

**SAMPLE  
CHAPTER**

**AGRICULTURE,  
ENVIRONMENT AND  
ANIMAL CARE**

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**CORE**

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# Agriculture, Environment and Animal Care T Level: Core Boost eBook

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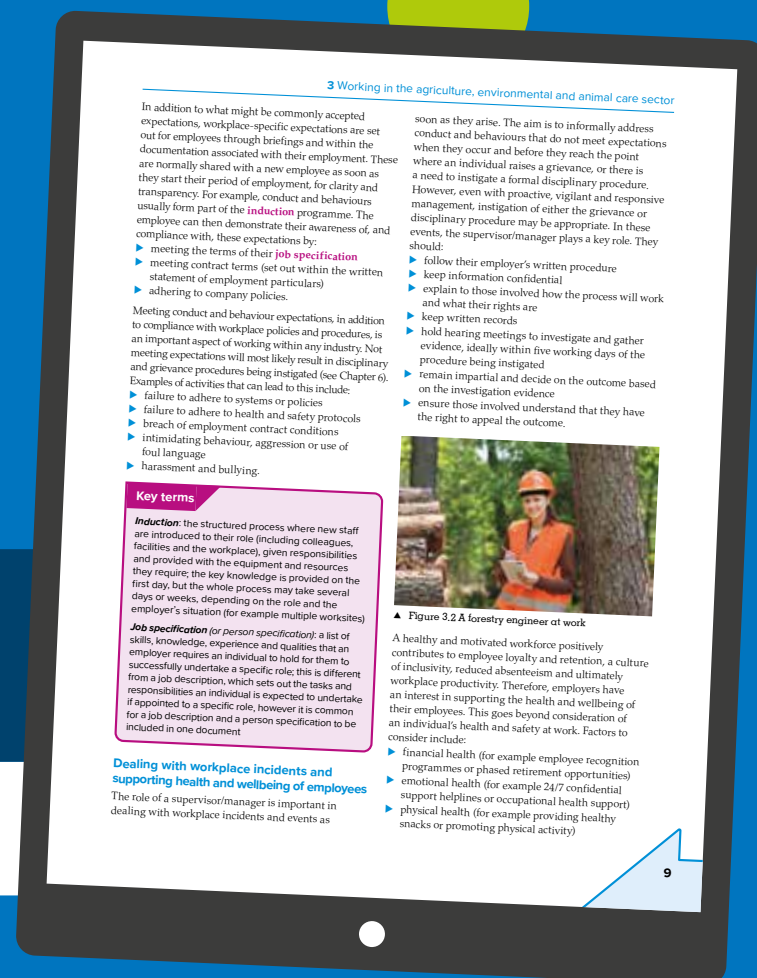
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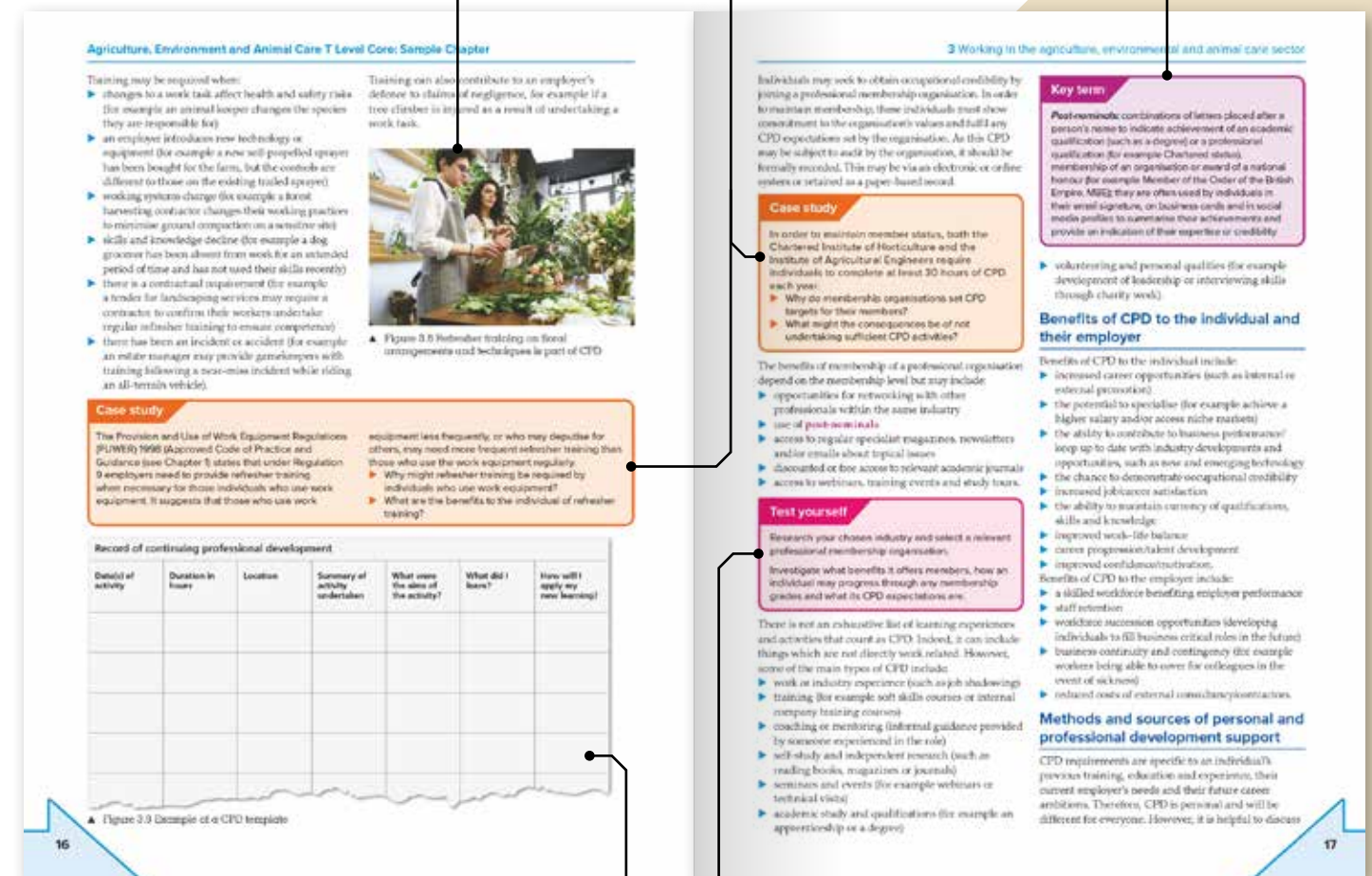


## How to use this book

**Images:** Photos, illustrations and artwork help bring the topic to life for your learners.

**Case studies:** Provide real-life examples of the learning in practice in the industry.

**Key terms:** Define and explain the terminology you need to know.



**Figures:** Help to explain and visualise concepts and models of work.

**Test yourself:** Encourage independent research to get learners thinking about the topic on their own.

**Industry tips:** Provide practical advice for learners on business and employment in the industry.

**Learning outcomes:** Set clear targets for teaching and individual student learning.



# Textbook Contents

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## Glossary

## Index

This sample contains selected material only from  
**Chapter 3: Working in the agriculture, environmental  
and animal care sector.**

Please note, the following pages are draft sample pages and are therefore  
subject to change before final publication.

Answers can be found online at [www.hoddereducation.com/answers-and-extras](http://www.hoddereducation.com/answers-and-extras)

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## 3 Working in the agriculture, environmental and animal care sector

### Introduction

The land-based sector is a dynamic and diverse sector in which to work. As it comprises a high proportion of small- and medium-sized businesses, employers may not always have human resource facilities to support new entrants. It is, therefore, important that both employers and those who work for them are aware of employment rights and responsibilities.

