

# **SEG Awards Entry 2, Entry 3, Level 1 Awards and Certificates in Practical Horticulture Skills**

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## **Qualification Guidance**

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### **England**

**Entry 2 Award – 600/7625/2**

**Entry 2 Certificate – 600/7626/4**

**Entry 3 Award – 600/7386/X**

**Entry 3 Certificate – 600/7387/1**

**Level 1 Award – 600/7388/3**

**Level 1 Certificate – 600/7389/5**



## About Us

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## Sources of Additional Information

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Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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## Specification Code, Date and Issue Number

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Version	Date	Details of change
6.3	01/09/2021	Qualification guide created in new format
6.3	01/09/2021	New review date set for Entry Level 2 and Entry level 3 <b>ONLY</b>
6.4	July 2022	New review date set for Level 1 Award and Certificate <b>ONLY</b>
6.5	July 2023	Operational end date and certification end date set for <b>Entry Level 2 Award and Certificate</b>
6.6	Dec 2024	Unit number corrected for L1 Identifying Indoor Plants on page 389

6.7	July 2025	Operational end date and certification end date set for all quals <b>Entry Level 3 Award and Certificate</b> and <b>Level 1 Award and Certificate</b>
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# Contents

About Us .....	2
Qualification Summary .....	8
Entry Level 2 Award in Practical Horticulture Skills .....	10
Entry Level 2 Certificate in Practical Horticulture Skills .....	10
Entry Level 3 Award in Practical Horticulture Skills .....	12
Entry Level 3 Certificate in Practical Horticulture Skills .....	12
Level 1 Award in Practical Horticulture Skills .....	17
Level 1 Certificate in Practical Horticulture Skills .....	17
Introduction .....	22
Aims .....	22
Target Group .....	22
Progression Opportunities .....	22
Assessment .....	23
Teaching Strategies and Learning Activities .....	23
Tutor/Assessor Requirements .....	23
Language .....	23
Unit Details .....	24
Recognise Plants .....	25
Recognise Use and Care For Tools Used In Horticulture .....	29
Introduction to Cultivating Plant Cuttings .....	33
Introduction to the Propagation of Plants .....	37
Introduction to Potting Up Rooted Cuttings, Large Seedlings or Plugs by Hand .....	42
Introduction to Sowing Seed Indoors In Containers .....	47
Prepare and Plant an Area .....	53
Weed a Planted Area .....	57
Fill Plant Containers .....	61
Maintain a Fence .....	65
Maintain a Footpath .....	69
Communicating With Others at Work .....	73
Introduction to Customer Care .....	77
Recognise Parts of Plants .....	81
Identify Plants .....	85
Developing Practical Skills for Maintaining Plants .....	90
Assist With Potting Up Rooted Cuttings, Large Seedlings or Plugs By Hand .....	95

Sow Seed Indoors In Containers.....	101
Water Plant Material by Hand .....	107
Assist With the Maintenance and Repair of Hand Tools .....	111
Identification of Pests and Diseases.....	117
Introduction to Cultivating Plant Cuttings .....	121
Introduction to Ground Preparation .....	127
Introduction to Lawn Care .....	132
Introduction to Planting Bulbs in Pots .....	138
Introduction to Propagation of Plants.....	142
Introduction to Pruning Trees and Shrubs .....	147
Introduction to the Seasons .....	151
Plant Flower Bulbs for Naturalisation Or Bedding .....	156
Prepare and Plant an Area .....	162
Prick Out Seedlings Singly .....	166
Sow Seed Outdoors In Drills by Hand .....	169
Tree Planting and Staking.....	175
Show Visitors around a Wildlife Area .....	181
Insert Plant Material .....	185
Control Weeds in a Planted Area .....	189
Edge up An Amenity Area .....	193
Shred Waste Vegetation .....	197
Lay Slabs.....	203
Construct a Composter .....	207
Prepare Ground For Sowing or Planting Under Supervision .....	212
Maintain the Safety of Self and Others in the Workplace .....	217
Principles of Transporting Supplies of Physical Resources within the Work Area .....	226
Assist With the Transport of Supplies of Physical Resources within the Work Area.....	233
Principles of Maintaining Grass Surfaces.....	239
Assist With the Maintenance of Grass Surfaces.....	245
Assist With Maintaining Structures and Surfaces.....	251
Principles of Maintaining Structures and Surfaces .....	258
Assist With the Maintenance of Equipment .....	265
Principles of the Maintenance of Equipment .....	272
Assist With Identifying the Presence Of, And Controlling Common Pests and Diseases ...	279
Principles of Identifying the Presence Of, And Controlling Common Pests and Diseases..	284
Assist With the Preparation of Growing Media .....	290

Principles of the Preparation of Growing Media .....	296
Sow Seed Outdoors Using a Pedestrian Operated Machine .....	302
Planting and Staking a Tree .....	308
Introduction to Garden Design .....	314
Plant Selection.....	318
Understanding Organic Horticulture.....	322
Plant Container Grown Plants .....	327
Prepare Soil and Apply Organic Mulch.....	332
Water a Bed, Border or Area of Plants in Containers.....	336
Aerate Turf By Hand .....	340
Apply Fertiliser By Hand to Bare Ground .....	344
Build a Sample Brick Wall .....	348
Care for a Planted Area .....	352
Collect and Prepare Produce or Plant Material for Transport.....	356
Cultivate Land by Single Digging or Forking.....	360
Dead-Head Rose Bushes, Rhododendrons or Other Suitable Shrubs.....	364
Determine Soil pH With Colour Indicator Test Kit under Supervision .....	368
Edge and Rake Golf Bunkers .....	373
Edge Turf with Shears.....	377
Establish an Even Gradient or Level between Two Fixed Points .....	381
Identify Annuals and Herbaceous Perennials .....	385
Identify Indoor Plants .....	389
Identify Trees and Shrubs .....	393
Identify Weeds .....	397
Lay Paving Blocks on Sand .....	401
Lay Paving Slabs.....	405
Lay Turf By Hand .....	409
Lift, Divide and Plant Herbaceous Perennials.....	413
Maintain and Protect Metal Surfaces .....	417
Maintain Hand Tools .....	421
Maintain Paved Areas.....	425
Maintain Wooden Structures with Water-Based Preservative .....	429
Mix Mortar or Concrete .....	433
Over-Mark Sports Lines.....	437
Place Sports Equipment.....	441
Plant Flower Bulbs for Naturalisation or Bedding .....	445

Pot Up Rooted Cuttings, Large Seedlings or Plugs By Hand .....	449
Prepare and Plant a Container For Display .....	453
Prepare and Plant a Hanging Basket .....	457
Prick Out Seedlings Singly .....	461
Propagate By Stem Cuttings .....	465
Prune Bush Roses .....	469
Prune Deciduous Shrubs Flowering on Current Season's Growth .....	473
Prune Deciduous Spring-Flowering Shrubs.....	477
Prune Hedges by Hand.....	481
Prune Shrubs for Winter Stem Colour .....	485
Remove Dew from Fine Turf.....	489
Repair Area of Damaged Turf with Seed.....	493
Scarify Turf By Hand.....	497
Set Out Pots, Modules or Trays Following Potting or Pricking Out .....	501
Sow Grass Seed by Hand.....	505
Sow Seed Indoors In Containers.....	509
Sow Seed Outdoors In Drills by Hand .....	513
Support Herbaceous Perennials .....	517
Support Individual Stems .....	521
Support Plants on Wires, Frames or Trellis .....	525
Use a Cylinder Mower .....	529
Use a Leaf-Litter Blower .....	533
Use a Nylon Cord Strimmer .....	537
Use a Wheeled Rotary Mower.....	541
Use an Air Cushion Mower .....	545
Establishing Plants or Seeds in Soil .....	549
Plant Nomenclature, Terminology and Identification.....	558
Establishing Crops or Plants in Growing Medium.....	566
Clearing Horticultural and Landscaping Sites.....	576
Preparing Ground for Seeding and Planting.....	585
Identify and Report the Presence of Pests, Diseases and Disorders.....	595
Recognition of Prior Learning (RPL), Exemption, Credit Transfer and equivalencies .....	603
Certification .....	604
Exemptions.....	604
Glossary of Terms .....	605

# Qualification Summary

## Entry Level 2, Entry Level 3 and Level 1 Awards and Certificates in Practical Horticulture Skills

Qualifications								
Entry Level 2 Award in Practical Horticulture Skills Entry Level 2 Certificate in Practical Horticulture Skills Entry Level 3 Award in Practical Horticulture Skills Entry Level 3 Certificate in Practical Horticulture Skills Level 1 Award in Practical Horticulture Skills Level 1 Certificate in Practical Horticulture Skills								
<b>Qualification Purpose</b>	<b>B.</b> Prepare for further learning or training and/or develop knowledge and/or skills in a subject area <b>B1.</b> Prepare for further learning or training <b>B2.</b> Develop knowledge and/or skills in a subject area							
<b>Entry Requirements</b>	There are no formal entry requirements							
<b>Age range</b>	Pre 16	✓	16-18	✓	18+	✓	19+	✓
<b>Regulated</b>	The qualifications identified above are regulated by Ofqual							
<b>Assessment</b>	Internal assessment, internal and external moderation							
<b>Type of Funding Available</b>	See FaLE (Find a learning aim)							
<b>Grading</b>	Pass/Fail							
<b>Operational Start Date</b>	01/01/2013							
<b>Review Date</b>	<b>31/08/2025</b> Entry Level 2 Award and Certificate <b>31/08/2025</b> Entry Level 3 Award and Certificate <b>31/08/2025</b> Level 1 Award <b>31/08/2025</b> Level 1 Certificate							
<b>Operational End Date</b>	<b>31/12/2023</b> Entry Level 2 Award and Certificate <b>31/12/2025</b> Entry Level 3 Award and Certificate <b>31/12/2025</b> Level 1 Award and Certificate							
<b>Certification End date</b>	<b>31/12/2024</b> Entry Level 2 Award and Certificate <b>31/12/2026</b> Entry Level 3 Certificate <b>31/12/2027</b> Entry Level 3 Award <b>31/12/2026</b> Level 1 Award and Certificate							
<b>Guided Learning (GL)</b>	Entry 2 Award – 60 Entry 2 Certificate – 140 Entry 3 Award – 80 Entry 3 Certificate – 160 Level 1 Award – 82							



	Level 1 Certificate – 157
<b>Total Qualification Time (TQT)</b>	Entry 2 Award – 60 Entry 2 Certificate – 140 Entry 3 Award – 80 Entry 3 Certificate – 160 Level 1 Award – 100 Level 1 Certificate – 180
<b>Credit Value</b>	Entry 2 Award – 6 Entry 2 Certificate – 14 Entry 3 Award – 8 Entry 3 Certificate – 16 Level 1 Award – 10 Level 1 Certificate – 18
<b>Skills and Education Group Awards Sector</b>	Land Based
<b>Ofqual SSA Sector</b>	3.2 Horticulture and Forestry
<b>Stakeholder support</b>	This qualification is supported by Lantra, the Sector Skills Council for the Environmental and Land Based Sector
<b>Administering Office</b>	See Skills and Education Group Awards web site

## Entry Level 2 Award in Practical Horticulture Skills

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Learners must achieve a minimum of 6 credits. This must include 1 credit from Group A (mandatory E2 unit) plus a minimum of 3 credits from Group B (optional E2 units). The remaining credit may be made up of any other units from Groups B or C.

## Entry Level 2 Certificate in Practical Horticulture Skills

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Learners must achieve a minimum of 14 credits. This must include 1 credit from Group A (mandatory E2 unit) and a minimum of 7 credits from Group B (optional E2 units). The remaining credit may be made up of any other units from Groups B or C.

Unit	Level	Credit Value	GL
<b>Group A – Mandatory Entry Level 2 Unit</b>			
Recognise plants [D/502/0517]	E2	1	10
<b>Group B – Optional Entry Level 2 Units</b>			
Recognise use and care for tools used in horticulture [A/502/0525]	E2	2	20
Introduction to cultivating plant cuttings [T/502/3990]	E2	3	30
Introduction to the propagation of plants [L/502/3994]	E2	3	30
Introduction to potting up rooted cuttings, large seedlings or plugs by hand [H/600/0277]	E2	2	20
Introduction to sowing seed indoors in containers [L/600/0287]	E2	2	20
Prepare and plant an area [F/502/0526]	E2	2	20
Weed a planted area [J/502/0527]	E2	2	20
Fill plant containers [L/502/0528]	E2	1	10
Maintain a fence [K/502/0827]	E2	2	20
Maintain a footpath [H/502/0826]	E2	3	30
Communicating with others at work [D/501/6631]	E2	1	10
Introduction to customer care [J/501/6641]	E2	1	10
<b>Group C - Optional Entry Level 3 Units</b>			
Recognise parts of plants [K/502/0617]	E3	1	10
Identify plants [Y/600/0289]	E3	2	20
Developing practical skills for maintaining plants [R/502/4550]	E3	3	30
Assist with potting up rooted cuttings, large seedlings or plugs by hand [R/600/0288]	E3	2	20

Sow seed indoors in containers [L/600/0290]	E3	2	20
Water plant material by hand [M/502/0621]	E3	1	10
Assist with the maintenance and repair of hand tools [A/504/5327]	E3	3	30
Identification of pests and diseases [J/504/5329]	E3	2	20
Introduction to cultivating plant cuttings [A/504/5330]	E3	3	30
Introduction to ground preparation [F/504/5331]	E3	3	30
Introduction to lawn care [J/504/5332]	E3	3	30
Introduction to planting bulbs in pots [L/504/5333]	E3	2	20
Introduction to propagation of plants [R/504/5334]	E3	3	30
Introduction to pruning trees and shrubs [Y/504/5335]	E3	3	30
Introduction to the seasons [D/504/5336]	E3	3	30
Plant flower bulbs for naturalisation or bedding [H/504/5337]	E3	3	30
Prepare and plant an area [K/504/5338]	E3	3	30
Prick out seedlings singly [M/504/5339]	E3	3	30
Sow seed outdoors in drills by hand [H/504/5340]	E3	3	30
Tree planting and staking [K/504/5341]	E3	3	30
Show visitors around a wildlife area [R/502/0935]	E3	2	20
Insert plant material [M/502/0618]	E3	1	10
Control weeds in a planted area [T/502/0619]	E3	2	20
Edge up an amenity area [K/502/0620]	E3	1	10
Shred waste vegetation [F/502/1028]	E3	2	20
Lay slabs [M/502/1011]	E3	2	20
Construct a composter [T/502/1026]	E3	2	20

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

## Entry Level 3 Award in Practical Horticulture Skills

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Learners must achieve a minimum of 8 credits. This must include 1 credit from Group A (mandatory E3 unit) plus a minimum of 4 credits from Group B (optional E3 units). The remaining credit may be made up of any other units from Groups B to D.

