaining accommodation to meet animal welfare needs ethical issues associated with the rearing of animals and how these are resolved equipment used for milking cows and how the equipment is maintained and operated techniques used to herd cattle and experience of applying techniques features of non-production environment and their contribution to business success. <p>Experience of</p> <ul style="list-style-type: none"> working with dairy livestock and assessing their health and welfare needs milking cows manually and with machinery applying a range of maintenance techniques for different purposes and in different environmental conditions. <p>Typical workplace behaviours needed for role, including:</p> <ul style="list-style-type: none"> punctuality professionalism respecting and appreciation of others in the team, the expertise they have developed and guidance and support they can offer maintaining confidentiality including the use of social media appreciation of the value of livestock, the farm and its buildings and adopt a security focus to maintain the value 	

- appreciating that the farm buildings include someone's home and the farm provides a livelihood to a number of people.

T Level: Agriculture, Land management and Production

Occupational specialism: Ornamental Horticulture and Landscaping

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Landscaping technician trainee	Duration	315 hours
Objective(s)		
To support the landscaping team to install hard landscaping features in order to enhance the natural environment in ways that encourage greater participation, enjoyment and interaction for future generations.		
Typical Activities		
<ol style="list-style-type: none"> 1. Work under supervision to plan the installation of hard landscaping features (at least three times during the course of the placement) by <ul style="list-style-type: none"> ○ interpreting and adapting plans and drawings in relation to existing features and dimensions ○ assessing existing landscape features to determine challenges, issues and risks ○ determining resources required ○ allocating time, people and resources to tasks and monitoring their use of resources and time ○ briefing others 2. Work within a team to prepare for installation of hard landscaping features (approximately once a week) by <ul style="list-style-type: none"> ○ assessing potential health and safety risks ○ selecting tools, equipment and materials ○ applying protection to the environment ○ inspecting quality of tools, materials and equipment ○ preparing the working environment 3. Work within a team to install hard landscaping features (at least once a week) by <ul style="list-style-type: none"> ○ preparing sub-base for installation of features ○ creating and installing hard landscaping features ○ Finishing hard landscaping features. 		
Learning goals		TQ Reference
On the placement the student will need to further develop and hone through activity 1: Employability skills <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Presenting: conveying information to an audience to secure consistent understanding 		<i>[Insert corresponding reference from the TQ content]</i>

- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding
- Recording: noting, capturing, saving, storing
- Decision-making: identifying likely impact, using evidence and advice, justifying, substantiating, concluding.

Technical skills and understanding

- Applying health and safety controls to activities
- Interpreting plans to locate existing features and services
- Assessing existing landscape features, faults and challenges for development
- Adapting drawing to reflect actual features and dimensions of a site
- Estimating resources required (including time, people, equipment, materials) to complete installation project
- Calculating volumes of materials required for the installation
- Instructing others on health and safety practices required for completion of the installation project
- Allocating team members to project roles
- Assessing the project for potential risks of realisation.

On the placement the student will need to further develop and hone through activity 2:

Employability skills

- Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal
- Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force
- Observing: situational awareness
- Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone
- Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force.

Technical skills and understanding

- Dynamically assess site for health and safety risks
- Using a range of senses whilst excavating to identify when close to utilities and adapt approach when close to utilities
- Preparing working environment for installation of hard landscaping features
- Inspecting quality of materials
- Measuring lines, curves and areas on a site
- Setting out installation requirements from information in a construction drawing
- Using levelling tools to set out depths, falls and positions of features
- Compacting sub-based / foundation
- Digging site area using tools
- Applying shovelling techniques
- Maintaining a clean and safe working environment
- Applying precise and controlled movements with appropriate application of force.

On the placement the student will need to further develop and hone through activity 3:

Employability skills

- Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal
- Leading: modelling behaviour
- Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone
- Solving problems: applying a logical approach to identifying issues and propose solutions
- Self-managing: reflecting and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice
- Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force.

Technical skills and understanding

- Confirming alignment of masonry and wood products by sight
- Applying mortar to masonry materials
- Laying masonry materials to specified configurations
- Tapping/ tamping masonry materials to achieve levels
- Pointing gaps between masonry materials
- Marking masonry materials using hand and power tools
- Applying manual handling techniques when carrying masonry materials
- Removing concrete and debris when using hand tools
- Mixing mortar using hand mixing techniques
- Securing timber based materials for permanent fixing
- Sawing timber based materials
- Cutting timber based materials temporary and permanent fixings using hand and power tools
- Applying coatings to timber based or masonry materials
- Cleaning tools
- Preparing tools for use
- Applying advanced food preparation, cooking and finishing techniques
- Dynamically assessing site for health and safety risks
- Using a range of senses whilst excavating to identify when close to utilities and adapt approach when close to utilities
- Maintaining a clean and safe working environment
- Applying precise and controlled movements with appropriate application of force.