Additionally, individuals should be aware of how they can positively contribute to effective team working, in order to achieve desired outcomes for their employer.

Given the increasing role of technology, which is transforming the workplace, those working in the sector must also ensure they have, and maintain, the necessary capabilities and competencies to play an active role in the development of their careers. This will demonstrate their work commitment and ambitions to current and future employers.

### Learning outcomes

By the end of this chapter, you will understand:

- ▶ the different types of employment contracts and their contents
- ▶ the rights and responsibilities of different employment contracts
- ▶ the the expectations of professional conduct and behaviours in the workplace
- ▶ the importance of monitoring staff and colleagues for indications of modern slavery, people trafficking and signs of exploitation
- ▶ the impact of union membership on the employer and the employee
- ▶ the types of teams and how they are developed
- ▶ the importance of team dynamics and behaviour and their effect on team performance
- ▶ the techniques used to monitor and manage individual and team performance
- ▶ the benefits that continuing professional development (CPD) brings to the individual and their employer
- ▶ the methods and sources of personal and professional development support.



### 3.1 Employment rights and responsibilities of the employer and employee

The land-based sector presents a rich and diverse variety of employment opportunities across a range of industries (see Table 3.1). Given the options available, it is possible to specialise and progress within a single

industry (for example floristry), but it is also possible to work across or between multiple industries (for example transition between agriculture and horticulture). There are also other career opportunities which support the sector and may require technical and vocational sector knowledge (for example agricultural auctioneer or health and safety consultant). Irrespective of the individual career route someone takes, there is core knowledge and understanding which is common to everyone.

Table 3.1 Example occupations within the Agriculture, Environmental and Animal Care sectors

	Industry	Technical occupations	Higher technical occupations	Professional occupations
Animal care and management	Equine care and management	<ul style="list-style-type: none"><li>Equine groom (riding or non-riding)</li><li>Farrier</li><li>Senior equine groom (racing, riding or non-riding)</li><li>Veterinary nurse</li></ul>	<ul style="list-style-type: none"><li>Equine dental technician</li><li>Stud manager</li></ul>	<ul style="list-style-type: none"><li>Veterinary surgeon</li></ul>
	Animal care and management	<ul style="list-style-type: none"><li>Animal care and welfare assistant</li><li>Working dog handler</li><li>Dog groomer</li><li>Keeper and aquarist</li><li>Detection and protection working dog specialist</li><li>Animal care and welfare manager</li><li>Veterinary nurse</li></ul>	<ul style="list-style-type: none"><li>Animal trainer</li><li>Animal warden</li><li>Animal welfare officer</li><li>Livestock veterinary technician</li><li>Specialist veterinary nurse</li></ul>	<ul style="list-style-type: none"><li>Animal nutritionist</li><li>Animal physiotherapist</li><li>Veterinary surgeon</li><li>Wildlife rehabilitator</li><li>Zoo curator</li></ul>
Agriculture, land management and production	Agriculture crops and livestock	<ul style="list-style-type: none"><li>General farm worker</li><li>Livestock unit technician</li><li>Poultry technician</li><li>Poultry worker</li><li>Crop technician</li></ul>	<ul style="list-style-type: none"><li>Assistant farm manager</li><li>Livestock buyer</li></ul>	<ul style="list-style-type: none"><li>Agricultural inspector</li><li>Agronomist</li><li>Nutrition and fertiliser advisor</li><li>Farm manager</li></ul>
	Land-based engineering	<ul style="list-style-type: none"><li>Land-based service engineer</li><li>Land-based service engineering technician</li></ul>	<ul style="list-style-type: none"><li>Agricultural diagnostic technician</li></ul>	<ul style="list-style-type: none"><li>Agricultural engineer</li></ul>
	Forestry	<ul style="list-style-type: none"><li>Forest craftsperson (harvesting or establishment and maintenance)</li></ul>	<ul style="list-style-type: none"><li>Forest works manager</li></ul>	<ul style="list-style-type: none"><li>Professional forester</li></ul>
	Arboriculture	<ul style="list-style-type: none"><li>Arborist</li><li>Utility arborist</li></ul>	<ul style="list-style-type: none"><li>Arboriculturist</li></ul>	<ul style="list-style-type: none"><li>Professional arboriculturist</li></ul>
	Production horticulture	<ul style="list-style-type: none"><li>Crop technician</li><li>Packhouse line leader</li></ul>	<ul style="list-style-type: none"><li>Production horticulture manager</li></ul>	<ul style="list-style-type: none"><li>Horticultural scientist</li></ul>
	Landscaping and turf management	<ul style="list-style-type: none"><li>Golf greenkeeper</li><li>Advanced sports turf technician</li><li>Horticulture or landscape construction operative (horticulture operative)</li><li>Horticulture or landscape construction operative (landscape operative)</li><li>Sports turf operative</li><li>Horticulture or landscape supervisor (horticulture supervisor)</li><li>Horticulture or landscape supervisor (landscape supervisor)</li></ul>	<ul style="list-style-type: none"><li>Golf course manager</li><li>Horticulture and landscape technical manager</li><li>Garden designer</li></ul>	

	Industry	Technical occupations	Higher technical occupations	Professional occupations
	Countryside, wildlife management and gamekeeping	<ul style="list-style-type: none"><li>Countryside worker</li><li>Field biologist</li><li>Underkeeper</li><li>Water environment worker</li></ul>	<ul style="list-style-type: none"><li>Head keeper</li></ul>	<ul style="list-style-type: none"><li>Ecologist</li><li>Environmental practitioner</li><li>National park or nature reserve warden</li></ul>
	Aquaculture and fisheries management	<ul style="list-style-type: none"><li>Fisher</li><li>Fisheries technician</li></ul>		<ul style="list-style-type: none"><li>Aquaculture manager</li></ul>
	Viticulture and oenology		<ul style="list-style-type: none"><li>Viticulture and oenology manager</li></ul>	
	Floristry	<ul style="list-style-type: none"><li>Florist</li><li>Senior florist</li></ul>		

Source: IfATE occupational map for the agriculture, environmental and animal care sector

Note: Some of these occupations cover a number of job titles, for example a countryside ranger may also be referred to as a community ranger, an estate ranger, an estate supervisor, a park ranger, a ranger, a recreation ranger or a reserve or countryside warden.

#### Different types of employment contracts and their contents

Everyone at work has specific rights in return for certain responsibilities. However, these rights vary between the employer and employee, and are dependent on the type of employment contract that exists between them.

In simple terms, the contract of employment is a legally binding agreement between an employee and an employer. The employee agrees to perform specific tasks and, in return, the employer will provide agreed remuneration (benefits such as a salary).

The contract may be agreed verbally or in writing (such as a job offer via email or letter). Both types of contract are legally binding and enforceable. A contract can also be agreed through demonstrated actions or behaviour. For example, if an individual undertakes work and is paid for it, this indicates an employment agreement exists, even when there has not been any oral or written contract.

A contract of employment usually consists of three types of terms:

- ▶ **express terms:** terms put in writing
- ▶ **implied terms:** terms assumed to be included because they are obvious (for example do not steal from the employer and mutual trust), legal requirements (for example entitlement to statutory redundancy pay) or custom and practice (for example if an annual bonus is normally paid to all staff)
- ▶ **incorporated terms:** terms included but referenced elsewhere, such as in a staff handbook.

The Employment Rights Act 1996 (see Chapter 6) states that employees or workers (including agency workers) have a legal right to a ‘written statement of employment particulars’ from their employer on or

before their first day of work. Often this statement is referred to as the ‘employment contract’. However, its purpose is to formalise the contract and provide evidence the contract exists. It also contains detailed additional information about the job that goes beyond the basic requirements of the contract.