## Entry Level 3 Certificate in Practical Horticulture Skills

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Learners must achieve a minimum of 16 credits. This must include 1 credit from Group A (mandatory E3 unit) and a minimum of 8 credits from Group B (optional E3 units). The remaining credit may be made up of any other units from Groups B to D.

Unit	Level	Credit Value	GL
<b>Group A - Mandatory Entry Level 3 Unit</b>			
Recognise parts of plants [K/502/0617]	E3	1	10
<b>Group B - Optional Entry Level 3 Units</b>			
Identify plants [Y/600/0289]	E3	2	20
Developing practical skills for maintaining plants [R/502/4550]	E3	3	30
Assist with potting up rooted cuttings, large seedlings or plugs by hand [R/600/0288]	E3	2	20
Sow seed indoors in containers [L/600/0290]	E3	2	20
Water plant material by hand [M/502/0621]	E3	1	10
Assist with the maintenance and repair of hand tools [A/504/5327]	E3	3	30
Identification of pests and diseases [J/504/5329]	E3	2	20
Introduction to cultivating plant cuttings [A/504/5330]	E3	3	30
Introduction to ground preparation [F/504/5331]	E3	3	30
Introduction to lawn care [J/504/5332]	E3	3	30
Introduction to planting bulbs in pots [L/504/5333]	E3	2	20
Introduction to propagation of plants [R/504/5334]	E3	3	30
Introduction to pruning trees and shrubs [Y/504/5335]	E3	3	30
Introduction to the seasons [D/504/5336]	E3	3	30
Plant flower bulbs for naturalisation or bedding [H/504/5337]	E3	3	30
Prepare and plant an area [K/504/5338]	E3	3	30
Prick out seedlings singly [M/504/5339]	E3	3	30
Sow seed outdoors in drills by hand [H/504/5340]	E3	3	30

Tree planting and staking [K/504/5341]	E3	3	30
Show visitors around a wildlife area [R/502/0935]	E3	2	20
Insert plant material [M/502/0618]	E3	1	10
Control weeds in a planted area [T/502/0619]	E3	2	20
Edge up an amenity area [K/502/0620]	E3	1	10
Shred waste vegetation [F/502/1028]	E3	2	20
Lay slabs [M/502/1011]	E3	2	20
Construct a composter [T/502/1026]	E3	2	20
<b>Group C – Optional Entry Level 2 Units</b>			
Recognise use and care for tools used in horticulture [A/502/0525]	E2	2	20
Introduction to cultivating plant cuttings [T/502/3990]	E2	3	30
Introduction to the propagation of plants [L/502/3994]	E2	3	30
Introduction to potting up rooted cuttings, large seedlings or plugs by hand [H/600/0277]	E2	2	20
Introduction to sowing seed indoors in containers [L/600/0287]	E2	2	20
Prepare and plant an area [F/502/0526]	E2	2	20
Weed a planted area [J/502/0527]	E2	2	20
Fill plant containers [L/502/0528]	E2	1	10
Maintain a fence [K/502/0827]	E2	2	20
Maintain a footpath [H/502/0826]	E2	3	30
Communicating with others at work [D/501/6631]	E2	1	10
Introduction to customer care [J/501/6641]	E2	1	10
<b>Group D - Optional Level 1 Units</b>			
Prepare ground for sowing or planting under supervision [J/504/0003]	1	3	25
Maintain the safety of self and others in the workplace [R/600/0291]	1	4	36
Principles of transporting supplies of physical resources within the work area [D/502/4096]	1	1	9
Assist with the transport supplies of physical resources within the work area [J/502/4741]	1	2	18
Principles of maintaining grass surfaces [T/502/4170]	1	1	9
Assist with the maintenance of grass surfaces [D/502/4177]	1	3	27
Assist with maintaining structures and surfaces [K/502/4098]	1	2	18
Principles of maintaining structures and surfaces [R/502/5715]	1	2	18

Assist with the maintenance of equipment [T/502/4055]	1	4	36
Principles of the maintenance of equipment [A/502/4056]	1	1	9
Assist with identifying the presence of, and controlling common pests and diseases [M/502/4023]	1	2	18
Principles of identifying the presence of, and controlling common pests and diseases [T/502/4024]	1	2	18
Assist with the preparation of growing media [H/502/4035]	1	3	27
Principles of the preparation of growing media [K/502/4036]	1	1	9
Sow seed outdoors using a pedestrian operated machine [H/600/0294]	1	3	27
Planting and staking a tree [Y/600/0292]	1	2	18
Introduction to garden design [M/504/5342]	1	3	27
Plant selection [T/504/5343]	1	3	27
Understanding organic horticulture [A/504/5344]	1	3	27
Plant container grown plants [L/504/0004]	1	3	25
Prepare soil and apply organic mulch [R/504/0005]	1	2	15
Water a bed, border or area of plants in containers [T/504/0143]	1	2	15
Aerate turf by hand [R/504/0182]	1	2	15
Apply fertiliser by hand to bare ground [A/504/0144]	1	2	15
Build a sample brick wall [H/504/0137]	1	3	25
Care for a planted area [R/504/0148]	1	2	20
Collect and prepare produce or plant material for transport [H/504/0171]	1	2	20
Cultivate land by single digging or forking [K/504/0012]	1	2	15
Dead-head rose bushes, rhododendrons or other suitable shrubs [A/504/0015]	1	2	20
Determine soil pH with colour indicator test kit under supervision [M/504/0013]	1	2	15
Edge and rake golf bunkers [A/504/0189]	1	2	15
Edge turf with shears [Y/504/0183]	1	2	15
Establish an even gradient or level between two fixed points [D/504/0136]	1	3	25
Identify annuals and herbaceous perennials [H/504/0848]	1	2	20
Identify indoor plants [K/504/0849]	1	2	20
Identify trees and shrubs [Y/504/0846]	1	2	20
Identify weeds [D/504/0847]	1	2	20

Lay paving blocks on sand [L/504/0178]	1	2	20
Lay paving slabs [J/504/0177]	1	2	20
Lay turf by hand [D/504/0184]	1	2	20
Lift, divide and plant herbaceous perennials [M/504/0156]	1	2	20
Maintain and protect metal surfaces [J/504/0180]	1	2	20
Maintain hand tools [D/504/0198]	1	2	15
Maintain paved areas [L/504/0181]	1	2	15
Maintain wooden structures with water-based preservative [K/504/0172]	1	2	20
Mix mortar or concrete [D/504/0203]	1	2	15
Over-mark sports lines [D/504/0038]	1	2	15
Place sports equipment [M/504/0190]	1	2	15
Plant flower bulbs for naturalisation or bedding [F/504/0145]	1	2	15
Pot up rooted cuttings, large seedlings or plugs by hand [A/504/0161]	1	2	15
Prepare and plant a container for display [L/504/0147]	1	2	15
Prepare and plant a hanging basket [J/504/0146]	1	2	15
Prick out seedlings singly [F/504/0159]	1	2	20
Propagate by stem cuttings [T/504/0160]	1	2	20
Prune bush roses [L/504/0150]	1	2	20
Prune deciduous shrubs flowering on current season's growth [J/504/0020]	1	2	20
Prune deciduous spring-flowering shrubs [Y/504/0152]	1	2	20
Prune hedges by hand [Y/504/0149]	1	2	20
Prune shrubs for winter stem colour [R/504/0151]	1	2	15
Remove dew from fine turf [T/504/0188]	1	2	15
Repair area of damaged turf with seed [Y/504/0037]	1	2	15
Scarify turf by hand [H/504/0185]	1	2	15
Set out pots, modules or trays, following potting or pricking out [L/504/0035]	1	2	15
Sow grass seed by hand [M/504/0187]	1	2	20
Sow seed indoors in containers [A/504/0158]	1	2	20
Sow seed outdoors in drills by hand [T/504/0157]	1	2	20
Support herbaceous perennials [H/504/0154]	1	2	15
Support individual stems [D/504/0153]	1	2	15
Support plants on wires, frames or trellis [K/504/0155]	1	2	20
Use a cylinder mower [F/504/0193]	1	2	20
Use a leaf-litter blower [L/504/0195]	1	2	15

Use a nylon cored strimmer [H/504/0039]	1	2	15
Use a wheeled rotary mower [T/504/0191]	1	2	20
Use an air cushion mower [A/504/0192]	1	2	20

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.



## Level 1 Award in Practical Horticulture Skills

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Learners must achieve a minimum of 10 credits. This must include 3 credits from Group A (mandatory L1 unit) plus a minimum of 3 credits from Group B (optional L1 units). The remaining credit may be made up of any units from Groups B to D.

## Level 1 Certificate in Practical Horticulture Skills

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Learners must achieve a minimum of 18 credits. This must include 3 credits from Group A (mandatory L1 unit) and a minimum of 10 credits from Group B (optional L1 units). The remaining credit may be made up of any units from Groups B to D.

Unit	Level	Credit Value	GL
<b>Group A - Mandatory Level 1 Unit</b>			
Prepare ground for sowing or planting under supervision [J/504/0003]	1	3	25
<b>Group B - Optional Level 1 Units</b>			
Maintain the safety of self and others in the workplace [R/600/0291]	1	4	36
Principles of transporting supplies of physical resources within the work area [D/502/4096]	1	1	9
Assist with the transport supplies of physical resources within the work area [J/502/4741]	1	2	18
Principles of maintaining grass surfaces [T/502/4170]	1	1	9
Assist with the maintenance of grass surfaces [D/502/4177]	1	3	27
Assist with maintaining structures and surfaces [K/502/4098]	1	2	18
Principles of maintaining structures and surfaces [R/502/5715]	1	2	18
Assist with the maintenance of equipment [T/502/4055]	1	4	36
Principles of the maintenance of equipment [A/502/4056]	1	1	9
Assist with Identifying the presence of, and controlling common pests and diseases [M/502/4023]	1	2	18

Principles of identifying the presence of, and controlling common pests and diseases [T/502/4024]	1	2	18
Assist with the preparation of growing media [H/502/4035]	1	3	27
Principles of the preparation of growing media [K/502/4036]	1	1	9
Sow seed outdoors using a pedestrian operated machine [H/600/0294]	1	3	27
Planting and staking a tree [Y/600/0292]	1	2	18
Introduction to garden design [M/504/5342]	1	3	27
Plant selection [T/504/5343]	1	3	27
Understanding organic horticulture [A/504/5344]	1	3	27
Plant container grown plants [L/504/0004]	1	3	25
Prepare soil and apply organic mulch [R/504/0005]	1	2	15
Water a bed, border or area of plants in containers [T/504/0143]	1	2	15
Aerate turf by hand [R/504/0182]	1	2	15
Apply fertiliser by hand to bare ground [A/504/0144]	1	2	15
Build a sample brick wall [H/504/0137]	1	3	25
Care for a planted area [R/504/0148]	1	2	20
Collect and prepare produce or plant material for transport [H/504/0171]	1	2	20
Cultivate land by single digging or forking [K/504/0012]	1	2	15
Dead-head rose bushes, Rhododendrons or other shrubs [A/504/0015]	1	2	20
Determine soil pH with colour indicator test kit under supervision [M/504/0013]	1	2	15
Edge and rake golf bunkers [A/504/0189]	1	2	15
Edge turf with shears [Y/504/0183]	1	2	15
Establish an even gradient or level between two fixed points [D/504/0136]	1	3	25
Identify annuals and herbaceous perennials [H/504/0848]	1	2	20
Identify indoor plants [Y/504/0202]	1	2	20
Identify trees and shrubs [Y/504/0846]	1	2	20
Identify weeds [D/504/0847]	1	2	20
Lay paving blocks on sand [L/504/0178]	1	2	20
Lay paving slabs [J/504/0177]	1	2	20
Lay turf by hand [D/504/0184]	1	2	20
Lift, divide and plant herbaceous perennials [M/504/0156]	1	2	20
Maintain and protect metal surfaces [J/504/0180]	1	2	20