Minimum starting requirements

- Attendance at induction day provided by the employer
- Health and Safety Training (mandatory) provided by the employer
- Induction to equipment and machinery to be used and training if required, provided by the employer
- Personal Protective Equipment (PPE) and equipment requirements.

Suggested prior learning

Knowledge of

- different types of ornamental horticultural areas and their characteristics and how hard landscaping features are used in those areas
- the implications of site characteristics to the installation of hard landscaping features
- different types of landscaping features and water environments and their implications to the installation of hard landscaping features
- the potential environmental impacts of installation activities and measures that can be used to minimise negative and maximise positive impacts
- different types of soils and plants and how to mitigate for these if encountered
- how a site operates, and the logistics involved in installing hard landscaping features on a site
- installation techniques to be applied for different hard landscaping features.

Experience of

- applying a range of techniques in installing hard landscaping features
- working with different sources of information and data to support planning, preparing for and installing hard landscaping features
- carrying out dynamic risk assessments on different types of sites for different installation activities.

Typical workplace behaviours needed for role, including:

- professionalism
 - respecting others and the environment
 - motivated to achieve high quality results
 - using initiative to identify and act on issues
 - being punctual
 - working efficiently
 - a positive attitude to work and learning
- respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer
- appreciation of the broader importance of the function they are undertaking
- a focus on their job and tasks and not distracted by other matters e.g. social media.

T Level: Agriculture, Land management and Production

Occupational specialism: Tree and Woodland Management and Maintenance

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Tree worker trainee	Duration	315 hours
Objective(s)		
To support the arboriculture team to undertake complex tree felling operations in order to meet work specifications and timeframes		
Typical Activities		
<ol style="list-style-type: none"> 1. Work within a team to prepare for tree work and felling activities (at least once a week) by <ul style="list-style-type: none"> ○ interpreting information in order to locate trees to be worked or felled ○ setting out signage and prepare the environment for the tree work and felling operations ○ inspecting and prepare tools, equipment, machinery and materials for felling and tree work operations 2. Work within a team to fell trees (at least once a week) by <ul style="list-style-type: none"> ○ felling and processing trees ○ cross-cutting, moving and stacking timber ○ making good the felling area ○ maintaining a safe felling area 3. Work within a team to support aerial tree rigging operations from the ground (at least twice during the course of the placement) <ul style="list-style-type: none"> ○ determining rigging data ○ supporting rigging operations from the ground. 		
Learning goals		TQ Reference TQ Reference
On the placement the student will need to further develop and hone through activity 1: Employability skills <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Communicating: active listening, use of visual and written methods, engaging an audience, sharing, adapting style and tone • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness 		<i>[Insert corresponding reference from the TQ content]</i>

<ul style="list-style-type: none"> • Decision-making: identifying likely impact, using evidence and advice, justifying, substantiating, concluding. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Inspecting lifting equipment • Locating trees to be felled or worked from information sources • Setting out sites such as work signage and controls (highway and non-highway). <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Leading: modelling appropriate behaviours • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness • Self-managing: reflecting and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Operating tools and equipment on and off the ground • Felling trees with assisted felling techniques • Felling trees using aerial rigging techniques • Creating a felling bench • Cutting wood using step cuts • Cutting wood using directional cuts • Cutting timber to length • Manually move and stack timber • Lifting and drag branches • Raking ground to clear debris • Sorting timber to product specification • Loading a woodchipper • Making good the felling area and tree work site. <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Solving problems: applying a logical approach to identifying issues and propose solutions • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force. <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Supporting aerial tree rigging operations from the ground 	
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<ul style="list-style-type: none"> Determine rigging data. 	
Minimum starting requirements	
<ul style="list-style-type: none"> Attendance at induction day provided by the employer Health and Safety Training (mandatory) provided by the employer Induction to equipment and machinery to be used and training if required, provided by the employer Personal Protective Equipment (PPE) and equipment requirements. 	
Suggested prior learning	
<p>Knowledge of</p> <ul style="list-style-type: none"> typical hazards associated with tree work and felling activities, related controls and sources of other guidance such as Forest Industry Safety Accord (FISA) Arboriculture and Forestry Advisory Group (AFAG) factors that can affect profitable tree operations and how to minimise negative factors when carrying out operations e.g. felling tree biology, botany and health (including timber defects) and the implications for pruning and felling operations the principles of site management and logistics features and designations of sites where felling operations may take place and implications for preparing for and carrying out felling operations. <p>Experience of</p> <ul style="list-style-type: none"> using a range of tools, equipment and machinery required for felling operations carrying out different tree work and felling operations for different tree species in different environments supporting tree rigging operations from the ground. <p>Typical workplace behaviours needed for role, including:</p> <ul style="list-style-type: none"> punctuality having a strong work ethic being self-motivated a willingness to learn being adaptable safety conscious presenting a professional manner in approach, language and behaviour respect and appreciation of others in the team, the expertise they have developed and guidance and support they can offer. 	