#### Content of a written statement of employment particulars

The statement must contain a minimum number of express terms, which are usually laid out in a similar order to Figure 3.1

There is additional information that must be given to the employee, which can be included at the same time within the statement, or separately, but must be provided within two months of the employment start date. This includes:

- ▶ pension arrangements (if this information is not included in the document, the employer must state where the employee can find it)
- ▶ any terms and conditions that apply to other employees too (known as ‘collective agreements’)
- ▶ details of any training provided by the employer that is not compulsory (if this information is not included in the document, the employer must state where to find it)
- ▶ disciplinary rules and disciplinary and **grievance** procedures (more details about grievance procedures and how complaints should be managed are provided in Chapter 6).

#### Key term

**Grievance:** a formal complaint made by an employee about their treatment at work by their employer or someone else they work with



Written statement of employment particulars	Notes
Express terms: 1. Employer's name 2. Employer's address 3. Employee's or worker's name 4. Date the employee or worker starts work 5. Date that 'continuous employment' started for an employee 6. Job title or a brief description of the job 7. Place or addresses where the employee or worker will work 8. How much, how often and when the employee will be paid 9. Working hours the employee or worker must work 10. Holiday and holiday pay 11. Sick leave and sick pay 12. Any other paid leave 13. Any other benefits, including non-contractual benefits 14. Notice period the employee or employer must give when employment ends 15. How long the job is expected to last 16. Any probation period 17. Any terms that apply if the employee will work abroad 18. Training that must be completed by the employee or worker	5. Working for the same employer without a significant break  7. One specific worksite or multiple worksites 8. For example £1,200 per month, paid on the last Friday of each month 9. Should include which days and if their hours or days can change 10. Should include how this is calculated if the employee or worker leaves 11. Or where the employee can find this information 12. Or where the employee can find this information 13. For example childcare vouchers or company car  15. If it is temporary or fixed term 16. Including its duration and conditions 17. May not be included if it is not relevant 18. May include timescales
Additional information which may be included: 1. Pension arrangements 2. Terms and conditions that apply to other employees too 3. Details of any training provided by the employer that is not compulsory 4. Disciplinary rules and disciplinary and grievance procedures	1. Or where the employee can find this information 2. Known as 'collective agreements' 3. Or where the employee can find this information 4. Or where the employee can find this information

▲ Figure 3.1 Example of a written statement of employment particulars

Industry tip

As the land-based sector predominantly comprises **small- and medium-sized enterprises (SMEs)**, employers usually rely on the use of template documents to help them ensure they include all the necessary information within the contracts they use. This also applies to employment contracts. Sometimes contract templates are provided by trade associations as a benefit of being a member. Alternatively, employers can access free templates for both employees and workers from the Advisory, Conciliation and Arbitration Service (Acas) (the difference between these two employment statuses is covered later in this chapter). It is important to always use the most up-to-date templates available on the Acas website, rather than saving a copy onto a computer and using it for all future contracts. This ensures that if employment law changes, the employer is using the most current and compliant version of a contract when they take on someone new.

Key term

**Small- or medium-sized enterprises (SMEs):** in the UK, a business is usually considered to be an SME if it has fewer than 250 employees and a turnover of less than £50 million

An employer may choose to provide additional information (such as incorporated terms) within the statement, or else provide it within a document such as a staff handbook or signpost staff to where they can find it, for example on the organisation's intranet. This could include organisational policies and procedures such as:

- ▶ travel expenses policy (for example what expenses are allowable and how they can be claimed)
- ▶ absence due to illness (for example telephoning the employer or manager by a specific time)
- ▶ use of internet and email (for example access to the internet for personal reasons is restricted to during breaks or outside working time and email can only be used for work purposes).

Industry tip

As workplaces and roles are dynamic and can change over time, it may be difficult for an employer to define exactly what an employee may be asked to do. Therefore, it is widespread practice for land-based employers to include a clause within the contract which requires an employee to perform additional reasonable duties as required. This does not mean the employer can ask the employee to perform *any* task, as it must be reasonable and within the ability of the employee.

Employers may also include a **restrictive covenant** or **exclusivity clause** within a contract, which should be contained within the statement for clarity. For example, a livestock feed merchant may be concerned that if a sales manager leaves and gains employment with a competitor, the manager might take customers' contact details with them to the new employer. Therefore, the merchant may include within the contract a restrictive covenant that the sales manager must not approach the merchant's customers after they leave their employment for a specified period of time. Similarly, the merchant may be concerned that a sales manager might take the opportunity to sell agricultural implements for a machinery dealer to the merchant's customers. Therefore, the merchant might include an exclusivity clause that prohibits the sales manager from working for another employer while they are employed by the merchant, unless this is agreed.

The extent to which an employer can limit what other work can be done depends on the individual. For example, it might be reasonable to limit what other work a full-time employee might do, but not necessarily what a part-time worker might do. Therefore, employers must make decisions according to each individual staff member's circumstances.

Industry tip

Often employers are concerned that staff may undertake additional work either for themselves or someone else, which means they may not get sufficient rest between periods of work. Particularly where the work is physically demanding or requires concentration and focus, insufficient rest can increase the risk of an accident happening. Therefore, employers may include a restrictive covenant or exclusivity clause within a contract to help them fulfil their legal obligation to ensure the individual concerned is not putting themselves or others at increased risk because of a lack of sufficient rest.

Rights and responsibilities of different employment contracts

An employment contract will reflect the employment status of the individual and their legal status at work:

- ▶ **Employee:** these individuals usually have regular hours or a working pattern and are required to be available and undertake work (unless on leave) for an agreed salary. They have the most obligations to their employer but also have the

most employment rights. However, some of these rights are subject to a minimum length of **continuous employment**.

- ▶ **Worker:** these individuals may not have regular or guaranteed hours or working patterns and may not be obligated to be available for work. However, they still have employment rights.
- ▶ **Self-employed person:** these individuals have the flexibility to choose when and what work they undertake, determine what fees they charge and are not paid a formal wage. They have the fewest employment rights. However, they still have protection against unlawful discrimination and for their health and safety while working at a client's workplace.

Both employees and workers share some employment rights, including:

- ▶ being paid at least the national minimum wage
- ▶ receiving a wage slip/payslip showing the hours worked and the associated rate of pay
- ▶ being protected against unlawful deductions from wages
- ▶ receiving the statutory minimum rest breaks
- ▶ being protected against unlawful discrimination
- ▶ being protected for whistleblowing
- ▶ receiving statutory maternity, paternity, adoption and shared parental pay.

Key terms

**Restrictive covenant** or **exclusivity clause:** a contract clause that sets out what work an employee may or may not do (such as working for someone else) during their employment or when they leave their employment

**Employee:** someone who works under a fixed-term or permanent contract

**Continuous employment:** when an employee works for an employer without a break in employment; it is calculated from the first day they started working for that employer; some breaks in employment count towards continuous employment, for example annual leave or sickness, maternity, paternity, parental or adoption leave, but other breaks do not, such as when the employee is on strike

**Worker:** someone engaged under a casual contract

**Self-employed person:** someone who works independently for themselves, normally operating under either a service contract or consultancy agreement

However, an employee has the following additional employment rights compared with a worker (see the Employment Rights Act 1996 later in this chapter):

- ▶ protection against unfair dismissal
- ▶ a minimum period of notice if employment is terminated
- ▶ statutory redundancy pay
- ▶ the right to request flexible working
- ▶ time off for emergencies
- ▶ statutory maternity, paternity, adoption and shared parental leave and pay.

The employment status of an individual is important for many reasons in addition to their legal rights. For example, an employer is responsible for income tax deductions and National Insurance contributions (NICs) on behalf of an employee. However, an individual's employment status may not reflect their working hours or pattern and thus, the type of contract they are given.

Industry tip

Although there is an important legal difference between employees and workers, for convenience a single term such as 'staff' or 'workforce' is often used to describe both. This helps to reduce perceived differences in status and thus potential discrimination where both types of individuals are undertaking the same or similar work (see Chapter 6 for more information about discrimination). For example, workers may be treated less favourably because they are not employed on a permanent contract.