Maintain hand tools [D/504/0198]	1	2	15
Maintain paved areas [L/504/0181]	1	2	15
Maintain wooden structures with water-based preservative [K/504/0172]	1	2	20
Mix mortar or concrete [D/504/0203]	1	2	15
Over-mark sports lines [D/504/0038]	1	2	15
Place sports equipment [M/504/0190]	1	2	15
Plant flower bulbs for naturalisation or bedding [F/504/0145]	1	2	15
Pot up rooted cuttings, large seedlings or plugs by hand [A/504/0161]	1	2	15
Prepare and plant a container for display [L/504/0147]	1	2	15
Prepare and plant a hanging basket [J/504/0146]	1	2	15
Prick out seedlings singly [F/504/0159]	1	2	20
Propagate by stem cuttings [T/504/0160]	1	2	20
Prune bush roses [L/504/0150]	1	2	20
Prune deciduous shrubs flowering on current season's growth [J/504/0020]	1	2	20
Prune deciduous spring-flowering shrubs [Y/504/0152]	1	2	20
Prune hedges by hand [Y/504/0149]	1	2	20
Prune shrubs for winter stem colour [R/504/0151]	1	2	15
Remove dew from fine turf [T/504/0188]	1	2	15
Repair area of damaged turf with seed [Y/504/0037]	1	2	15
Scarify turf by hand [H/504/0185]	1	2	15
Set out pots, modules or trays, following potting or pricking out [L/504/0035]	1	2	15
Sow grass seed by hand [M/504/0187]	1	2	20
Sow seed indoors in containers [A/504/0158]	1	2	20
Sow seed outdoors in drills by hand [T/504/0157]	1	2	20
Support herbaceous perennials [H/504/0154]	1	2	15
Support individual stems [D/504/0153]	1	2	15
Support plants on wires, frames or trellis [K/504/0155]	1	2	20
Use a cylinder mower [F/504/0193]	1	2	20
Use a leaf-litter blower [L/504/0195]	1	2	15
Use a nylon cored strimmer [H/504/0039]	1	2	15
Use a wheeled rotary mower [T/504/0191]	1	2	20
Use an air cushion mower [A/504/0192]	1	2	20
<b>Group C - Optional Entry Level 3 Units</b>			
Recognise parts of plants [K/502/0617]	E3	1	10
Identify plants [Y/600/0289]	E3	2	20

Developing practical skills for maintaining plants [R/502/4550]	E3	3	30
Assist with potting up rooted cuttings, large seedlings or plugs by hand [R/600/0288]	E3	2	20
Sow seed indoors in containers [L/600/0290]	E3	2	20
Water plant material by hand [M/502/0621]	E3	1	10
Assist with the maintenance and repair of hand tools [A/504/5327]	E3	3	30
Identification of pests and diseases [J/504/5329]	E3	2	20
Introduction to cultivating plant cuttings [A/504/5330]	E3	3	30
Introduction to ground preparation [F/504/5331]	E3	3	30
Introduction to lawn care [J/504/5332]	E3	3	30
Introduction to planting bulbs in pots [L/504/5333]	E3	2	20
Introduction to propagation of plants [R/504/5334]	E3	3	30
Introduction to pruning trees and shrubs [Y/504/5335]	E3	3	30
Introduction to the seasons [D/504/5336]	E3	3	30
Plant flower bulbs for naturalisation or bedding [H/504/5337]	E3	3	30
Prepare and plant an area [K/504/5338]	E3	3	30
Prick out seedlings singly [M/504/5339]	E3	3	30
Sow seed outdoors in drills by hand [H/504/5340]	E3	3	30
Tree planting and staking [K/504/5341]	E3	3	30
Show visitors around a wildlife area [R/502/0935]	E3	2	20
Insert plant material [M/502/0618]	E3	1	10
Control weeds in a planted area [T/502/0619]	E3	2	20
Edge up an amenity area [K/502/0620]	E3	1	10
Shred waste vegetation [F/502/1028]	E3	2	20
Lay slabs [M/502/1011]	E3	2	20
Construct a composter [T/502/1026]	E3	2	20
<b>Group D – Optional Level 2 Units</b>			
Establishing plants or seeds in soil [A/502/1223]	2	4	30
Plant nomenclature, terminology and identification [A/502/1979]	2	5	38
Establishing crops or plants in growing medium [F/502/0946]	2	4	30
Clearing horticultural and landscaping sites [H/502/0468]	2	3	23
Preparing ground for seeding and planting [K/502/0990]	2	4	30
Identify and report the presence of pests, diseases and disorders [K/502/1511]	2	3	23

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

## Introduction

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These qualifications form part of Skills and Education Group Awards Foundation Learning offer in the land based sector. Also offered at these levels are qualifications in farm animal care, small animal care, and environmental conservation and countryside skills.

The Skills and Education Group Awards Entry 2, Entry 3 and Level 1 Awards and Certificates in Practical Horticulture Skills provide practical experience and knowledge of the horticulture sector to support engagement, participation, achievement and progression for learners at Entry Level and Level 1. They will help learners to decide whether to undertake further training or employment within this occupational area.

## Aims

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The Skills and Education Group Awards Entry 2, Entry 3 and Level 1 Awards and Certificates in Practical Horticulture Skills aim to enable learners to

- Gain work-related skills in the area of horticulture
- Develop generic employability skills
- Prepare for further training within this occupational area
- Gain an insight into core activities within this occupational area in order to allow them to make informed career decisions

## Target Group

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These qualifications are designed for young people aged 14+ and adults who have an interest in the land based industry as an area of employment and want to develop practical skills in this area.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## Progression Opportunities

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The Awards and Certificates provide progression from Entry Level 2 to Level 1. The Level 1 qualification includes optional Level 2 units to provide stretch where appropriate and to encourage progression. Learners could progress through these qualifications onto the Skills and Education Group Awards Level 2 Awards and Certificates in Horticulture.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## Assessment

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Internal assessment, external assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

## Teaching Strategies and Learning Activities

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

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These specifications and associated assessment materials are in English only.





## Recognise Plants

<b>Unit Reference</b>	<b>D/502/0517</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise plants	<b>1.1</b> Recognise one of each of the plant types; tree, shrub, vegetable and fruit  <b>1.2</b> Recognise the common constituent parts of plants
<b>2.</b> Know the functions of plant constituents	<b>2.1</b> State a function of the plant root  <b>2.2</b> State a function of the plant stem  <b>2.3</b> State a function of the plant leaf

# Supporting Unit Information

## D/502/0517 Recognise plants - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to recognise plants***

**1.1 Recognise one of each of the plant types; tree, shrub, vegetable and fruit** make examples of at least one of each type of different plant available for learners to recognise either as specimens, pictures or photographs:

Tree e.g. horse chestnut, oak, silver birch

Shrub e.g. buddleia (butterfly bush), lilac, fuchsia

Vegetable e.g. potato, carrot, onion

Fruit e.g. apple, plum, strawberry

**1.2 Recognise the common constituent parts of plants** e.g. flower, leaf, stem, roots. Learners could identify constituent parts of live specimens, work from photographs or label diagrams of plants

### LO2 is the key area of knowledge for this unit

#### ***Learning Outcome 2. Know the functions of plant constituents***

**2.1 State a function of the plant root** e.g. to anchor the plant in the ground or to take in water or plant foods

**2.2 State a function of the plant stem** e.g. to hold the leaves up so they can catch the sun or to take water and plant foods from the roots and transport them around the plant or to take foods produced by the plant down from the leaves through the stem to the roots

**2.3 State a function of the plant leaf** e.g. to absorb sunlight and use it to make sugars which can be used as plant food or stored or to produce oxygen

### Teaching Strategies And Learning Activities

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Recognise Use and Care For Tools Used In Horticulture

<b>Unit Reference</b>	<b>A/502/0525</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise, use and care for tools used in horticulture
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise use and care for tools	<b>1.1</b> Recognise and name common tools used <b>1.2</b> Check that tools are safe to use <b>1.3</b> State why tools need to be checked for safety <b>1.4</b> Perform tasks using hand tools safely <b>1.5</b> Use, clean and store PPE, tools and equipment safely <b>1.6</b> Give a reason for storing tools correctly <b>1.7</b> Maintain the safety of self and others during the operation

# Supporting Unit Information

## A/502/0525 Recognise use and care for tools used in horticulture

### - Entry Level 2

#### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### LO1 contains areas of achievement and knowledge for this unit

##### ***Learning Outcome 1. Be able to recognise use and care for tools***

- 1.1 Recognise and name common tools used** recognise - make examples of different types of tools available for learners to examine, handle and recognise e.g. garden fork, spade, rake, trowel, hand fork, secateurs, wheelbarrow
- 1.2 Check that tools are safe to use** check the parts of different tools e.g. spade - check the blade, shaft and handle. Safe e.g. spade - blade firmly joined to shaft, wooden shaft/handle free of splinters, metal shaft free of rust/sharp bits, handle not loose
- 1.3 State why tools need to be checked for safety** e.g. to avoid hurting self, to ensure that others do not hurt themselves, to be able to concentrate on the job and work comfortably without worrying about things that might go wrong/cause hurt
- 1.4 Perform tasks using hand tools safely** tasks such as digging, raking, weeding. Safe use e.g. digging - spade - correct technique - push in with middle/ball of foot and not with heel as slip could damage Achilles tendon, lift loads of soil within own capacity, maintain good posture
- 1.5 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. gloves on rack/line, rake stood in rack, wheelbarrow upside down. Safety e.g. overalls sleeves down to protect arms, refer to LO1.4 - safe use spade, wheelbarrow - tyres properly inflated.
- 1.6 Give a reason for storing tools correctly** e.g. so they can be found easily next time, so they cannot be fallen over or themselves fall over and hurt self or

others, so they do not get wet/muddy/rusty, so they last longer, so they are not stolen

**1.7 Maintain the safety of self and others during the operation** safety of self- e.g. listen to and follow instructions from supervisor, wear PPE as directed, use tools correctly. Safety of others e.g. carry tools correctly so that blades or prongs are not able to hurt others, observe safe working distances

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Introduction to Cultivating Plant Cuttings

<b>Unit Reference</b>	<b>T/502/3990</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit exists to give a basic introduction to cultivating plant cuttings
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
<b>1.</b> Know how to take a cutting	<b>1.1</b> Choose a plant from a given selection <b>1.2</b> Take a cutting with assistance
<b>2.</b> Know how to root cuttings	<b>2.1</b> Remove leaves from cutting as instructed <b>2.2</b> Dip cutting in rooting compound <b>2.3</b> Assist in filling pot with compost <b>2.4</b> Make a hole in compost
<b>3.</b> Know how to plant cuttings	<b>3.1</b> Push cutting into prepared pot <b>3.2</b> Water cutting as instructed <b>3.3</b> Place cane in pot as instructed
	<b>4.1</b> Assist in covering pot with polythene

<b>4.</b> Know how to cultivate plant cuttings	<b>4.2</b> Choose a bright spot for the pot to be placed  <b>4.3</b> Assist in picking off yellowing leaves
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# Supporting Unit Information

## T/502/3990 Introduction to cultivating plant cuttings - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. The examples below refer to Geranium cuttings

### **LO1, LO2, LO3 and LO4 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Know how to take a cutting***

**1.1 Choose a plant from a given selection** e.g. geraniums, lavender, busy lizzie

**1.2 Take a cutting with assistance** e.g. choose new shoot, cut under supervision with knife/sharp scissors, cut to length appropriate for plant - busy lizzie - 5-8 cm

#### ***Learning Outcome 2. Know how to root cuttings***

**2.1 Remove leaves from cutting as instructed** e.g. remove any leaves from lower part of stem using knife/sharp scissors as instructed, cut across stem a little below leaf joint

**2.2 Dip cutting in rooting compound** e.g. pour small quantity of rooting compound into a separate container, dip cut end of cutting in rooting compound

**2.3 Assist in filling pot with compost** e.g. add crocks over drainage holes, gravel then compost, firm compost one third up pot, fill pot and firm to depth below rim as instructed

**2.4 Make a hole in compost** e.g. use blunt ended dibber to make hole to depth instructed - soil may need to be a little moist to retain shape

#### ***Learning Outcome 3. Know how to plant cuttings***

**3.1 Push cutting into prepared pot** e.g. hold cutting gently so stem/leaves are not bruised, care not to wipe potting compound off cut end as pushed into hole, insert up to half length, gently firm compost around base of cutting to remove air pockets

**3.2 Water cutting as instructed** e.g. water sparingly to moisten soil but not soak

**3.3 Place cane in pot as instructed** e.g. insert cane or wire frame at edges of pot to support polythene as instructed

#### ***Learning Outcome 4. Know how to cultivate plant cuttings***

**4.1 Assist in covering pot with polythene** e.g. place clear plastic bag over pot, refer to LO3.3 - make sure polythene is not in contact with cuttings, secure

**4.2 Choose a bright spot for the pot to be placed** e.g. windowsill, greenhouse or conservatory

**4.3 Assist in picking off yellowing leaves** e.g. snip off and dispose of yellow leaves taking care not to damage rest of cutting

#### **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

#### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

<b>Unit Reference</b>	<b>L/502/3994</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to begin to understand how to propagate plants
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
<b>1.</b> Recognise different forms of embryo plants	<b>1.1</b> Choose two different types of seed from a given selection  <b>1.2</b> Identify a bulb from a given selection
<b>2.</b> Be aware of sources of embryo plants	<b>2.1</b> Suggest places where plants may be purchased  <b>2.2</b> Suggest where else new plants may be obtained (for example: friends; cuttings etc)
<b>3.</b> Be aware of the need to plant appropriately	<b>3.1</b> Select possible containers for planting from a given range  <b>3.2</b> State what may be needed for planting new seeds or cuttings  <b>3.3</b> Suggest what plants need in order to grow  <b>3.4</b> Say why it is important to care for plants