T Level: Animal Care and Management

Occupational specialism: Animal Care and Management

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Animal care and management trainee	Duration	315 hours
Objective(s)		
To support the animal care and management team to influence positive animal behaviour in order to maximise animal welfare.		
Typical Activities		
<ol style="list-style-type: none"> 4. Work within a team to assess the health and wellbeing of animals (daily) by <ul style="list-style-type: none"> ○ discussing the animal with their carer ○ checking animal records ○ carrying out health checks ○ administering preventative and topical treatments 5. Work under supervision to plan the training of animals (at least once a week) <ul style="list-style-type: none"> ○ assessing animals' behaviours ○ assessing health and safety risks associated with activities to influence positive animal behaviour ○ preparing plans to influence positive animal behaviour ○ reviewing plans with a supervisor ○ suggesting training aids for use with animal 6. Work within a team to influence the positive behaviour of animals (at least once a week) <ul style="list-style-type: none"> ○ monitoring animals' behaviour ○ using equipment (e.g. clickers, targets) as required ○ applying markers and reinforcement to influence an animal's behaviour ○ communicating with the animal using appropriate tone, language and aids 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Communicating: active listening, sharing, using oral and written methods • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness 		<i>[Insert corresponding reference from the TQ content]</i>

<ul style="list-style-type: none"> • Recording: noting, capturing, saving, storing. <p>Technical skills</p> <ul style="list-style-type: none"> • Handling and moving animals with care • Restraining animals with care • Assessing animal health using observation and physical techniques • Body condition scoring and reporting • Monitoring animal behaviour and signs of stress • Applying biosecurity controls. <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, sequencing activity • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Decision-making: using evidence and advice, justifying, substantiating, concluding • Solving problems: applying a logical approach to identifying issues and propose solutions. <p>Technical skills</p> <ul style="list-style-type: none"> • Carrying out risk assessments • Reviewing information and data regarding animal behaviour • Establishing training goals • Digitally creating training plans to achieve specified training goals • Using training aids • Understanding of learning theory and its application to animal needs. <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Solving problems: applying a logical approach to identifying issues and propose solutions • Leading: modelling behaviour • Communicating: active listening, sharing, using oral methods <p>Technical skills and understanding</p> <ul style="list-style-type: none"> • Responding to animal behaviour • Applying cues, markers and reinforcement • Making appropriate use of space and body language. 	
<p>Minimum starting requirements</p>	

<ul style="list-style-type: none"> • Attendance at induction day provided by the employer • Health and Safety Training (mandatory) provided by the employer • Induction to equipment and machinery to be used and training if required, provided by the employer • Personal Protective Equipment and equipment requirements.
Suggested prior learning
<p>Knowledge of</p> <ul style="list-style-type: none"> • typical hazards associated with animal care and training and related controls • animal anatomy and physiology • characteristics of healthy animals • techniques used to assess the health of animals • the natural behaviours of different types of animals at different life stages • learning theory and the development of training plans <p>Experience of</p> <ul style="list-style-type: none"> • using digital software to create documents and extract information • providing care for and handling different types of animals • assessing the health and behaviours of different types of animal • influencing a range of positive behaviours in different types of animal <p>Typical workplace behaviours needed for role, including:</p> <ul style="list-style-type: none"> • punctuality • working within set timeframes to achieve tasks • being respectful of the legal duty of care • being honest and trustworthy • showing respect, empathy, patience and tolerance for people and animals • standing up for what is right with regards to environment, animal welfare and community • accepting responsibility for own actions, and understanding the impact of these actions on others • having a strong work ethic and a willingness to learn • taking pride in their work • having a positive approach to working within a team to meet organisational objectives • being willing and enthusiastic about developing productive working relationships with colleagues and stakeholders.