Full-time and part-time (permanent) contracts

There is no specific number of hours worked which differentiates between whether an individual has a full- or part-time role. However, full-time is widely considered to be 35 (or more) hours per week and part-time is 30 (or fewer) hours per week.

Fixed-term contracts

These contracts last for a specified period of time or until a specified task is completed.

Casual contracts

In the land-based sector, it is common for employers to engage staff on temporary or casual contracts, for example seasonal workers involved with planting, harvesting or packing crops or with animal rearing, such as lambing at a specific time of the year. Zero-hours contracts can be used in situations where an individual may be available for work as and when the employer needs them. Other temporary staff may include consultants and contractors. Temporary and casual staff may be self-employed or agency workers contracted through an employment agency.

An employment agency or individual who supplies labour for the agriculture, horticulture, shellfish gathering and food processing and packaging sectors is termed a 'gangmaster'. They must be licenced by the Gangmasters and Labour Abuse Authority, which is the government body responsible for preventing workers from being exploited and ensuring they are treated fairly by employers. For example, after 12 weeks' continuous employment an employer must ensure agency workers get the same terms and conditions as a permanent employee.

Industry tip

There may be subtle differences in responsibilities of individuals under the Health and Safety at Work etc. Act 1974. For example, an employer may expect a specialist contractor to provide their own tools, equipment and personal protective equipment because they have specialist knowledge and understanding of the work being undertaken. However, irrespective of the employment relationship between an individual and their employer, the employer still has a duty of care to each individual. For example, they should provide information and instructions on hazards and risk control measures and if necessary challenge poor behaviour and practices.

Test yourself

Identify two reasons why an employer may not want to engage someone as an employee on a permanent contract.

Legislation that supports employment rights and responsibilities

There are several key pieces of legislation that offer individuals rights and place responsibilities on employers, including the Health and Safety at Work etc. Act 1974 to minimise risks to health, safety and welfare at work (see Chapter 1) and the Equality Act 2010 to offer protection against discrimination (see Chapter 6).

Employment Rights Act 1996

In addition to the requirement to provide an individual with a written statement of employment particulars, this Act establishes the rights of individuals at work in specific situations. For an employee:

- ▶ Reasonable notice must be given by both the employer and the employee before a contract is terminated. The period of notice to be given by the employer depends on the length of time the individual has been employed for. The period of notice to be given by the employee might depend on how long the employer needs to recruit a replacement.
- ▶ Employees have a right to compensation if they are made redundant, so long as they have worked for the same employer for at least two years. The amount of compensation is dependent on the age of the employee and their length of service.
- ▶ Employees have the right to request flexible working arrangements.
- ▶ Employees are entitled to statutory maternity, paternity, adoption and shared parental leave (in addition to pay), unlike workers who are only entitled to pay.
- ▶ Employees are entitled to statutory sick pay. This is calculated as a fixed weekly amount and paid for up to 28 weeks, so long as they meet the eligibility criteria which includes being unable to work through illness for more than three days (including non-working days) in a row.
- ▶ The employer must provide a valid and fair reason for dismissing an employee. Dismissals for any of the following reasons are considered automatically unfair:
  - health and safety concerns
  - assertion of statutory rights
  - request for flexible working
  - pregnancy or maternity.

- ▶ Any claim for unfair dismissal must normally be made initially to Acas and subsequently to an employment tribunal within three months of the dismissal (see Chapter 6).

National Minimum Wage Act 1998

This Act establishes the minimum pay per hour a worker is entitled to. This hourly rate is determined by the worker's age and whether they are an apprentice. The rates are set by the government and come into effect at the start of April each year.

The relevant hourly rate is a legal entitlement and His Majesty's Revenue and Customs (HMRC) has the authority to take legal action against employers who fail to pay this. In addition, workers may also make a claim to an employment tribunal if they are paid less than the appropriate national minimum wage.

Although the national minimum wage is set at an hourly rate, it applies irrespective of how an individual is paid:

- ▶ **Time work** is paid by the hour (for example a tractor driver is paid for the time it takes to plough a field).
- ▶ **Salaried hours** are paid as an annual salary (for example a gamekeeper is paid in equal regular instalments throughout the year for a specified number of hours' work) although may be pro rata for part-time staff.
- ▶ **Output work** is paid by quantity or task and is sometimes referred to as 'piecework' (for example a dog groomer is paid a fixed fee for every dog they groom).
- ▶ **Unmeasured work** is paid in other ways (for example a landscape gardener is paid £200 to cut a hedge irrespective of how long it takes to complete the work).

Improve your English

The term 'pro rata' comes from Latin. Research this term online and write a definition in the context of part-time employment (for example, someone working two days per week) and full-time employment (for example someone working five days per week). Remember that salary and benefits such as annual leave entitlement are normally calculated on a pro-rata basis to ensure all employees are being fairly compensated for the quantity of work they do.



Improve your maths

An employer who manages an animal collection service advertises a vacancy for an animal care assistant. The existing employees in the same role are on a full-time salary of £25,000 with 30 days' annual leave. However, the employer only wants the new employee to work two days each week, when the animal collection is busy with visitors. Therefore, the employer advertises the role as being on a 0.4 FTE (full-time equivalent) contract. Work out what the employee would be paid pro rata for the two days a week they work, as well as how many days of annual leave they are entitled to.

Working Time Regulations 1998

These regulations implement the EU Working Time Directive 1993 and provide certain rights and protection to workers which help support their safety, health and wellbeing as follows:

- ▶ Individuals cannot **work** more than 48 hours a week, averaged over a reference period (normally 17 weeks).
  - Some individuals over the age of 18 can voluntarily opt out of the 48-hour week (sometimes referred to as a Working Time Regulation waiver) and work more hours than this. However, they cannot be dismissed or treated unfavourably for refusing to do so and can change their mind.
- ▶ There is an entitlement to rest breaks:
  - during the working day – a 20-minute rest break if the individual is expected to work more than 6 hours during the day
  - between working days – 11 hours' rest between finishing work and returning to work
  - between working weeks – 24 hours' rest every 7 working days, or 48 hours' rest every 14 working days.
- ▶ There is an entitlement to 5.6 weeks' paid statutory annual leave (up to a maximum of 28 days per year), calculated pro rata on the hours the individual works. However, it is important to be aware that an employer can include bank holidays and public holidays within this period. They can also choose to offer more holidays than the statutory entitlement.

**Young workers** have different rest break entitlements, such as a 30-minute rest break if they work more than 4.5 hours during the day and 12 hours' rest between finishing work and returning to work. In addition, they must not work at night during the 'restricted period'. Depending on their contract, this is normally:

- ▶ between 10.00 p.m. and 6.00 a.m. or
- ▶ between 11.00 p.m. and 7.00 a.m. if their contract allows for them to work after 10.00 p.m.

However, depending on the type of work (for example agriculture), young workers can work until midnight or from 4.00 a.m. onwards, but only if there are no adult workers available to do the work and if it will not have a negative effect on the young person's education or training.

Expectations of professional conduct and behaviours in the workplace

Irrespective of contract type or employment status, employers expect workers to demonstrate a certain level of professional conduct and behaviour in the workplace. Not only does this contribute to the promotion of diversity and inclusivity within the workplace, but it also has an impact on the organisation's reputation and how it is perceived by its customers, clients and other stakeholders. These expectations include:

- ▶ punctuality
- ▶ cleanliness
- ▶ good conduct
- ▶ adherence to regulations
- ▶ respect for own and others' work and work area
- ▶ respect for positions of employment
- ▶ respect for the land, air and water (environment)
- ▶ respect for property and belongings of others and animals, including for volunteers.