## Supporting Unit Information

## **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1 is the key area of achievement for this unit**

#### ***Learning Outcome 1. Recognise different forms of embryo plants***

- 1.1 Choose two different types of seed from a given selection** e.g. fleshy seeds such as broad beans, peas or chestnuts, small seeds such as poppy or lobelia, seeds with hard coats such as sweet pea or hazel nut - identify and/or name the chosen seeds
- 1.2 Identify a bulb from a given selection** e.g. daffodil, tulip, snowdrop or hyacinth

### **LO2 and LO3 are the key areas of knowledge for this unit**

#### ***Learning Outcome 2. Be aware of sources of embryo plants***

- 2.1 Suggest places where plants might be purchased** e.g. garden centre, nursery, market, country or DIY store, catalogue, mail order using the internet
- 2.2 Suggest where else new plants might be obtained (for example: friends, cuttings etc)** e.g. friends garden, cuttings, grown from seed

#### ***Learning Outcome 3. Be aware of the need to plant appropriately***

- 3.1 Select possible containers for planting from a given range** e.g. seed tray, flower pot, hanging basket, ornamental tub or container
- 3.2 State what may be needed for planting new seeds or cuttings** e.g. hand fork, dibber, suitable compost, crocks for bottom of container, rooting powder, labels and pencil
- 3.3 Suggest what plants need in order to grow** e.g. water, warmth, light, plant foods, protection from insects and weeds - plants become ill or die if these are not supplied or for the first four if the amounts are too large or small
- 3.4 Say why it is important to care for plants** e.g. because we want to eat them or admire their flowers and if we don't care for them by providing the things

they need to grow and protecting them from insects and weeds they may become ill or die or not be ready when we need them

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**



Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Potting Up Rooted Cuttings, Large Seedlings or Plugs by Hand

<b>Unit Reference</b>	<b>H/600/0277</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for and demonstrate the potting by hand and immediate aftercare of rooted cuttings, large seedlings or plugs and leave the work area clean and tidy
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare for potting	<b>1.1</b> Wear suitable protective clothing as instructed  <b>1.2</b> Arrange supplied tools, materials and equipment before use under supervision  <b>1.3</b> Check that pots or modules are clean and undamaged  <b>1.4</b> Place drainage materials and/or compost in pots/modules and consolidate as instructed
<b>2.</b> Be able to pot up rooted cuttings, large seedlings or plugs	<b>2.1</b> Make planting holes in suitable positions and at correct depths as instructed  <b>2.2</b> Plant rooted cuttings, large seedlings or plugs and firm as directed

	<b>2.3</b> Handle plants carefully under supervision
<b>3.</b> Be able to care for cuttings, seedlings or plugs immediately after potting	<b>3.1</b> Position labels as instructed  <b>3.2</b> Provide water to plants and drain off excess under supervision
<b>4.</b> Be able to clear up after potting	<b>4.1</b> Clean tools and equipment after use as instructed  <b>4.2</b> Clear and tidy the work area after use under supervision

# Supporting Unit Information

## H/600/0277 Introduction to potting up rooted cuttings, large seedlings or plugs by hand - - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2, LO3 and LO4 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare for potting***

- 1.1 Wear suitable protective clothing as instructed** e.g. overalls, gloves, safety boots, and dust mask for adding compost.
- 1.2 Arrange supplied tools, materials and equipment before use under supervision** e.g. working tray with compost and clean empty pots, crocks/gravel, and material to be potted, presser/dibber/widger arranged around it. Supervision to ensure items arranged to allow learner to use materials and equipment efficiently with minimum wastage
- 1.3 Check that pots or modules are clean and undamaged** e.g. no cracks or residues, caked on roots from previous plantings that may transfer fungi or pests
- 1.4 Place drainage materials and/or compost in pots/modules and consolidate as instructed** e.g. add crocks over drainage holes, add and firm compost to depth below rim of pot/module as instructed

#### ***Learning Outcome 2. Be able to pot up rooted cuttings, large seedlings or plugs***

- 2.1 Make planting holes in suitable positions and at correct depths as instructed** e.g. use dibber to make planting holes - suitable size/depth for cuttings/large seedlings, trowel to make planting holes for plugs. Suitable position e.g. well centred in pot
- 2.2 Plant rooted cuttings, large seedlings or plugs and firm as directed** e.g. place cutting/seedling/plug in planting hole, adjust level, firm using light finger pressure

**2.3 Handle plants carefully under supervision** e.g. care not to bruise stem/leaves or to damage roots by pulling up rooted cuttings/seedlings, pressing into planting hole too firmly or pinching the roots of plugs - lightly water plugs before removal

***Learning Outcome 3. Be able to care for cuttings, seedlings or plugs immediately after potting***

**3.1 Position labels as instructed** e.g. facing outward, writing not covered with compost

**3.2 Provide water to plants and drain off excess under supervision** e.g. watering can/fine rose, ensure water flow does not wash compost out, stand pot in free draining area

***Learning Outcome 4. Be able to clear up after potting***

**4.1 Clean tools and equipment after use as instructed** e.g. clean dibber and compost presser tool, empty watering can

**4.2 Clear and tidy the work area after use under supervision** e.g. brush up wasted drainage materials/compost, sweep up debris on floor

**Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Evidence Of Achievement**

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- Product evidence
- Observation reports
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- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information

<b>Unit Reference</b>	<b>L/600/0287</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to sow seed indoors	<b>1.1</b> Wear suitable protective clothing as instructed  <b>1.2</b> Arrange supplied tools, materials and equipment before use under supervision  <b>1.3</b> Check that pots or trays are clean and undamaged  <b>1.4</b> Place drainage materials and compost in pots/trays, level and consolidate as instructed
<b>2.</b> Be able to sow seed	<b>2.1</b> Evenly sow seed in containers as instructed  <b>2.2</b> Cover seed with compost to a depth suitable for the type of seed under supervision



<p><b>3.</b> Be able to care for seed immediately after sowing</p>	<p><b>3.1</b> Position labels as instructed</p> <p><b>3.2</b> Water the compost and drain off excess under supervision</p>
<p><b>4.</b> Be able to clear up after sowing</p>	<p><b>4.1</b> Clean tools and equipment after use as instructed</p> <p><b>4.2</b> Clear and tidy the work area after use under supervision</p>

# Supporting Unit Information

## L/600/0287 Introduction to sowing seed indoors in containers - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2, LO3 and LO4 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to sow seed indoors***

- 1.1 Wear suitable protective clothing as instructed** e.g. overalls to keep clothes clean, safety boots in case pot falls from shelf, dust mask when adding compost
- 1.2 Arrange supplied tools, materials and equipment before use under supervision** e.g. arrange working tray with empty pots / trays, drainage materials, compost, seeds to be sown, tools for levelling and consolidating, sieve, labels etc - supervision to ensure items arranged to allow learner to work at correct height in conditions of good lighting and able to use materials and equipment efficiently with minimum wastage
- 1.3 Check that pots or trays are clean and undamaged** e.g. no cracks that may develop or residues from previous plantings which may transfer fungi or pests
- 1.4 Place drainage materials and compost in pots/trays, level and consolidate as instructed** e.g. crocks or gravel placed, compost added to fill pot/tray, level with striking board, consolidate with bottom of clean pot/presser board to required depth below rim

#### ***Learning Outcome 2. Be able to sow seed***

- 2.1 Evenly sow seed in containers as instructed** e.g. required spacing of larger seeds
- 2.2 Cover seed with compost to a depth suitable for the type of seed under supervision** e.g. large seeds covered with own depth of compost

#### ***Learning Outcome 3. Be able to care for seed immediately after sowing***

**3.1 Position labels as instructed** e.g. position of placement in pots or trays, direction writing faces, consistency of positioning

**3.2 Water the compost and drain off excess under supervision** e.g. supervision to ensure water flow is not too heavy, does not wash seeds to edges of pot or end of tray, or if standing in water how long to leave

#### **Learning Outcome 4. Be able to clear up after sowing**

**4.1 Clean tools and equipment after use as instructed** e.g. watering can empty, remove any debris from sieve, clean tools for levelling and consolidating

**4.2 Clear and tidy the work area after use under supervision** e.g. move seeded pots / trays to germination area / propagator, collect up unused labels, brush up wasted drainage materials or compost, sweep up debris on floor

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### **Methods Of Assessment**

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### **Additional Information**

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## Prepare and Plant an Area

<b>Unit Reference</b>	<b>F/502/0526</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to prepare and plant an area of land
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare and plant an area	<b>1.1</b> Prepare tools and equipment <b>1.2</b> Identify plant material to be used <b>1.3</b> Prepare area for planting <b>1.4</b> Plant an area <b>1.5</b> State why plants need to be labelled <b>1.6</b> State why plants need to be watered after planting <b>1.7</b> Dispose of waste and tidy site <b>1.8</b> Use, clean and store PPE, tools and equipment safely

# Supporting Unit Information

## F/502/0526 Prepare and plant an area - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to prepare and plant an area***

- 1.1 Prepare tools and equipment** prepare PPE e.g. get overalls, gloves and safety boots ready to use - check for cleanliness, no tears/holes. Tools e.g. garden fork/spade, rake, hand trowel/ fork - all checked for cleanliness and safe to use - no splinters/loose parts
- 1.2 Identify plant material to be used** e.g. ask supervisor what is to be planted, separate these plants - place in wheelbarrow or tray(s) and move close to the area to be planted
- 1.3 Prepare area for planting** e.g. as necessary clear weeds, stones/debris, dig ground incorporating compost if asked by supervisor, break down large clods, rake soil level, as instructed, take account of weather and soil conditions to avoid damage to soil
- 1.4 Plant an area** e.g. dig planting holes to depth/width as instructed, add compost to hole, remove plants from pots/trays, place upright in hole, refill with soil and compost, firm the soil around plant, level and tidy so soil is in keeping with rest of bed
- 1.5 State why plants need to be labelled** e.g. to inform people what the name of the plant is, when it was planted, how high it grows and how wide it spreads
- 1.6 State why plants need to be watered after planting** e.g. to assist the roots to make good contact with the soil, to ensure that the soil is moist, to encourage root development, to add moisture before mulching
- 1.7 Dispose of waste and tidy site** waste e.g. weeds, roots, plastic bags, stones. Recycle/reuse or bag/bin and dispose of as instructed. Tidy site e.g. tools and equipment tidied away / stored, paths swept, pleasing appearance restored
- 1.8 Use, clean and store PPE, tools and equipment safely** use - PPE, tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/spade

blade, brush out wheelbarrow. Store e.g. overalls hung from peg - well ventilated, trowel on shadow board, wheelbarrow upside down. Safely e.g. good posture when planting - care not to bend forward or crouch for long periods, overall sleeves down to protect arms - sun, wheelbarrow - tyres properly inflated and weight of plants within capacity to lift and push

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

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## **Additional Information**

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## Weed a Planted Area

<b>Unit Reference</b>	<b>J/502/0527</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to weed a planted area by hand, hoe or fork
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.8)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to weed a planted area by hand	<b>1.1</b> Collect tools and check they are safe to use  <b>1.2</b> Distinguish between plants to be kept and weeds to be removed  <b>1.3</b> Give a reason for identifying weeds correctly  <b>1.4</b> Give a reason for checking with the supervisor before removing weeds  <b>1.5</b> Carry out activities to remove weeds  <b>1.6</b> Dispose of waste and tidy site  <b>1.7</b> Use, clean and store PPE, tools and equipment safely  <b>1.8</b> Maintain the safety of self and others during the operation

# Supporting Unit Information

## J/502/0527 Weed a planted area - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to weed a planted area by hand***

**1.1 Collect tools and check they are safe to use** tools e.g. spade, garden fork, hand fork, hoe, and wheel barrow. Safe to use e.g. garden fork - check if prongs bent or missing, splinters/rust on shaft, loose handle. Hand tools e.g. check for splinters, secure handle.

**1.2 Distinguish between plants to be kept and weeds to be removed** mark identified plants for retention e.g. canes/string. Small numbers - dig up, store in pots until needed.

**1.3 Give a reason for identifying weeds correctly** to ensure e.g. that flowers are not removed, all weeds are removed, difficult weeds - couch grass are dealt with correctly.

**1.4 Give a reason for checking with the supervisor before removing weeds** e.g. to check correct identification, to check how best to remove a type of weed - dig it out or hoe the top off, how to dispose of it so that it does not spread.

**1.5 Carry out activities to remove weeds** e.g. use spade to dig up deep roots, garden fork for loosening roots, hand fork for weeding small areas, hoe for borders/vegetable beds, hand manual cultivator to loosen weeds where accuracy is needed in rows

**Dispose of waste and tidy site** waste e.g. organic - weeds, roots or inorganic - plastic bags, stones. Recycle/reuse or bag/bin and dispose of as instructed. Tidy site e.g. tools/equipment tidied away/stored, paths swept, pleasing appearance restored.

**1.6 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots, kneeler. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. gloves on rack/line, trowel on shadow board, wheelbarrow upside

down. Safety e.g. maintain good posture when hoeing, overalls sleeves down to protect arms - sun/prickles, wheelbarrow - tyres properly inflated and weight within capacity to lift and push.