T Level: Animal Care and Management

Occupational specialism: Equine Care and Management

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Equine care and management trainee	Duration	315 hours
Objective(s)		
To support the equine care and management team to prepare horses for work and competition in order to maximise performance of the horse.		
Typical Activities		
<ol style="list-style-type: none"> 3. Work within a team to optimise the physical well-being of horses (daily) by <ul style="list-style-type: none"> ○ carrying out equine health checks ○ maintaining equine accommodation ○ providing appropriate feed for horses ○ catching and restraining horses ○ grooming horses ○ maintaining equine records. 4. Work under supervision to plan the preparation of horses for work or competition (at least four times during the course of the placement) by <ul style="list-style-type: none"> ○ assessing health and safety risks ○ gathering transportation and other documentation ○ updating relevant documentation ○ assessing the condition of transport ○ assessing bio security risks ○ planning nutritional requirements ○ selecting appropriate equipment and materials required ○ identifying horse presentation requirements for work or competition. 5. Work within a team to prepare horses for work or competition (at least once a week) by <ul style="list-style-type: none"> ○ preparing tack and other equipment ○ applying and fitting appropriate equipment to horses ○ preparing a horse's mane and tail ○ preparing a horse's coat. 		
Learning goals		TQ Reference
On the placement the student will need to further develop and hone through activity 1: Employability skills <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Communicating: active listening, sharing, using oral and written methods 		<i>[Insert corresponding reference from the TQ content]</i>

<ul style="list-style-type: none"> • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force • Observing: situational awareness • Recording: noting, capturing, saving, storing. <p>Technical skills</p> <ul style="list-style-type: none"> • Handling and moving horses as required • Identifying, capturing and restraining horses • Assessing equine health using observation and physical techniques • Calculating, preparing and providing feed and water for horses • Grooming horses e.g. plating, trimming, clipping • Maintaining accommodation e.g. mucking out, field boundaries • Understanding of how to maintain equine physical and psychological well-being. <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Self-managing: reflecting and inviting feedback on own performance, setting personal goals, referring to others for advice • Planning: identifying discrete steps, estimating time and resources, prioritising, sequencing activity • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising, concluding • Decision-making: using evidence and advice, justifying, substantiating, concluding • Solving problems: applying a logical approach to identifying issues and propose solutions. <p>Technical skills</p> <ul style="list-style-type: none"> • Assessing health and safety risks • Using digital software to transfer data into templates • Cleaning equipment required • Assessing fitness for purpose of equipment • Assessing the suitability of transport • Planning nutritional requirements to meet the needs of horses • Assessing bio-security risks • Understanding of work and competition standards and requirements • Understanding of requirements for transporting horses. <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Working in a team: working with others with different skills, expertise and experience to accomplish a task or goal • Solving problems: applying a logical approach to identifying issues and propose solutions 	
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<ul style="list-style-type: none"> • Leading: modelling appropriate behaviour • Communicating: active listening, sharing, using oral methods • Physical dexterity: precise and controlled movement, agility, coordination, delicacy, appropriate application of force. <p>Technical skills</p> <ul style="list-style-type: none"> • Assessing tack for safety • Cleaning tack • Applying quarter marks • Applying and fitting tack • Presenting a horse's tail for competition • Preparing a mane for plaiting • Plaiting a horse's mane for competition • Clipping a horse for competition • Trimming a horse for competition • Turning out a horse for competition • Applying and fitting equipment into transport • Removing studs • Removing competition tack from horse. 	
Minimum starting requirements	
<ul style="list-style-type: none"> • Attendance at induction day provided by the employer • Health and Safety Training (mandatory) provided by the employer • Induction to equipment and machinery to be used and training if required, provided by the employer • Personal Protective Equipment (PPE) and equipment requirements 	
Suggested prior learning	
<p>Knowledge of</p> <ul style="list-style-type: none"> • typical hazards associated with preparing horses for work, competition and transportation and related controls • equine anatomy and physiology • the characteristics of healthy horses • techniques used to assess the health and wellbeing of horses • nutritional requirements of horses for different purposes • how to maintain equine physical and psychological wellbeing • requirements for transporting animals • competition requirements • bio security risks associated with transporting horses and engaging horses in work and /or competition. <p>Experience of</p> <ul style="list-style-type: none"> • using digital software to create and maintain records • capturing, restraining and caring for different types of horses • calculating, preparing and provided feed to horses • providing enrichment to horses • preparing horses for transportation • assessing the suitability of transport for transporting horses • preparing tack for use • preparing horses manes for competition and work • preparing horses tails for competition and work • preparing horses coats for competition and work. 	

Typical workplace behaviours needed for role, including:

- a strong work ethic
- acting as a role model of good practice
- being respectful to others
- punctuality
- being diligent in working towards and achieving objectives
- taking a pride in their work
- taking responsibility for their own actions
- showing respect and empathy for others
- being safety focussed.