Key terms

**Work:** this includes time spent directly undertaking the contracted role or task but also covers role-specific training, paid or unpaid overtime at the request of the employer, time spent at the workplace 'on call', working lunches and time spent travelling between home and the workplace if the individual does not have a fixed workplace; it does not include voluntary unpaid overtime, breaks when no work is done, holidays or travelling outside normal working hours

**Young workers:** individuals who are above the statutory school leaving age but under 18 (i.e. any worker aged 15, 16 or 17); young workers must not work more than 8 hours a day and 40 hours a week and employers should be aware that if they use young workers, they must not discriminate against them because of their age (see Chapter 6)

In addition to what might be commonly accepted expectations, workplace-specific expectations are set out for employees through briefings and within the documentation associated with their employment. These are normally shared with a new employee as soon as they start their period of employment, for clarity and transparency. For example, conduct and behaviours usually form part of the **induction** programme. The employee can then demonstrate their awareness of, and compliance with, these expectations by:

- ▶ meeting the terms of their **job specification**
- ▶ meeting contract terms (set out within the written statement of employment particulars)
- ▶ adhering to company policies.

Meeting conduct and behaviour expectations, in addition to compliance with workplace policies and procedures, is an important aspect of working within any industry. Not meeting expectations will most likely result in disciplinary and grievance procedures being instigated (see Chapter 6). Examples of activities that can lead to this include:

- ▶ failure to adhere to systems or policies
- ▶ failure to adhere to health and safety protocols
- ▶ breach of employment contract conditions
- ▶ intimidating behaviour, aggression or use of foul language
- ▶ harassment and bullying.

Key terms

**Induction:** the structured process where new staff are introduced to their role (including colleagues, facilities and the workplace), given responsibilities and provided with the equipment and resources they require; the key knowledge is provided on the first day, but the whole process may take several days or weeks, depending on the role and the employer's situation (for example multiple worksites)

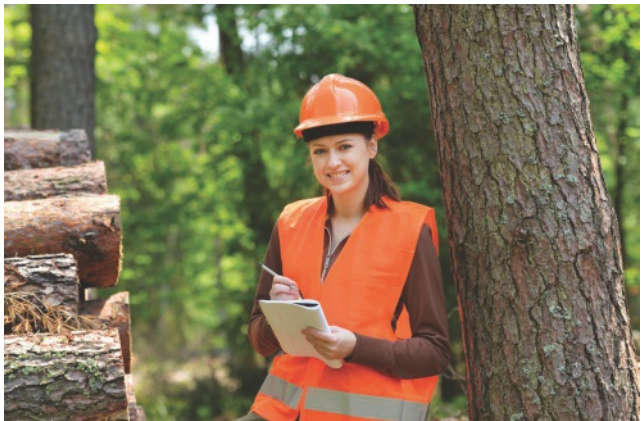
**Job specification (or person specification):** a list of skills, knowledge, experience and qualities that an employer requires an individual to hold for them to successfully undertake a specific role; this is different from a job description, which sets out the tasks and responsibilities an individual is expected to undertake if appointed to a specific role, however it is common for a job description and a person specification to be included in one document

Dealing with workplace incidents and supporting health and wellbeing of employees

The role of a supervisor/manager is important in dealing with workplace incidents and events as

soon as they arise. The aim is to informally address conduct and behaviours that do not meet expectations when they occur and before they reach the point where an individual raises a grievance, or there is a need to instigate a formal disciplinary procedure. However, even with proactive, vigilant and responsive management, instigation of either the grievance or disciplinary procedure may be appropriate. In these events, the supervisor/manager plays a key role. They should:

- ▶ follow their employer's written procedure
- ▶ keep information confidential
- ▶ explain to those involved how the process will work and what their rights are
- ▶ keep written records
- ▶ hold hearing meetings to investigate and gather evidence, ideally within five working days of the procedure being instigated
- ▶ remain impartial and decide on the outcome based on the investigation evidence
- ▶ ensure those involved understand that they have the right to appeal the outcome.



▲ Figure 3.2 A forestry engineer at work

A healthy and motivated workforce positively contributes to employee loyalty and retention, a culture of inclusivity, reduced absenteeism and ultimately workplace productivity. Therefore, employers have an interest in supporting the health and wellbeing of their employees. This goes beyond consideration of an individual's health and safety at work. Factors to consider include:

- ▶ financial health (for example employee recognition programmes or phased retirement opportunities)
- ▶ emotional health (for example 24/7 confidential support helplines or occupational health support)
- ▶ physical health (for example providing healthy snacks or promoting physical activity)

- ▶ social wellbeing (for example buddy schemes or opportunities for employees to make their voice heard)
- ▶ psychological wellbeing (for example opportunities for career development or workplace autonomy)
- ▶ work-life balance (for example customised working hours or working from home on specific days).

However, most employers take a holistic approach to wellbeing which goes above and beyond the statutory requirements such as support for attending medical appointments and sick pay entitlement (including agricultural sick pay for those employed before 1 October 2013). Indeed, a thoughtful employee assistance programme can be helpful in retaining existing staff, but it can also be used as a selling feature when recruiting new staff. However, it is important that employers recognise the diversity within their workforce when considering employee health and wellbeing.

Case study

Employers who want to provide wellbeing initiatives should consider all their staff when planning what they offer. For example, consider a national nature consultancy service. As well as having employees based and working full time at the organisation's office(s), it may also have employees who regularly work from home or part-time workers who may not be able to benefit from wellbeing initiatives.

- ▶ Why should an employer consider the individual context of all their staff when planning support programmes?
- ▶ Identify two ways an employer might encourage employee participation in wellbeing initiatives.

Test yourself

Research job adverts for vacancies within your chosen industry. Make a list of what benefits or 'perks' employers are offering that might contribute to the wellbeing of their staff.

Importance of monitoring staff and colleagues for indications of modern slavery, people trafficking and signs of exploitation

Employers and other stakeholders in the land-based sector must be aware of, and vigilant to, the risk of coercion and exploitation among workers, referred to as **modern slavery**. The land-based sector is a high-risk sector for this as it is particularly vulnerable to

shortages in labour supply, with a high turnover of seasonal staff.

Everyone within the sector plays a vital role in monitoring staff and work colleagues for signs of trafficking or forced labour. However, the signs might not be immediately obvious and are often hidden, as victims might not understand their legal rights, or else feel ashamed about letting themselves be treated in such a way. Evidence of an individual being a victim of modern slavery can include:

- ▶ restricted freedom (for example being unable to leave their work premises, being forced to buy provisions from their employer or dependent, or having limited contact with family)
- ▶ behaviour (for example resorting to crime to get food, showing anxiety or being distrustful of authorities)
- ▶ working conditions (for example working excessive hours with no rest breaks or lacking appropriate clothing for the work they undertake)
- ▶ accommodation (for example not being able to share information about where they live, or living in poor accommodation)
- ▶ finances (for example having no access to money or being punished by fines for underperformance)
- ▶ appearance (for example having visible injuries that suggest they are being physically controlled or abused).

Employers have a responsibility to help protect their workers from modern slavery, by ensuring they are aware of their legal rights associated with the role and contractual terms and conditions (such as the Working Time Regulations). They should continually monitor their workforce (including agency staff) to ensure they are not knowingly or unknowingly being exploited. If they suspect someone is a victim of human trafficking, forced labour or worker exploitation, they should report it immediately. Depending on the circumstances, the following options may be appropriate:

- ▶ the police – 101, or in the case of an emergency 999
- ▶ the Gangmaster and Labour Abuse Authority
- ▶ the modern slavery and exploitation helpline
- ▶ the Health and Safety Executive (HSE).