**1.7 Maintain the safety of self and others during the operation** safety of self e.g. listen to and follow instructions from supervisor, wear PPE as directed, use tools correctly. Safety of others e.g. carry tools correctly so that blades are not able to hurt others, observe safe working distances when using hoe/fork.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

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## Fill Plant Containers

<b>Unit Reference</b>	<b>L/502/0528</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to fill plant containers with growing medium
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to fill plant containers with growing medium	<b>1.1</b> Identify suitable plant containers <b>1.2</b> Check containers are safe and suitable to use <b>1.3</b> State why containers should be clean <b>1.4</b> Collect tools and check for safety to use <b>1.5</b> Carry out activities to fill plant containers <b>1.6</b> Give a reason for firming the compost/medium <b>1.7</b> Use, clean and store PPE, tools and equipment safely <b>1.8</b> Maintain the safety of self, others and animals during the operation

# Supporting Unit Information

## L/502/0528 Fill plant containers - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to fill plant containers with growing medium***

- 1.1 Identify suitable plant containers** make examples of container types available for learners to examine/identify e.g. hanging basket, flower pot, seed tray, different types of tubs, window box. Suitability e.g. container suitable for situation/number/size of plants
- 1.2 Check containers are safe and suitable to use** check e.g. inside/outside, rims, base Safe e.g. no cracks in sides, sharp edges, rotting wood, stable on base. Suitable e.g. water drainage, holds enough compost for size of plant(s)/root development (LO1.1)
- 1.3 State why containers should be clean** e.g. to protect against the transfer of pests, diseases or weeds from previously grown plants, outside is nicer to look at when clean
- 1.4 Collect tools and check for safety to use** tools e.g. spade, trowel, hand fork, wheelbarrow. Check for safety e.g. spade - check the blade for rust, splinters or rust on shaft, loose handle. Hand tools e.g. check for splinter/sharp bits, secure handle
- 1.5 Carry out activities to fill plant containers** e.g. make sure container is stable, add crocks over drainage holes, gravel then compost, firm compost to level below rim as instructed
- 1.6 Give a reason for firming the compost/medium** e.g. reduce air pockets that prevent water being drawn up through the compost, improve stability of plant and support
- 1.7 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.4. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. overalls on peg, trowel on shadow board, wheelbarrow upside down. Safety

e.g. overalls sleeves down –protect arms, good posture when filling containers, wheelbarrow - load containers in balance

### **1.8 Maintain the safety of self, others and animals during the operation**

safety of self, e.g. listen to and follow instructions from supervisor, wear PPE as directed, use tools correctly. Safety of others e.g. carry tools correctly so that blades are not able to hurt others, where applicable ensure containers securely attached. Safety of animals e.g. ensure containers cannot fall over on animals that may knock against them

## **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Maintain a Fence

<b>Unit Reference</b>	<b>K/502/0827</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to maintain a fence
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to maintain a fence	<b>1.1</b> Prepare tools, materials and equipment <b>1.2</b> Identify the fence to be maintained <b>1.3</b> Carry out activities to repair damage <b>1.4</b> Dispose of waste and clear site <b>1.5</b> State why the site needs to be cleared after work <b>1.6</b> Use, clean and store PPE, tools and equipment safely <b>1.7</b> Maintain the safety of self and others during the operation
<b>2.</b> Know why fences need to be maintained	<b>2.1</b> Give a reason for maintaining a fence

# Supporting Unit Information

## K/502/0827 Maintain a fence - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

### ***Learning Outcome 1. Be able to maintain a fence***

#### **1.1 Prepare tools, materials and equipment. Tools and equipment** e.g.

hammers, saws pliers, wire strainers, wire brushes, paint brushes, PPE (e.g. boots, overalls, gloves, eye protection). **Materials** e.g. wire netting, posts, panels, wood preservative, and sandpaper. **Prepare by** e.g. selection and collection from store, transport to work site, checking for condition

#### **1.2 Identify the fence to be maintained** identify by e.g. taking tools to work-site, pointing out site and fence to be maintained or directing supervisor to fence.

#### **1.3 Carry out activities to repair damage** e.g. on a post and panel fence, replacement of damaged panels or posts, re-positioning posts that have moved, repairing panels, brushing down, treating with wood preservative

#### **1.4 Dispose of waste and clear site** waste e.g. damaged panels or posts reused or recycled, empty containers, wire, wire netting recycled or placed in skip to await collection by authorised waste contractor. **Clear site** e.g. remove tools, waste, unused material, return to store or vehicle as instructed.

#### **1.5 State why the site needs to be cleared after work** e.g. to reduce hazards to other users or harm to equipment, to leave site looking tidy, legal or contractual requirement.

#### **1.6 Use, clean and store PPE, tools and equipment safely** range of tools and equipment refer to LO1.1

**Use** e.g. use only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate. **Storage** e.g. place in safe and secure store or on vehicle for transport to store.

#### **1.7 Maintain the safety of self and others during the operation** e.g. listening, remembering and following instructions. Complying with health and safety

legislation and policies e.g. responsibility to take care of own and others' health and safety, wearing appropriate PPE.

### ***Learning Outcome 2. Know why fences need to be maintained***

**2.1 Give a reason for maintaining a fence e.g.** to ensure the fence is fit for purpose (e.g. to support plants, prevent access/exit of livestock or people, provide visual barrier), improve life of fence, improve look of fence.

### **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Maintain a Footpath

<b>Unit Reference</b>	<b>H/502/0826</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to maintain a footpath
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.9)</b> <i>The learner can</i>
<b>1.</b> Be able to maintain a footpath	<b>1.1</b> Prepare tools and equipment for use <b>1.2</b> Check tools and equipment for safety <b>1.3</b> State why footpaths should be maintained <b>1.4</b> Recognise surfacing materials <b>1.5</b> Maintain an area of footpath <b>1.6</b> Dispose of waste and tidy site <b>1.7</b> Give a reason for keeping the area free from rubbish <b>1.8</b> Give a reason for recycling or composting <b>1.9</b> Use, clean and store PPE, tools and equipment safely

# Supporting Unit Information

## H/502/0826 Maintain a footpath - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

### ***Learning Outcome 1. Be able to maintain a footpath***

#### **1.1 Prepare tools and equipment for use**

**Tools and equipment** e.g. spades, shovels, pick-axe, wheelbarrow, rakes, brushes, PPE (e.g. boots, overalls, gloves, and eye protection). **Prepare by** e.g. selection and collection from store, transport to work site, checking for condition making sure sharp, clean, in full working order, handles free from damage (e.g. splinters), make sure PPE is clean and not damaged

#### **1.2 Check tools and equipment for safety** refer to LO1.1

#### **1.3 State why footpaths should be maintained** e.g. to ensure fit for purpose, to reduce chances of slips, trips and falls, to ensure surface lasts, reduce further damage to surface

#### **1.4 Recognise surfacing materials** e.g. gravel, quarry waste, concrete, tarmac, paving, woodchip, boards and non-slip surfaces.

**Recognise by** e.g. selecting material as instructed, use of labels, naming

#### **1.5 Maintain an area of footpath** maintain by e.g. removing weeds and surface debris, filling in holes and low areas, rebuilding edges and revetments, draining, resurfacing,

#### **1.6 Dispose of waste and tidy site**

**Waste** e.g. weeds and plant debris shredded for re-use or composting, used in habitat piles, soil, stones and other inert material reused or recycled, inorganic waste (e.g. empty containers) recycled or placed in skip to await collection by authorised waste contractor. **Clear site** e.g. remove all tools, waste, unused materials, return to store, or vehicle as instructed.

#### **1.7 Give a reason for keeping the area free from rubbish** e.g. to reduce hazards to workers and other people during operations, to reduce clearing up afterwards, to minimise wastage of materials.

#### **1.8 Give a reason for recycling or composting** e.g. to reduce environmental impact, to reduce wastage of materials,

## **1.9 Use, clean and store PPE, tools and equipment safely**

**Range of tools and equipment** refer to LO1.1

**Use** e.g. use only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate. **Storage** e.g. place in safe and secure store or on vehicle for transport to store.

### **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

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### **Methods Of Assessment**

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

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## **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
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## **Additional Information**

See Skills and Education Group Awards website for further information



## Communicating With Others at Work

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<b>Unit Reference</b>	<b>D/501/6631</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to communicating with people in the workplace
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.4)</b> <i>The learner can</i>
<b>1.</b> Understanding how to communicate appropriately with others at work	<b>1.1</b> Identify people who he/she needs to communicate with in the workplace  <b>1.2</b> Identify the types of information he/she will need to communicate  <b>1.3</b> Participate in discussions with others in familiar contexts  <b>1.4</b> Ask and respond to straightforward questions

# Supporting Unit Information

## D/501/6631 Communicating with others at work - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of knowledge for this unit

#### ***Learning Outcome 1. Understand how to communicate appropriately with others at work***

##### **1.1 Identify people who he/she needs to communicate with in the**

**workplace** people within the enterprise e.g. manager - about duties; supervisor - about how/when to groom plants, check out operator - about packing; work mates - to ask for/ offer help. People who visit the enterprise e.g. customer - about what customer is looking for; salesperson - about who he/she needs to speak to; other customer needs - direct towards restaurant/toilets

##### **1.2 Identify the types of information he/she will need to communicate** e.g.

personal details - birth date, home address; educational - skills, interests, achievement; work details - asking for time off; job details - asking where to find things, how to do jobs, who working with; health and safety - asking for help to lift heavy goods, checking when to wear gloves; technical aspects - checking how to groom plants, dispose of material removed, what to do about breakages; customer needs - where to find products, find more senior staff, find facilities such as restaurant/toilets

##### **1.3 Participate in discussions with others in familiar contexts** participate in discussions e.g. listen carefully to points being made, contribute own opinion tactfully and politely whether in agreement/disagreement. Familiar contexts e.g. how to arrange plants / merchandise, how much stock to put out, how to move heavy containers / plants / bags etc., from display point to check out, how to clean up/dispose of spillages.

##### **1.4 Ask and respond to straightforward questions** ask e.g. can I get you a trolley for that plant? Would you like me to put your plants in a box? Would you like me to load the compost bags in the boot? Respond e.g. 'please follow me

and I'll show you where they are', 'yes, the stem does appear to be damaged - please let me find you a replacement', 'no problem, please give me a few seconds to fetch some steps'.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Customer Care

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<b>Unit Reference</b>	<b>J/501/6641</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to the concepts of caring for all types of customers in the workplace and helps them to understand what contributes to positive customer care
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Understand what customer care means in the workplace	<b>1.1</b> Identify the customers he/she works with <b>1.2</b> Describe his/her work with them
<b>2.</b> Understand own role in providing customer care	<b>2.1</b> Identify how he/she contributes to good customer service through his/her work <b>2.2</b> Give examples of positive ways in which he/she works with customers

# Supporting Unit Information

## J/501/6641 Introduction to customer care - Entry Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 and LO2 are the key areas of knowledge for this unit

#### ***Learning Outcome 1. Understand what customer care means in the workplace***

- 1.1 Identify the customers he/she works with** provide learner with names/roles of people who come into the enterprise for different purposes e.g. electrician, person seeking information about products/prices, salesperson, person seeking to buy plants, person seeking to deliver merchandise/plants, person wanting to transport a large plant out to the car, person wanting to get a product off a high shelf. Ask learner to identify which of these are customers that he/she works with
- 1.2 Describe his/her work with them** describe work that helps to meet customer expectations e.g. helps - customer to find products, information, prices, gain access to products, find trolleys for transport, transport products to customer check out, find boxes/bags. Describe any work that helps to give customer better service than they expected e.g. helps customer to pack products, transport products to car

#### ***Learning Outcome 2. Understand own role in providing customer care***

- 2.1 Identify how he/she contributes to good customer service through his/her work** contributes to providing good customer service by e.g. contributing to a helpful, friendly and efficient service, contributing to pleasing presentation of plants and merchandise, contributing to the health and appearance of plants. Contributes to giving the customer better service than they expected e.g. to making them feel like a valued customer by remembering their name or what they bought previously. Refer to LO1.2
- 2.2 Give examples of positive ways in which he/she works with customers** e.g. learner greets customer and asks how he/she can help them, listens

carefully to customer's requests, communicates with customers politely, courteously and respectfully, acts promptly to help customer and ensure they are not kept waiting, draws customer's attention to special offers, asks if there is anything else the customer needs help with

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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Centres will need to devise assessment tasks which should be practical where possible.

