

Specialist Knowledge, Skills and Understanding

Land-Based Specialism Level 3

This document defines the additional subject-specific criteria required to quality assure **land-based vocational provision**.

It must be read in addition to the Core EQA Role Profile.

Scope of Subject Coverage (Additional to EQA Core Profile)

The Subject Specialist must be competent to quality assure assessment decisions for land-based provision, including:

- Entry Level 3 and Level 1 **Building and Construction**
- Level 1 **Health and Safety in a Construction Environment**
- Level 1 **Engineering** (Award, Certificate and Diploma)
- Level 1 and Level 2 **Skills for Logistics**
- Level 2 and Level 3 **Garden Design**, including:
 - Level 2 Certificate in Garden Design
 - Level 3 Certificate in Plants and Planting Design
 - Level 3 Certificate in Principles and Practice of Garden Design
 - Level 3 Diploma in Garden Design

These qualifications share a **common land-based context** centred on practical activity, safe systems of work, environmental awareness and vocational readiness.

Land-Based Occupational Knowledge

The Subject Specialist must demonstrate occupational knowledge sufficient to judge learner competence across **built, operational and natural environments**, including:

- application of health and safety principles in outdoor, site-based, workshop and design contexts
- identification of hazards, risks and appropriate control measures
- selection and correct use of personal protective equipment
- awareness of environmental conditions and their impact on safe working practices

This knowledge must support the judgement of whether learner evidence reflects **credible, safe and vocationally accurate practice** at the relevant level.

Practical Activity and Skills Judgement

The Subject Specialist must be able to evaluate evidence of **practical activity** across land-based contexts, including:

- preparation of work areas and materials
- safe use of tools, equipment and resources
- sequencing of tasks to achieve planned outcomes
- completion of work in a manner consistent with entry-level or intermediate industry expectations

Where evidence is produced through simulation or design activity, the Subject Specialist must judge whether this remains **realistic, purposeful and level-appropriate**.

Manual Handling, Equipment and Materials

The Subject Specialist must be competent to judge assessment decisions relating to:

- manual handling activities
- use of basic equipment, machinery, materials or design tools

This includes evaluating whether learners:

- recognise hazards and risks associated with materials and equipment
- apply safe handling and working techniques
- demonstrate awareness of risk assessment processes
- understand personal responsibility in preventing harm or environmental damage

Judgement must reflect the **complexity and independence** expected at each level.

Design, Planning and Documentation (Land-Based)

For land-based design and planning units, particularly within **Garden Design at Levels 2 and 3**, the Subject Specialist must be able to judge learner evidence relating to:

- interpretation of briefs, site conditions and client requirements
- development of design concepts, layouts or plans
- use of drawings, sketches, CAD or written documentation
- justification of design decisions in relation to function, environment and sustainability

The Subject Specialist must distinguish between **introductory design skills (Level 2)** and **more developed design reasoning and evaluation (Level 3)**.

Plant, Environmental and Sustainability Awareness

The Subject Specialist must be able to evaluate evidence demonstrating:

- awareness of plant or material selection and care requirements
- understanding of environmental factors affecting land-based activity
- application of sustainable practices within vocational tasks

Judgement should confirm that evidence reflects an **appropriate balance of knowledge and application** for the level being assessed.

Level Differentiation

The Subject Specialist must be able to assess whether learner evidence demonstrates **clear differentiation** across levels:

- **Entry Level 3:** highly structured tasks, supervised activity, basic awareness
- **Level 1:** routine tasks, safe independent practice, simple explanations
- **Level 2:** planning and application of techniques, introductory analysis
- **Level 3:** developed planning, justification of decisions and evaluation of outcomes

Progression must be evident beyond increased volume of evidence alone.

Scope Clarification

This specialist template **does not restate**:

- Generic EQA or IQA competencies
- Quality assurance methodology or sampling practice
- Reporting, professional conduct or customer service expectations

These are fully covered in the **Core EQA Role Profile**.