Key term

**Modern slavery:** the exploitation of individuals for personal or commercial gain; it is a serious crime that violates the human rights of victims; the term covers human trafficking, slavery, servitude and forced or compulsory labour, and its victims are defined by the Slavery and Human Trafficking (Definition of Victim) Regulations 2022

Under the Modern Slavery Act 2015, all police forces and local authorities, as well as the National Crime Agency and the Gangmaster and Labour Abuse Authority, have a duty to notify the Home Office of anyone they believe is a suspected victim of human trafficking or modern slavery. In addition, the Public Services (Social Value) Act 2012 requires all public-sector organisations to monitor their supply chains to ensure what they buy creates additional benefits for society. As part of this, they should identify and manage risk of modern slavery within new procurement contracts, monitor contracts on an ongoing basis and take action when victims of modern slavery are identified.

While the duty to notify is not a requirement for other organisations, they are encouraged to complete a National Referral Mechanism (NRM) form or an MS1 (Notification of a Potential Victim of Modern Slavery) form (for further details visit gov.uk and search 'duty to notify' to download the forms and associated guidance). As part of the Modern Slavery Act 2015, all companies supplying goods or services in the UK with an annual worldwide turnover of £36M or more are required to prominently publish a statement each year indicating how they have challenged the risk of modern slavery within their activities and within their supply chain.

Case study

The Gangmaster and Labour Abuse Authority has received reports of chicken catchers not being paid for their travel time between different work sites, health and safety concerns with the suitability of accommodation (overcrowded and unsanitary conditions), individuals being paid less than the national minimum wage for piecework, and workers being controlled by employers withholding their identity documents.

- ▶ What are the potential consequences for an employer found to have exploited workers?
- ▶ What is the potential penalty for an employer who is found guilty of using workers supplied by an unlicensed gangmaster?

Impact of union membership on the employer and the employee

Trade unions play an important role in the workplace by providing an employee 'voice' and supporting the development of effective working relationships

between an employer and their workforce. Trade unions have special rights in law to negotiate pay and working conditions. They also have the right to be informed and consulted on matters such as health and safety and redundancies.

Trade union officials provide a range of support for members, but immediate support in the workplace is normally provided by union representatives. These are unpaid members who receive paid time off (in line with the relevant Acas Code of Practice) receive training for and perform to their role. Some representatives may undertake a specialist role. For example, equality representatives promote and raise awareness of issues associated with diversity and inclusion, and union learning representatives encourage employees to engage in training to enhance their work skill sets.

The Trade Union and Labour Relations (Consolidation) Act 1992 offers employees and some workers legal protection against being refused employment, being offered unfavourable treatment, or being dismissed because they are or are not members of a trade union. Members of a trade union are also offered protection for lawful activities associated with union membership.

3.2 Effective teamwork

Types of teams and how they are developed

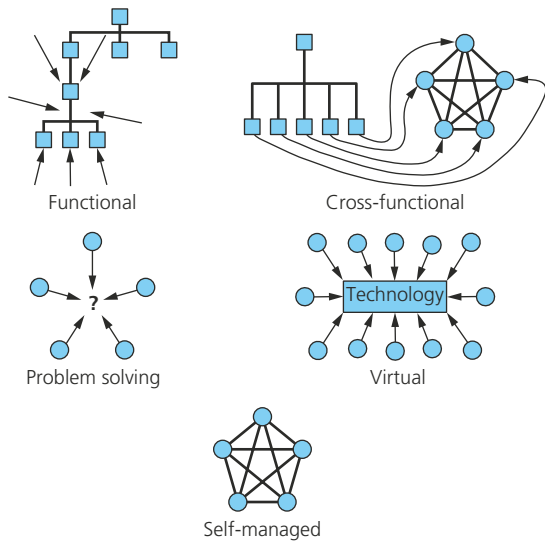
Successful land-based businesses and organisations rely on effective team working. This is because often tasks cannot be completed by one individual and instead it may be more efficient to assign a number of people to complete a task, as the team will benefit from the diverse skills and knowledge of its members.

The structure and working parameters of each team will vary depending on the needs of the organisation, which might be driven by client or customer demand. When determining what teams are required, an employer may consider the:

- ▶ purpose of the team (for example providing a service or improving a work process)
- ▶ autonomy of the team (for example, individuals being able to make decisions by themselves without supervision)
- ▶ size and scale of the team (allocating the number of workers to a task depending on its difficulty and complexity)



- ▶ duration of the team (for example a permanent team or a temporary team working together for a defined period of time)
- ▶ physical requirements (for example the workers needing to be physically present in the same place).



▲ Figure 3.3 Types of work teams

Having considered the goals of the team, an employer will usually select from one of the following types of team:

- ▶ Functional teams comprise individuals from the same department working together, with a leader whom members report to and who allocates responsibilities.
- ▶ Cross-functional teams (or matrix teams) comprise individuals from different departments, working with a leader whom members report to and who allocates responsibilities.
- ▶ Problem-solving teams (or task force teams) comprise individuals working on a specific problem, with a leader whom members report to and who allocates responsibilities.
- ▶ Project teams comprise individuals working on a specific project, with a leader whom members report to and who allocates responsibilities.
- ▶ Virtual (or remote) teams comprise individuals working in separate locations through the use of technology.
- ▶ Self-managed teams comprise individuals who work together towards a common goal but are responsible for managing themselves.

### How teams are developed

Once an employer has determined the type, structure, scope and goal(s) of a team, they will develop the team. This may include allocating someone as team leader, whose role is to assign responsibilities to team

members, co-ordinate activities, monitor progress and report to the employer. Teams are normally developed through the following five stages (Figure 3.4).

### Forming or training

This is the initial stage when team members meet. As the team is new, members will be briefed on the purpose and working parameters and are likely to be highly motivated.

### Storming

As the team members start to communicate and work with each other, they will likely share different perspectives and views. This may result in disagreement and conflict, so motivation may decrease. The team may start to split into smaller teams as a result of shared views or values. At this stage, members must learn to collaborate and overcome any disagreements.

### Norming

The team members have overcome any internal challenges and are communicating effectively, providing others with mutual and constructive support. If a team leader has not already been appointed, it is at this stage that a leader will emerge.

### Performing

The team is now starting to perform cohesively, is clear on working relationships and is focused on producing results. Members have a shared ownership and value team membership.

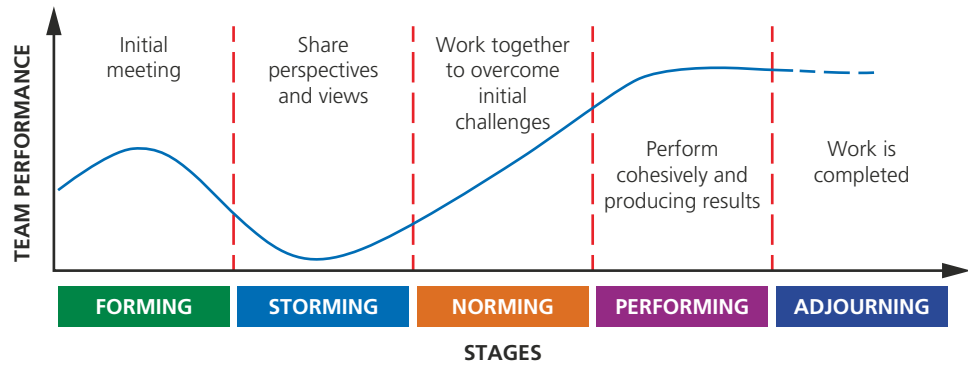
### Adjourning or dissolution

This stage is reached when the work allocated to the team nears completion. This stage occurs naturally if the team was working on a specific project or task but may be reached if the team needs to be restructured for organisation or business reasons.