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## **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

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## **Additional Information**

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## Recognise Parts of Plants

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<b>Unit Reference</b>	<b>K/502/0617</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise the parts of a plant
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise parts of plants	<b>1.1</b> Recognise constituent parts of a plant
<b>2.</b> Know the functions of parts of a plant	<b>2.1</b> List the functions of different parts of a plant

# Supporting Unit Information

## K/502/0617 Recognise parts of plants - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to recognise parts of plants***

**1.1 Recognise constituent parts of a plant** Make examples of different types of plant/plant parts available either as specimens, pictures or photographs for learners to recognise e.g. flower, seed, bud, leaf, stem, roots

### LO2 is the key area of knowledge for this unit

#### ***Learning Outcome 2. Know the functions of parts of a plant***

**2.1 List the functions of different parts of a plant.** Choose five different parts of a plant and list one function for each. For example

##### **Flower**

To attract insects and bees to collect pollen and transfer it to other flowers of the same type OR

To produce seed

##### **Seed**

To grow new plants from seed OR

To help plants to spread

##### **Leaf**

To absorb sunlight and use it to make sugars which can be used as plant food or stored OR

To produce oxygen OR

To help plants keep cool when the weather is hot

##### **Stem**

To hold the leaves up so they can catch the sun OR

To take water and plant food from the roots and transport them around the plant OR

To take foods produced by the plant down from the leaves through the stem to the roots

### **Roots**

To anchor the plant in the ground OR

To take in water or plant foods from the soil OR

To transport water and plant foods from the roots to the stem

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Evidence Of Achievement**

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- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Identify Plants

<b>Unit Reference</b>	<b>Y/600/0289</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, skills and understanding needed to recognise the features useful for identifying plants and the characteristics of four main groups of plants
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Know the main parts of a plant that are useful for identification	<b>1.1</b> State three main parts of a plant
<b>2.</b> Know the characteristics of plants	<b>2.1</b> State two or more characteristics of woody plants <b>2.2</b> State the main differences between trees and shrubs <b>2.3</b> State two or more main features of herbaceous plants <b>2.4</b> State the main difference between perennials and annuals <b>2.5</b> Give two examples of how plants could be harmful to people or animals

<p><b>3.</b> Be able to identify plants</p>	<p><b>3.1</b> Recognise two or more plants from each of the following</p> <ul style="list-style-type: none"> <li>• trees</li> <li>• shrubs</li> <li>• perennials</li> <li>• annuals</li> </ul> <p><b>3.2</b> Indicate, for each of the examples named, one main feature that helped recognition</p>
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# Supporting Unit Information

## Y/600/0289 Identify plants - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1, LO2 are the key areas of knowledge for this unit

#### ***Learning Outcome 1. Know the main parts of a plant that are useful for identification***

**1.1 State three main parts of a plant** e.g. flower, seed, buds, leaf, stem, trunk, branch, roots

#### ***Learning Outcome 2. Know the characteristics of plants***

**2.1 State two or more characteristics of woody plants** e.g. the woody stems/branches form a permanent structure above ground; they are often large in size compared to herbaceous plants; they do not die back in winter

**2.2 State the main differences between trees and shrubs** e.g. trees have trunks whilst shrubs do not; trees are generally taller and bigger than shrubs

**2.3 State two or more main features of herbaceous plants** e.g. they are not woody like trees or shrubs; they usually die back to their roots in winter; usually refers to perennials

**2.4 State the main difference between perennials and annuals** e.g. perennials usually live for three or more years whilst annuals only last for one season and set seed before dying off

**2.5 Give two examples of how plants could be harmful to people or animals** e.g. thorns, prickles, stings, irritant hairs, poisonous sap/berries/leaves/roots, entanglement

### LO3 is the key area of achievement for this unit

#### ***Learning Outcome 3. Be able to identify plants***

**3.1 Recognise two or more plants from each of the following**

**Trees** e.g. Horse chestnut, oak, silver birch, holly

**Shrubs** e.g. Buddleia (butterfly bush), lilac, fuchsia, rhododendron,  
**Perennials** e.g. Stinging nettle, primrose, dandelion, iris  
**Annuals** e.g. Sunflower, marigold, sweet pea, snapdragon (antirrhinum)

### **3.2 Indicate, for each of the examples named, one main feature that helped recognition**

**Trees** e.g. Horse chestnut - produce chestnuts in spiny green pods that split  
**Shrubs** e.g. Buddleia (butterfly bush) - fragrant tubular flower heads to 20cm  
**Perennials** e.g. Stinging nettle - toothed hairy leaves that sting  
**Annuals** e.g. Sunflower - single large flowers - brown centre and yellow petals

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible



**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Developing Practical Skills for Maintaining Plants

<b>Unit Reference</b>	<b>R/502/4550</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit aims to give learners an introduction to the skills required to maintain existing plants. Learners will undertake simple pruning tasks on a variety of plant material, and will weed, mulch and edge established beds and borders
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Know the correct tools and equipment needed to safely carry out plant maintenance operations	<b>1.1</b> Select the correct tools and equipment used to undertake specific plant maintenance operations <b>1.2</b> Assist with completing a simple risk assessment <b>1.3</b> Maintain a safe and tidy working environment <b>1.4</b> Clean and correctly store tools and equipment used in plant maintenance
<b>2.</b> Be able to correctly deadhead plants	<b>2.1</b> Assist with the deadheading of a variety of plant material
<b>3.</b> Be able to correctly weed, mulch and edge established beds and borders	<b>3.1</b> Carry out weed removal from established beds and borders <b>3.2</b> Spread mulch to the specified density on beds and borders <b>3.3</b> Edge a bed or border to a specified standard

# Supporting Unit Information

## R/502/4550 Developing practical skills for maintaining plants - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Know the correct tools and equipment needed to safely carry out plant maintenance operations***

##### **1.1 Select the correct tools and equipment used to undertake specific plant**

**maintenance operations** e.g. weeding - garden/hand fork, hoe, garden humper; mulching - shovel, rake, brush, wheelbarrow; edging - garden spade, half-moon edger, wheelbarrow. Select PPE e.g. gloves to protect against thistles/soil abrasion, overalls to keep clothes clean when mulching, safety boots to protect foot from spade when edging.

##### **1.2 Assist with completing a simple risk assessment** work with supervisor to identify hazards relating to each activity e.g. weeding - brambles, rose prickles; mulching - heavy bags/barrow/shovel loads; edging - spade blade. Agree with supervisor the likelihood of each hazard causing harm e.g. getting pricked - high risk (or medium, low), and precautions to minimise risk - wear gloves, cut back brambles first.

##### **1.3 Maintain a safe and tidy working environment** safe e.g. get rid of brambles / nettles / thistles, do not leave spade/fork where they can be fallen over, rake where it can be stepped on, bags or garden humper where they may trip someone. Tidy e.g. clear all pulled weeds away from beds/paths, clear dropped mulch from lawn/paths/plants.

##### **1.4 Clean and correctly store tools and equipment used in plant maintenance** clean e.g. scrape mud off safety boots/spade blade, brush out wheelbarrow. Store e.g. overalls hung from peg - good ventilation, spade/garden fork/hoe hung up on nails, hand fork on shadow board in shed, wheelbarrow upside down.

## **Learning Outcome 2. Be able to correctly deadhead plants**

**2.1 Assist with the deadheading of a variety of plant material** adopt technique used by supervisor for different types of plant e.g. pinch off daffodil heads but leave stems, snap off faded roses below the head, pinch off fuchsias behind the flower, use secateurs for plants with tough stems.

## **Learning Outcome 3. Be able to correctly weed, mulch and edge established beds and borders**

**3.1 Carry out weed removal from established beds and borders** e.g. identify the weeds - annual/perennial - hand pull/dig depending on type, place in wheelbarrow for removal.

**3.2 Spread mulch to the specified density on beds and borders** e.g. transport barrow loads / bags of mulch to the beds/borders, spread to specified depth taking care not to bury plants, stem, rake level, clear any spilt mulch from paths/lawn.

**3.3 Edge a bed or border to a specified standard** use spade/half-moon edger – reinstate vertical edge around a flowerbed/border e.g. push spade straight down to specified depth at existing edge, scoop soil up onto bed to redefine the gap as specified between lawn edge and bed, use edging shears to trim horizontal grass growth.

## **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Assist With Potting Up Rooted Cuttings, Large Seedlings or Plugs By Hand

<b>Unit Reference</b>	<b>R/600/0288</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, skills and understanding needed to demonstrate assisting in the potting of rooted cuttings, large seedlings or plugs by hand and also the preparation and clearing up before and after potting
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare for potting	<b>1.1</b> Identify and wear appropriate protective clothing  <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others  <b>1.3</b> Organise tools, materials and equipment before use  <b>1.4</b> Place drainage materials and/or compost in pots/modules and consolidate to suit planting needs as directed
<b>2.</b> Be able to pot rooted cuttings, large seedlings or plugs	<b>2.1</b> Prepare cuttings, seedlings or plugs for potting as instructed  <b>2.2</b> Make planting holes in suitable positions and at correct depths

	<p><b>2.3</b> Plant rooted cuttings, large seedlings or plugs and firm as instructed</p> <p><b>2.4</b> Handle plants carefully as demonstrated</p>
<p><b>3.</b> Be able to care for cuttings, seedlings or plugs immediately after potting</p>	<p><b>3.1</b> Write labels and position as instructed</p> <p><b>3.2</b> Provide water without undue disturbance to plants or waterlogging</p> <p><b>3.3</b> Place pots/modules into trays/carriers on completion</p>
<p><b>4.</b> Be able to clear up after potting</p>	<p><b>4.1</b> Clean and store tools and equipment after use as instructed</p> <p><b>4.2</b> Clear and tidy the work area after use, disposing of debris as instructed</p>



# Supporting Unit Information

## R/600/0288 Assist with potting up rooted cuttings, large seedlings or plugs by hand - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2, LO3 and LO4 are the key areas of achievement for this unit**

#### **Learning Outcome 1. Be able to prepare for potting**

- 1.1 Identify and wear appropriate protective clothing** e.g. be able to recognise, name and wear overalls, gloves, safety boots, dust mask. Appropriate e.g. overalls to keep clothes clean, dust mask when adding compost
- 1.2 Follow safety procedures as directed to ensure the health and safety of self and others** Safety of self, e.g. keep potting area clean, adopt good working position and posture, safe lifting and handling of heavy items - compost bags. Safety of others e.g. potting area well lit, no tripping/slipping hazards such as pots/compost bags left on floor
- 1.3 Organise tools, materials and equipment before use** e.g. learner to organise empty pots, crocks, material to be potted, presser/dibber/widger, labels and, carrying trays around working tray with compost
- 1.4 Place drainage materials and/or compost in pots/modules and consolidate to suit planting needs as directed** e.g. add crocks/gravel over pot drainage holes, firm compost over drainage materials, add/firm compost to depth below rim of as instructed

#### **Learning Outcome 2. Be able to pot rooted cuttings, large seedlings or plugs**

- 2.1 Prepare cuttings, seedlings or plugs for potting as instructed** e.g. gently tap cuttings/large seedlings from pot/lift from tray, squeeze plugs out of module, separate and/or tease out roots as necessary, dispose of diseased/no root development plants

## **2.2 Make planting holes in suitable positions and at correct depths** e.g.

make planting holes of suitable size/depth for cuttings/large seedlings/plugs - dibber/trowel. Suitable position e.g. well centred or in relation to multiple plantings - from centre out in pot

## **2.3 Plant rooted cuttings, large seedlings or plugs and firm as instructed**

e.g. place plant in planting hole, adjust compost to ensure correct level, firm using light pressure of fingers - care not break off fragile roots of cuttings or/delicate stems of seedling

## **2.4 Handle plants carefully as demonstrated** e.g. carefully lift cuttings /large

seedlings with a widger, squeeze out plug plants from the bottom, care not to bruise stem or leaves or to damage roots by pulling up rooted cuttings/seedlings, pressing into planting hole too firmly or pinching the roots of plugs - lightly water plugs prior removal

## **Learning Outcome 3. Be able to care for cuttings, seedlings or plugs immediately after potting**

### **3.1 Write labels and position as instructed** e.g. name of plant/date of potting

on, care not to damage roots as insert labels, insert in same position in each pot - writing facing out

### **3.2 Provide water without undue disturbance to plants or waterlogging** e.g.

watering can and fine rose, ensure water flow does not wash compost out/splash compost on leaves. Stand pot in free draining area after watering

### **3.3 Place pots/modules into trays/carriers on completion** e.g. plastic trays

with contoured bases or flat trays for a number of modules

## **Learning Outcome 4. Be able to clear up after potting**

### **4.1 Clean and store tools and equipment after use as instructed** e.g. wash

used pots/seed trays, clean dibber/widger/presser, put tools in cupboard/storage box

### **4.2 Clear and tidy the work area after use, disposing of debris as instructed**

e.g. take potted plants to growing on area, brush up wasted materials, dispose of damaged or diseased plants to minimise spread of disease, sweep up debris on floor

## **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Sow Seed Indoors In Containers

<b>Unit Reference</b>	<b>L/600/0290</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to sow seed indoors	<b>1.1</b> Identify and wear appropriate protective clothing  <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others  <b>1.3</b> Organise tools, materials and equipment before use  <b>1.4</b> Place drainage materials and compost in pots/trays, level and consolidate
<b>2.</b> Be able to sow seed	<b>2.1</b> Prepare one type of seed that needs special treatment before sowing under supervision  <b>2.2</b> Evenly sow at least two different sizes of seed  <b>2.3</b> Cover seed with compost if necessary to a depth suitable for the type of seed

<p><b>3.</b> Be able to care for seed immediately after sowing</p>	<p><b>3.1</b> Write labels and position as instructed</p> <p><b>3.2</b> Water the compost and drain off excess without undue disturbance to seed</p> <p><b>3.3</b> Cover pots/trays</p> <p><b>3.4</b> Store unused seed as directed</p>
<p><b>4.</b> Be able to clear up after sowing</p>	<p><b>4.1</b> Clean and store tools and equipment after use</p> <p><b>4.2</b> Clear and tidy the work area after use, disposing of debris as instructed</p>

# Supporting Unit Information

## L/600/0290 Sow seed indoors in containers - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **L01, L02, L03 and L04 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to sow seed indoors***

- 1.1 Identify and wear appropriate protective clothing** identify e.g. able to recognise overalls, gloves, safety boots, dust mask. Wear appropriate e.g. overalls to keep clothes clean, safety boots in case pot falls from shelf, dust mask when adding compost.
- 1.2 Follow safety procedures as directed to ensure the health and safety of self and others** safety of self, e.g. keep sowing area clean, adopt good working position and posture, safe lifting and handling of heavy items - compost bags. Safety of others e.g. sowing area well lit, no tripping/slipping hazards such as trays/compost bags on floor.
- 1.3 Organise tools, materials and equipment before use** e.g. learner to organise empty trays / pots, gravel, seed compost, seeds, presser/dibber, sieves, labels, water bath
- 1.4 Place drainage materials and compost in pots/trays, level and consolidate** e.g. crocks or gravel placed, compost added to fill pot/tray, level with striking board and consolidate with bottom of clean pot/presser board to required depth below rim

#### ***Learning Outcome 2. Be able to sow seed***

- 2.1 Prepare one type of seed that needs special treatment before sowing under supervision** e.g. rub small part of hard outer coat of sweet pea seed off to allow water to reach seed and start germination - emery paper
- 2.2 Evenly sow at least two different sizes of seed** e.g. required spacing of larger seeds or small seeds mixed with fine sand to help even distribution
- 2.3 Cover seed with compost if necessary to a depth suitable for the type of seed** e.g. check seed packet, large seeds covered with own depth of compost,

medium seeds covered until just disappear from view, small seeds not covered, firm as directed

***Learning Outcome 3. Be able to care for seed immediately after sowing***

**3.1 Write labels and position as instructed** e.g. name of seed/date of sowing, care to insert in same position in each pot/tray - writing facing out so can be easily read

**Water the compost and drain off excess without undue disturbance to seed** e.g. stand pot/tray in water bath and leave until water just starts to show on surface, carefully remove and stand to drain in free draining area

**3.2 Cover pots/trays** e.g. cover with sheet of glass or with clear polythene bag

**3.3 Store unused seed as directed** e.g. seal the remaining seeds in their packet, store in a water resistant container - jar with lid/plastic food container, hold in fridge/cool place

***Learning Outcome 4. Be able to clear up after sowing***

**4.1 Clean and store tools and equipment after use** e.g. clean striking/presser boards/sieve, empty watering can/bath and clean compost from bath, store tools in cupboard

**4.2 Clear and tidy the work area after use, disposing of debris as instructed** clear and tidy e.g. move seeded pots/trays to germination area/propagator, brush up wasted compost, empty compost bags, sweep up debris on floor. Dispose e.g. recycle/reuse where possible - clean compost /crops, bag/bin plastic bags or contaminated floor sweepings, dispose of according to Local Authority guidance as directed by supervisor.

**Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

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- Product evidence
- Observation reports
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- Witness statements
- Taped evidence (video or audio)
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Water Plant Material by Hand

<b>Unit Reference</b>	<b>M/502/0621</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to water plant material by hand using a hose or watering can
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to water plant material using a hose or watering can	<b>1.1</b> Choose and collect equipment <b>1.2</b> Position equipment safely and correctly <b>1.3</b> Carry out watering activities methodically <b>1.4</b> Give a reason why plants need to have an adequate water supply <b>1.5</b> State the effect of having too fast a flow rate <b>1.6</b> State the effect of having too slow a flow rate <b>1.7</b> Use, clean and store PPE, tools and equipment safely

# Supporting Unit Information

## M/502/0621 Water plant material by hand - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to water plant material using a hose or watering can***

- 1.1 Choose and collect equipment** e.g. watering can, choose appropriate rose - coarse or fine spray, hosepipe with reel, connector and nozzle, identify where water source is
- 1.2 Position equipment safely and correctly** safely e.g. full watering can/flat hose pipe, coils of hose, hose reel can all be tripping hazards - place in full view, remain in attendance when using, put them away after use. Correctly e.g. position watering can or nozzle of hose to direct water at plants roots - avoid swinging can from side to side or waving hose - these activities may only superficially wet the soil, take more energy
- 1.3 Carry out watering activities methodically** e.g. water to a pattern - one end of bed to the other or back of bed towards front, water each set of pots/beds thoroughly as needed before moving on to next - avoid temptation to wet the surface across a wide area - refer to LO1.2 - more difficult to know what has been thoroughly watered
- 1.4 Give a reason why plants need to have an adequate water supply** e.g. to enable plants to grow steadily, to help them to take in plant foods from the soil; to move plant foods around the plant
- 1.5 State the effect of having too fast a flow rate** e.g. delicate plants may be knocked over or stems and leaves broken, leaves are battered, flower petals knocked off, soil or compost may be splashed up onto leaves, roots may be exposed, soil may be washed out of pot/bed, water on leaves may lead to sun scorch

**1.6 State the effect of having too slow a flow rate** e.g. watering takes a long time, it may not be possible to water all the plants when they need it or give them enough water, the work is boring

**1.7 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, Wellington boots. Tools and equipment - refer to LO1.1. Clean e.g. wash mud off Wellington boots/hose pipe, untangle any vegetation around hose pipe. Store e.g. Wellingtons on pegs upside down, watering can on shelf, hose - wind onto reel, make sure no kinks in hose. Safety e.g. overalls sleeves down to protect arms - sun, refer to LO1.2 - position equipment safely, safe lifting and handling of full watering can or hose reel.

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Assist With the Maintenance and Repair of Hand Tools

<b>Unit Reference</b>	<b>A/504/5327</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit allows learners to develop skills in the maintenance and repair of hand tools
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Know health and safety requirements when assisting with the maintenance and repair of hand tools	<b>1.1</b> Select and use appropriate personal protective equipment and clothing  <b>1.2</b> Carry out tasks with due regard for the health and safety of self and others  <b>1.3</b> Follow instructions when maintaining and repairing hand tools  <b>1.4</b> Identify situations when assistance is required and refer to the appropriate person
<b>2.</b> Be able to maintain and repair hand tools	<b>2.1</b> State the importance of maintaining hand tools  <b>2.2</b> Clean and oil a range of hand tools  <b>2.3</b> Identify the faults on three different hand tools

	<p><b>2.4</b> Assist with the repair of basic faults on three different hand tools</p> <p><b>2.5</b> Store the equipment safely following maintenance</p>
<p><b>3.</b> Leave the work area in a safe condition</p>	<p><b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>3.2</b> Leave the site clean and tidy</p> <p><b>3.3</b> Clean and store tools safely</p>



# Supporting Unit Information

## A/504/5327 Assist with the maintenance and repair of hand tools - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

**LO1 and LO2 are the key areas of achievement for this unit**

***Learning Outcome 1. Know health and safety requirements when assisting with the maintenance and repair of hand tools***

**1.1 Select and use appropriate personal protective equipment and clothing**

e.g. close fitting overalls, steel toe-capped safety boots. Appropriate e.g. gloves - when sharpening blades; equipment e.g. ear defenders to protect against noise in workshop

**1.2 Carry out tasks with due regard to health and safety of self and others**

safety of self, e.g. PPE works properly - no loose flaps/laces, safe lifting / carrying of tools, work within own capabilities. Safety of others e.g. safe working distances, not leaving tripping hazards

**1.3 Follow instructions when maintaining and repairing hand tools to**

ensure safety of self, e.g. when sharpening blades follow instructions to avoid cutting fingers. Safety of others e.g. instructions on how to carry tools around the workplace to avoid injuring others

**1.4 Identify situations when assistance is required and refer to the**

**appropriate person.** Situations e.g. how to remove broken stump of shaft from head of spade. Refer to e.g. supervisor, instructor

## ***Learning Outcome 2. Be able to maintain and repair hand tools***

- 2.1 State the importance of maintaining hand tools** e.g. so they remain safe to use, work efficiently, are ready to use when needed and to extend their working life
- 2.2 Clean and oil a range of hand tools** e.g. fork, spade, hoe e.g. clean mud off working parts, wipe with oily rag, wipe wooden handles with linseed oil
- 2.3 Identify the faults on three different hand tools** e.g. spade - shaft movement in head (head joins blade to shaft), fork - missing tine, rake - splinters/protrusions on handle
- 2.4 Assist with the repair of basic faults on three different hand tools** clean and maintain blade e.g. shears/secateurs - clean sap off blades with warm soapy water, sharpen with sharpening stone, wipe blades with vegetable oil to prevent rust
- 2.5 Store the equipment safely following maintenance** store e.g. in lockable shed or workshop. Safely e.g. well organised no tripping hazards, ensure tools cannot fall over, position so easily accessible, hung up from nails or on shadow board to check return

## ***Learning Outcome 3. Leave the work area in a safe condition***

- 3.1 Dispose of waste in accordance with health and safety guidelines and site requirements** e.g. bag/bin and dispose of according to Local Authority requirements as directed by supervisor. Safely e.g. PPE, hygiene, safe lifting/handling of sharp metal/splintered wood. Site requirements will be specific to particular site e.g. separate wood/metal for recycling
- 3.2 Leave the site clean and tidy** e.g. spade, fork, rake and wheelbarrow removed from site. Stones/weeds cleared, paths swept or grass, areas adjacent to work area cleared.
- 3.3 Clean and store tools safely** ref to LO 2.5

## **Teaching Strategies And Learning Activities**

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**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Identification of Pests and Diseases

<b>Unit Reference</b>	<b>J/504/5329</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to common plant pests and diseases and beneficial insects that are found in the garden
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Know common garden pests	<b>1.1</b> Identify three common garden pests
<b>2.</b> Know the damage garden pests can cause	<b>2.1</b> Identify the damage caused by three common garden pests
<b>3.</b> Know common diseases affecting plants	<b>3.1</b> Identify three common plant diseases
<b>4.</b> Know common insects beneficial to plants	<b>4.1</b> State what is meant by a beneficial insect <b>4.2</b> Identify common beneficial insects

# Supporting Unit Information

## J/504/5329 Identification of pests and diseases - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Know common garden pests***

**1.1 Identify three common garden pests** for example, slug, greenfly, cabbage white caterpillar. Provide access to living garden pests, for example in gardens with public access and/or picture(s) for learners to examine. Identify three common garden pests e.g. slug, snail, greenfly, blackfly, ants, caterpillars, earwigs, mice, rabbits, pigeons

#### ***Learning Outcome 2. Know the damage pests can cause***

**2.1 Identify the damage caused by common garden pests** for example:  
**slug** e.g. holes in stems/leaves usually low down - slime trails help identify  
**greenfly** e.g. stunted plants/unpleasant appearance - clusters of greenfly on growing parts accompanied by blackish fungi growth  
**ants** e.g. plants wilt/die due to the soil around roots being loosened - beds/rockeries  
**caterpillars** e.g. leaves stripped down to skeleton  
**earwigs** e.g. eaten and ragged young leaves or petals of flowers

#### ***Learning Outcome 3. Know common diseases affecting plants***

**3.1 Identify three common plant diseases** for example, rust, powdery mildew and black spot. Provide access to plants that are being attacked by disease, for example in gardens with public access and/or picture(s) for learners to examine. Identify two common plant diseases e.g. grey mould, powdery mildew, black spot, rust, fungal spotting

#### ***Learning Outcome 4. Know common creatures/insects beneficial to plants***

**4.1 State what is meant by a beneficial insect** e.g. insects, that are useful to the gardener. Some help to control pests that might attack garden plants, some help to breakdown organic materials in the soil, some help to pollinate plants so they can produce seed/fruit

**4.2 Identify common beneficial insects** for example, ladybird, bee. Provide access to gardens where beneficial creatures can be found at work and/or picture(s) for learners to examine. Identify three common beneficial creatures e.g. ladybirds and wasps take aphids, bees, moths, butterflies, flies and beetles all help to pollinate flowers.

#### **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

#### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following:

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Introduction to Cultivating Plant Cuttings

<b>Unit Reference</b>	<b>A/504/5330</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the practical skills required to successfully propagate plants from cuttings
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The learner can</i>
<b>1.</b> Be able to take a cutting	<b>1.1</b> Select a plant from which to take cuttings <b>1.2</b> Take cutting as instructed
<b>2.</b> Be able to root plant cuttings	<b>2.1</b> Remove lower leaves of cutting <b>2.2</b> Dip bottom of cutting in rooting compounds
<b>3.</b> Be able to plant cuttings	<b>3.1</b> Fill pot with a given compost <b>3.2</b> Insert three to six cuttings close to the side of the pot <b>3.3</b> Water in the cuttings <b>3.4</b> Place canes in pot, taking care not to damage the cuttings

<p><b>4.</b> Be able to cultivate plant cuttings</p>	<p><b>4.1</b> Place polythene bag over the canes and secure around the base of pot</p> <p><b>4.2</b> Place the pot in a bright sunless spot</p> <p><b>4.3</b> Pick off any yellowing leaves</p> <p><b>4.4</b> Leave undisturbed until new growth appears</p>
<p><b>5.</b> Leave the work area in a safe condition</p>	<p><b>5.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>5.2</b> Leave the site clean and tidy</p> <p><b>5.3</b> Clean and store tools safely</p>

# Supporting Unit Information

## A/504/5330 Introduction to cultivating plant cuttings - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. The examples below refer to Geranium cuttings

### **LO1, LO2, LO3 and LO4 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to take a cutting***

- 1.1 Select a plant from which to take cuttings** e.g. geranium, chrysanthemum, carnation, lavender, fuschias
- 1.2 Take cutting as instructed** e.g. choose new shoot, follow instructions to cut with sharp knife/scissors a little below leaf joint, length as instructed

#### ***Learning Outcome 2. Be able to root plant cuttings***

- 2.1 Remove lower leaves of cutting** e.g. remove all leaves from lower part stem using knife / sharp scissors - leave only one or two,
- 2.2 Dip bottom of cutting in rooting compound** cut across stem below leaf joint, slice down along stem through leaf joint, pour small quantity rooting compound into separate container, dip cut end of cutting in rooting compound - all as instructed