### Importance of team dynamics and behaviour and their effect on team performance

Throughout the stages of team working, team dynamics and collective behaviour can have a critical effect on team performance and whether the assigned goals are met. Employers and team leaders can contribute to team effectiveness by:

- ▶ allocating the workload fairly (for example assigning work to individuals based on their skills, capacity and capability)



▲ Figure 3.4 Tuckman's five-stage team development model

- ▶ communicating effectively (for example providing clearly defined goals and frequent communication)
- ▶ defining roles and responsibilities clearly (ensuring individuals understand their contribution to the team)
- ▶ clarifying accountability and ownership (for example setting deadlines and response times for individuals)
- ▶ resolving conflict (identifying and addressing problems as they arise and encouraging collaboration).
- ▶ respect and tolerance (being tolerant of the views and opinions of others even if they do not agree with them)
- ▶ trust (being transparent and honest with others in the team)
- ▶ empathy (caring for others in the team)
- ▶ learning (reflecting on what could have been done differently when things go wrong)
- ▶ reliability (undertaking work allocated to the required standard and within the agreed timescale).

While the team leader can have a significant impact on the effectiveness and efficiency of a team, the contribution and participation of individual team members is critical. Therefore, employers look for team members to possess and demonstrate a range of personal qualities. Most of these are commonly referred to as **soft skills** or **interpersonal skills**. These may include:

- ▶ open communication (asking questions if unsure and sharing progress)
- ▶ problem solving (recognising challenges when they arise and developing solutions, or preventing them escalating)
- ▶ listening (clarifying information shared by others so the meaning is understood)
- ▶ persuasion (sharing ideas and perspectives in such a way that they are accepted by others in the team)
- ▶ collaboration and support (working with others and helping where necessary)

### Key terms

**Soft skills:** attributes associated with an individual's awareness of, and ability to express and manage, their behaviours and emotions

**Interpersonal skills:** abilities that relate to how an individual communicates, interacts and collaborates with others



▲ Figure 3.5 A group of crop technicians being briefed by their team leader

Techniques used to monitor and manage individual and team performance

A manager/team leader can use a range of techniques to monitor and manage individual and team performance.

Establishing individual and team/organisational goals

Setting goals is helpful in determining general direction and outcomes. Goals are intended to be met over a long-term timescale. They are broad in their scope and may be intangible, so they can be difficult to measure.

Setting individual and team/organisational objectives

Objectives should be specific, narrow in focus and measurable. They are intended to be met in a short- to medium-term timescale.

Setting SMART targets

**SMART** is an acronym for Specific, Measurable, Attainable, Relevant and Time-bound. It relates to an approach commonly used for setting targets which can be met within a defined time period. This helps managers to monitor team progress and avoids work tasks exceeding deadlines.

Key term

**SMART:** acronym standing for **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound; a SMART objective incorporates all of these criteria to help focus efforts and increase the likelihood of achievement

Setting KPIs

KPI is an acronym for key performance indicator, also referred to as key success indicator (KSI). KPIs are metrics against which the performance of a team or an organisation is measured at any point in time, providing an insight into how well it is achieving its

Target	How is it Specific?	How is it Measurable?	How is it Attainable?	How is it Relevant?	How is it Time-bound?

▲ Figure 3.6 Example SMART target template

Financial growth KPI – To increase animal feed sales revenue from £200K to £250K											
January		March		May		July		September		November	
£200K	£201K	£210K	£205K	£220K		£230K		£240K		£250K	
Comments:											
Target owned by Director of Sales											
Revenue from confirmed sales											
Target sales						Actual sales					

▲ Figure 3.7 Example of tracking a key performance indicator (KPI)

objectives. They can be used to track, for example, use of resources or business assets, financial performance, customer satisfaction and progress against sales targets. A KPI usually requires a measure, an owner, a target, a data source and a reporting frequency.

Undertaking performance management reviews

These reviews can be formal or informal. They are normally held regularly (monthly or quarterly) and may be narrower in scope than a formal appraisal where they are used with an individual rather than a team. They provide an opportunity to review progress and can reward positive performance or identify underperformance.

Providing feedback within individual and team meetings

Regular meetings (weekly or biweekly) are an opportunity to provide constructive and developmental feedback which is intended to motivate and inspire individuals and teams. References can be made to performance against targets and managers may adopt a **coaching** approach.

Managing conflict

If the relationship between team members deteriorates and negatively impacts on performance, a manager may have to intervene. It may be possible to deal with any conflict informally (for example by talking to those involved to resolve any issues), or more formal mechanisms may need to be adopted. In the extreme, this may necessitate initiating the disciplinary procedure (see Chapter 6). Mediation may also be used within the workplace as an option to resolve conflict. This is a voluntary approach that relies on an impartial third party to create an environment within which those involved can hold open conversations. The mediator does not form any judgement or apportion blame but helps participants to find solutions that are mutually acceptable.

Key terms

**Coaching:** a process aimed at improving performance, where an individual learns by being helped to find the answer to their own problems; it focuses on the current position rather than what has happened in the past or what might happen in the future

**Refresher training:** a CPD activity that allows an individual to reinforce their existing skills and knowledge and ensure they are up to date with current industry standards

3.3 Purpose of continuing professional development (CPD) opportunities

Importance of CPD

Continuing (or continuous) professional development (CPD) refers to learning experiences and activities that allow an individual to ensure their occupational proficiency is at a level appropriate to their role. It includes aspects of knowledge, skills or personal qualities that the individual has identified as areas of development or improvement; perhaps they have pinpointed a skill they would like to improve. It also includes learning undertaken by an individual relevant to their career interests to prepare for a new role in the future.

Once a CPD activity has been completed, it is important for the individual to reflect on whether the learning met the intended objective, how they will apply this learning to their work and how it will impact their proficiency. Through this reflection process, the individual might identify further learning or may conclude that they did not benefit from the activity undertaken. In the case of the latter, this should still be considered a positive outcome. The activity may have consolidated existing learning and may reassure the individual that this aspect of their knowledge or skills is current, sufficient and appropriate for their role. The pace of learning varies for each individual, so it is important to manage expectations around progress. It may be that the format of the activity was not right (for example online rather than in person) or something prevented the activity being as effective as it could have been (for example the content covered was not as detailed as expected), hence reflection is an important step when exploring and planning future CPD opportunities.

Most employers expect workers to take proactive ownership of their CPD, although this is also normally included within their appraisal or performance review. In addition, employers may require workers to undertake CPD for technical or legal reasons. For example, to demonstrate they have the requisite current skills and knowledge, workers may be required to hold or achieve a certificate of competence. In certain instances, individuals may be legally obliged to hold a licence to practice (see Chapter 1) and, if necessary, undertake additional or **refresher training**.



- Training may be required when:
- ▶ changes to a work task affect health and safety risks (for example an animal keeper changes the species they are responsible for)
  - ▶ an employer introduces new technology or equipment (for example a new self-propelled sprayer has been bought for the farm, but the controls are different to those on the existing trailed sprayer)
  - ▶ working systems change (for example a forest harvesting contractor changes their working practices to minimise ground compaction on a sensitive site)
  - ▶ skills and knowledge decline (for example a dog groomer has been absent from work for an extended period of time and has not used their skills recently)
  - ▶ there is a contractual requirement (for example a tender for landscaping services may require a contractor to confirm their workers undertake regular refresher training to ensure competence)
  - ▶ there has been an incident or accident (for example an estate manager may provide gamekeepers with training following a near-miss incident while riding an all-terrain vehicle).

Training can also contribute to an employer’s defence to claims of negligence, for example if a tree climber is injured as a result of undertaking a work task.



▲ Figure 3.8 Refresher training on floral arrangements and techniques is part of CPD

Case study

The Provision and Use of Work Equipment Regulations (PUWER) 1998 (Approved Code of Practice and Guidance (see Chapter 1) states that under Regulation 9 employers need to provide refresher training when necessary for those individuals who use work equipment. It suggests that those who use work

- equipment less frequently, or who may deputise for others, may need more frequent refresher training than those who use the work equipment regularly.
- ▶ Why might refresher training be required by individuals who use work equipment?
  - ▶ What are the benefits to the individual of refresher training?

Record of continuing professional development

Date(s) of activity	Duration in hours	Location	Summary of activity undertaken	What were the aims of the activity?	What did I learn?	How will I apply my new learning?

▲ Figure 3.9 Example of a CPD template

Individuals may seek to obtain occupational credibility by joining a professional membership organisation. In order to maintain membership, these individuals must show commitment to the organisation’s values and fulfil any CPD expectations set by the organisation. As this CPD may be subject to audit by the organisation, it should be formally recorded. This may be via an electronic or online system or retained as a paper-based record.

Case study

- In order to maintain member status, both the Chartered Institute of Horticulture and the Institute of Agricultural Engineers require individuals to complete at least 30 hours of CPD each year.
- ▶ Why do membership organisations set CPD targets for their members?
  - ▶ What might the consequences be of not undertaking sufficient CPD activities?

The benefits of membership of a professional organisation depend on the membership level but may include:

- ▶ opportunities for networking with other professionals within the same industry
- ▶ use of **post-nominals**
- ▶ access to regular specialist magazines, newsletters and/or emails about topical issues
- ▶ discounted or free access to relevant academic journals
- ▶ access to webinars, training events and study tours.

Test yourself

Research your chosen industry and select a relevant professional membership organisation.

Investigate what benefits it offers members, how an individual may progress through any membership grades and what its CPD expectations are.

There is not an exhaustive list of learning experiences and activities that count as CPD. Indeed, it can include things which are not directly work related. However, some of the main types of CPD include:

- ▶ work or industry experience (such as job shadowing)
- ▶ training (for example soft skills courses or internal company training courses)
- ▶ coaching or mentoring (informal guidance provided by someone experienced in the role)
- ▶ self-study and independent research (such as reading books, magazines or journals)
- ▶ seminars and events (for example webinars or technical visits)
- ▶ academic study and qualifications (for example an apprenticeship or a degree)

Key term

**Post-nominals:** combinations of letters placed after a person’s name to indicate achievement of an academic qualification (such as a degree) or a professional qualification (for example Chartered status), membership of an organisation or award of a national honour (for example Member of the Order of the British Empire, MBE); they are often used by individuals in their email signature, on business cards and in social media profiles to summarise their achievements and provide an indication of their expertise or credibility

- ▶ volunteering and personal qualities (for example development of leadership or interviewing skills through charity work).

Benefits of CPD to the individual and their employer

Benefits of CPD to the individual include:

- ▶ increased career opportunities (such as internal or external promotion)
- ▶ the potential to specialise (for example achieve a higher salary and/or access niche markets)
- ▶ the ability to contribute to business performance/keep up to date with industry developments and opportunities, such as new and emerging technology
- ▶ the chance to demonstrate occupational credibility
- ▶ increased job/career satisfaction
- ▶ the ability to maintain currency of qualifications, skills and knowledge
- ▶ improved work–life balance
- ▶ career progression/talent development
- ▶ improved confidence/motivation.

Benefits of CPD to the employer include:

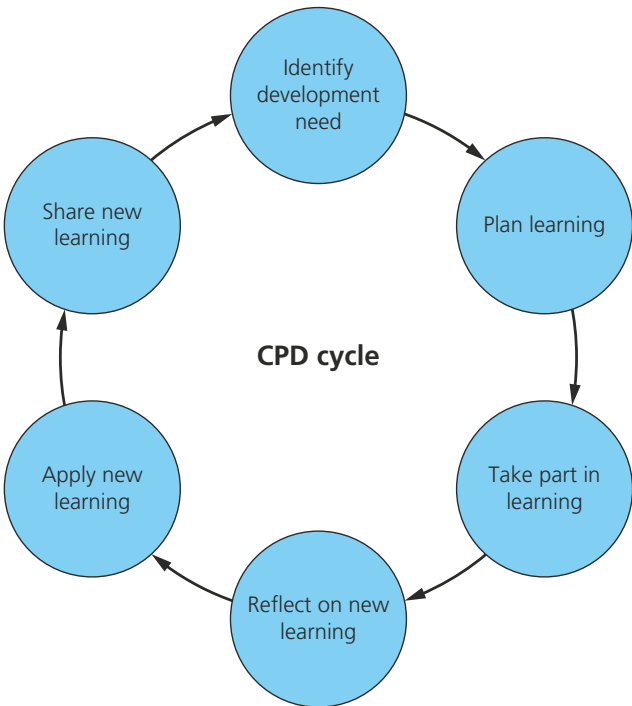
- ▶ a skilled workforce benefiting employer performance
- ▶ staff retention
- ▶ workforce succession opportunities (developing individuals to fill business critical roles in the future)
- ▶ business continuity and contingency (for example workers being able to cover for colleagues in the event of sickness)
- ▶ reduced costs of external consultancy/contractors.

Methods and sources of personal and professional development support

CPD requirements are specific to an individual’s previous training, education and experience, their current employer’s needs and their future career ambitions. Therefore, CPD is personal and will be different for everyone. However, it is helpful to discuss



and share potential learning needs with colleagues on a regular basis. This will help identify development needs and goals in order to select from the range of CPD opportunities available.



▲ Figure 3.10 The CPD cycle

### Sources of support

As CPD requirements are specific to an individual's learning needs and career, there is a wide range of sources of support. These may be internal and/or external to the individual's employer, and it is normal for an individual to access multiple sources, to varying extents, over time. These sources of support include:

- ▶ awarding organisations (via regulated qualifications or accredited courses)
- ▶ trade organisations (via trade shows and competitions)
- ▶ professional bodies and membership organisations (via webinars and conferences)
- ▶ training providers (via seminars and online workshops)
- ▶ employers (via internal training and secondment)
- ▶ colleagues (via coaching and work shadowing)
- ▶ peers (via observations and feedback).

### Further reading

You may find the websites of some of the following organisations useful:

- ▶ Advisory, Conciliation and Arbitration Service (Acas)
- ▶ Equality Advisory and Support Service (EASS)
- ▶ Equality and Human Rights Commission (EHRC)
- ▶ Gangmasters and Labour Abuse Authority (GLAA)
- ▶ Health and Safety Executive (HSE)
- ▶ Unseen UK.

### Assessment practice

- |   |  |
|---|--|
| 1 Describe the key difference between fixed-term and permanent contracts. (2 marks)   | Describe how the owners of Malc's Salon might promote a positive workplace culture that builds a team culture and encourages professional behaviour among the employees. (6 marks)   |
| 2 Identify <b>two</b> advantages employees have over being self-employed. (2 marks)   | 7 Explain <b>two</b> ways a land-based organisation can raise awareness about modern slavery and workforce exploitation. (4 marks)   |
| 3 Identify <b>two</b> reasons why an individual may want to undertake temporary or seasonal work. (2 marks)   | 8 Explain <b>two</b> potential advantages for an employee of being a member of a trade union. (4 marks)  |
| 4 Identify <b>two</b> reasons why an employer may want to vary the periods of notice that different employees must provide when terminating their contract of employment. (2 marks)   | 9 Sam manages a family farm which has three employees. They decide to take on Jimmy, a 19-year-old, as an apprentice to help with livestock tasks. Explain what Sam should include within the induction programme for Jimmy during his first week at work. (6 marks) |
| 5 Identify <b>two</b> reasons why the risk of modern slavery may be high in the land-based sector. (2 marks)  | 10 Explain <b>three</b> ways in which an employer might support and encourage their staff to engage in CPD activities. (6 marks)   |
| 6 Malc's Salon is a small, successful dog grooming business consisting of two salons. The owners decide to open a third salon in a nearby town because of an increase in customers from that area. To do this, they must recruit two additional groomers and two grooming assistants. |  |

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