#### ***Learning Outcome 3. Be able to plant cuttings***

- 3.1 Fill pot with a given compost** e.g. add crocks/gravel over drainage holes, then compost and firm one third up pot, fill pot and firm to depth below rim as instructed
- 3.2 Insert three to six cuttings close to the side of the pot** e.g. hold cutting gently so stem/leaves not bruised, care not to wipe potting compound off cut end as pushed into hole, insert up to half length, gently firm compost around cutting paying particular attention to ensuring there are no air pockets around base of cutting.
- 3.3 Water in the cuttings** water - can with fine rose
- 3.4 Place canes in pot, taking care not to damage the cuttings** e.g. insert cane or wire frame at edges of pot to support polythene cover

#### ***Learning Outcome 4. Be able to cultivate plant cuttings***

- 4.1 Place polythene bag over the canes and secure around the base of the pot** ensure polythene does not make contact with cuttings, ensure some airflow, secure
- 4.2 Place the pot in a bright sunless spot** e.g. place in warm spot but not in full sun until new growth evident - windowsill, greenhouse or conservatory
- 4.3 Pick off any yellowing leaves** watch out for and remove any cuttings that rot
- 4.4 Leave undisturbed until new growth appears** check frequently and tap condensation drops out if necessary

#### ***Learning Outcome 5. Leave the work area in a safe condition***

- 5.1 Dispose of waste material in accordance with health and safety guidance and site requirements** e.g. organic - damaged cuttings, used compost or inorganic - compost bags. Disposed of e.g. reuse/recycle where possible - old compost, damaged cuttings onto compost heap, plastic bags - bag/bin and dispose of according to Local Authority guidance as directed by supervisor
- 5.2 Leave the site clean and tidy** e.g. move planted cuttings to growing on area, brush up wasted drainage materials or compost, sweep up debris on floor, remove spilt water
- 5.3 Clean and store tools safely** clean e.g. watering can empty, clean knife / scissors / dibber. Store e.g. unused compost, sealing bags to preserve the material

### **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
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- Witness statements
- Taped evidence (video or audio)
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Ground Preparation

<b>Unit Reference</b>	<b>F/504/5331</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to prepare and level the soil prior to planting
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare for ground preparation tasks	<b>1.1</b> Select and wear personal protective equipment <b>1.2</b> Select tools and equipment for ground preparation
<b>2.</b> Be able to prepare the ground for planting or seed sowing	<b>2.1</b> Follow instructions to dig an area of ground using a spade and fork <b>2.2</b> Firm ground by treading as instructed <b>2.3</b> Rake the ground to create a tilth suitable for planting or sowing
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements <b>3.2</b> Leave the site clean and tidy <b>3.3</b> Clean and store tools safely

## Supporting Unit Information

### F/504/5331 Introduction to ground preparation - Entry Level 3

#### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### **LO1, LO2 and LO3 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare for ground preparation tasks***

- 1.1 Select and wear personal protective clothing** select and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean, safety boots - protect feet when digging, gloves - removing nettles/thistles
- 1.2 Select tools and equipment for ground preparation** e.g. the learner could be asked to try a fork and spade in the soil to be prepared - if the soil is sandy or loamy the spade will be fine but clay soils or those full of stones will be easier to dig with a fork. A rake could be selected for levelling the soil, not breaking clods. Use effectively e.g. know the capabilities of the spade / fork to avoid breakage in relation to soil type, dry or compacted soil and load. Lift loads within capability. A rake should be used to gather stones and debris whilst producing an even surface - humps and depressions indicate ineffective use

#### ***Learning Outcome 2. Be able to prepare the ground for planting or seed sowing***

- 2.1 Follow instructions to dig an area of ground using a spade and fork** e.g. to correct depth, broken up and weeds, roots, stones removed as instructed. Take account of weather and soil conditions to avoid damage to soil. Refer to LO1.2 and 2.1
- 2.2 Firm ground by treading as instructed** e.g. either by shuffling sideways across plot or by walking over planks / sheets of wood placed on the bed after digging.



**2.3 Rake the ground to create a tilth suitable for planting or sowing** e.g. by running teeth of rake backward and forward through soil and across soil if necessary, removing debris and leaving an even surface

***Learning Outcome 3. Leave the work area in a safe condition***

**3.1 Dispose of waste and debris in accordance with health and safety**

**guidance and site requirements** e.g. organic - weeds, roots\* or inorganic - stones, seed packets, plastic, plant labels or cut string gathered. Disposed of appropriately by reuse / recycling or bag / bin and dispose of according to Local Authority guidance as directed by supervisor. \*Green vegetation may be composted but care not to introduce the roots of pernicious weeds such as couch grass or ground elder - bag or bin these

**3.2 Leave the site clean and tidy** e.g. spade, fork, rake and wheelbarrow removed from site, stones/weeds cleared, paths swept or grass, areas adjacent to work area cleared

**3.3 Clean and store tools safely** e.g. spade blade cleaned of mud / vegetation, oiled, wooden handle rubbed with linseed oil, hung from handle or stood in shed with blade down

**Teaching Strategies And Learning Activities**

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**Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Lawn Care

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<b>Unit Reference</b>	<b>J/504/5332</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to undertake basic lawn care, for example mowing, feeding, aerating, scarifying and edging
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare for lawn care operations	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select appropriate tools and equipment
<b>2.</b> Know about a range of lawn care operations	<b>2.1</b> State the main tasks involved in lawn care  <b>2.2</b> Identify equipment used for the following tasks <ul style="list-style-type: none"> <li>• mowing</li> <li>• feeding</li> <li>• aerating</li> <li>• scarifying</li> <li>• edging</li> <li>• repair</li> </ul>
<b>3.</b> Be able to assist with a range of lawn care operations	<b>3.1</b> Aerate and scarify an area of lawn  <b>3.2</b> Apply appropriate top dressing to an area of lawn

	<p><b>3.3</b> Edge a length of lawn</p> <p><b>3.4</b> Remove a bump/raised area from a lawn</p>
<p><b>4.</b> Leave the work area in a safe condition</p>	<p><b>4.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>4.2</b> Leave the site clean and tidy</p> <p><b>4.3</b> Clean and store tools safely</p>

## Supporting Unit Information

### J/504/5332 Introduction to lawn care - Level Entry 3

#### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### **LO1 and LO2 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare for lawn care operations***

**1.1 Select and wear appropriate personal protective equipment** select and wear appropriate PPE – steel toe-capped footwear, overalls, gloves (leather or cotton grip), dust mask, eye protection

**1.2 Select appropriate tools and equipment** learners to select correct tools for tasks **LO 3.1** aerate and scarify e.g. garden fork, spring tine rake. **LO 3.2** apply top dressing e.g. shovel, pedestrian belt spreader, brush, lute, top dressing. **LO 3.3** edge lawn e.g. long handled border shears, half-moon edging tool. **LO 3.4** remove bump / raised area from lawn e.g. half-moon edging tool, turf lifting iron, garden fork, garden rake, turf box, top dressing, grass seed / turf.

#### ***Learning Outcome 2. Know about a range of lawn care operations***

#### **2.1 State the main tasks involved in lawn care**

Mowing e.g. to maintain the height of growth for the use intended

Feeding e.g. provide nutrients to grass and encourage strong growth

Aerating e.g. improve air exchange in the soil and assist surface drainage

Scarifying e.g. to remove dead basal thatch, spreading weeds and moss

Edging e.g. put a neat edge to a bed / border / path

Repair e.g. reinstate surface with either turf or seed to make it suitable for intended use

#### **2.2 Identify equipment used for the following tasks**

Mowing e.g. pedestrian operated mower (cylinder, rotary, flail, nylon cord)

Feeding e.g. hand held applicator, belt feed spreader, pedestrian operated spinner

Aerating e.g. garden fork, pedestrian operated powered aerator  
Scarifying e.g. spring tine rake, pedestrian operated powered scarifier  
Edging e.g. half-moon edging tool, long handled border shears

***Learning Outcome 3. Be able to assist with a range of lawn care operations***

**3.1 Aerate and scarify a section of lawn approximately 5m x 5m as**

**instructed** aerate by inserting fork tines upright and forcing into the ground to a depth of at least 100mm ease the shaft backwards to slightly raise the turf and pull fork out in an upward motion. Scarify using spring tine rake in a pulling motion toward the operator placing downward pressure to remove thatch / debris from the base of the lawn. Collect and remove debris to compost site.

**3.2 Apply appropriate top dressing to an area of lawn approximately 5m x**

**5m as instructed** Using the material provided, apply top dressing to an area of lawn approximately 5 metres square, evenly with the shovel or with pedestrian belt spreader set to apply directed amount and work into lawn surface with a brush or lute. Return unused top dressing to store.

**3.3 Edge a 5m (approximately) length of lawn as instructed** edge lawn -

either a soil border edge using the long handled border shears or a kerbed edge using the half-moon edging tool placed and working along immediately behind the kerb. Collect trimmings and remove to compost site.

**3.4 Remove a bump / raised area from a lawn as instructed** remove a bump

/ raised area from a lawn by cutting around the undulation, if bigger than 500mm cut in to smaller even pieces to a depth of 37mm. Remove turf using the turf lifting iron and place turf side down on the surrounding area. Lightly fork the exposed soil to break up the surface to produce a fine tilth, leave the soil level and firm to 37mm below surrounding lawn. Lay cut turf, grass side down in turf box and level soil to depth of box (37mm). Remove turf from box and lay in prepared area and firm with foot or plank. Apply top dressing to joints and brush / lute in. Remove any surplus top dressing to store to be used in other maintenance work.

***Learning Outcome 4. Leave the work area in a safe condition***

**4.1 Dispose of waste material in accordance with health and safety**

**guidance and site requirements** e.g. organic - used compost or inorganic - compost bags. Disposed of e.g. reuse/recycle where possible - old compost, plastic bags - bag/bin and dispose of according to Local Authority guidance as directed by supervisor

**4.2 Leave the site clean and tidy** e.g. spade, fork, rake, turf lifting iron and

wheelbarrow removed from site, stones/weeds cleared, paths swept or grass, areas adjacent to work area cleared

**4.3 Clean and store tools safely** e.g. tools cleaned and stored e.g. teeth of rake /

prongs of fork / blades of spade / half-moon edging tool / long handled border shears / lute cleaned of top dressing / vegetation and ferrous metal parts oiled, wooden handles rubbed with linseed oil. Hand tools to be placed in secure store

on a shadow board or on supports with prongs / blades facing wall. Pedestrian equipment to be washed / cleaned, oiled and put in secure store. Surplus materials are to be returned to store.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Planting Bulbs in Pots

<b>Unit Reference</b>	<b>L/504/5333</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the skills required to plant bulbs in pots
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant bulbs in pots	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select and prepare equipment and materials
<b>2.</b> Be able to plant bulbs in pots	<b>2.1</b> Fill pots with compost  <b>2.2</b> Plant bulbs in pots  <b>2.3</b> Water and label planted pots  <b>2.4</b> Place planted pots in appropriate storage area
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>3.2</b> Leave the site clean and tidy  <b>3.3</b> Clean and store tools safely

# Supporting Unit Information

## L/504/5333 Introduction to planting bulbs in pots - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to plant bulbs in pots***

- 1.1 Select and wear appropriate personal protective equipment** select and wear PPE that is appropriate to the task e.g. overalls - keep clothes clean, safety boots - heavy/sharp object falls from shelf, rubber gloves - fungicides/allergies, dust mask when adding compost
- 1.2 Select and prepare equipment and materials** e.g. garden trowel, compost, grit/coarse sand, crocks/gravel, pots, watering can with fine rose

#### ***Learning Outcome 2. Be able to plant bulbs in pots***

- 2.1 Fill pots with compost** e.g. add crocks/gravel over drainage holes if using clay pot - ensure good drainage, add free-draining compost and firm to depth instructed
- 2.2 Plant bulbs in pots** e.g. place bulbs on firmed compost leaving space between each bulb, fill pot and firm to depth below rim as instructed
- 2.3 Water and label planted pots** water e.g. use watering can with fine rose to wet compost, place layer of grit on top of compost to retain moisture, label e.g. name of bulb/date of planting
- 2.4 Place planted pots in appropriate storage area** e.g. plunge bed to protect from cold or prevent drying out/overheating; bulbs for forcing in cool, dark area as instructed - basement, garage, cold frame, unheated greenhouse under shelf

#### ***Learning Outcome 3. Leave the work area in a safe condition***

- 3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements** e.g. organic - damaged bulbs, waste

compost or inorganic - compost bags. Disposed of e.g. reuse/recycle where possible - waste compost onto compost heap, plastic bags - bag/bin and dispose of according to Local Authority guidance as directed by supervisor.

**3.2 Leave the site clean and tidy** e.g. move planted pots to cool area - refer to LO2.4, brush up wasted drainage materials/compost on working surfaces, remove empty compost bags, sweep up debris on floor.

**3.3 Clean and store tools safely** clean e.g. watering can empty, clean trowel. Store e.g. unused compost, sealing bags to preserve the material, trowel on shadow board to check return.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
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### **Additional Information**

See Skills and Education Group Awards website for further information

# Introduction to Propagation of Plants

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<b>Unit Reference</b>	<b>R/504/5334</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills and knowledge required to propagate plants successfully
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise different forms of embryo plants	<b>1.1</b> Identify a range of seeds <b>1.2</b> Identify bulbs and tubers <b>1.3</b> Name plants from which cuttings could be taken
<b>2.</b> Know potential sources of embryo plants	<b>2.1</b> Name sources from where embryo plants could be purchased <b>2.2</b> Identify alternative ways of obtaining new plants
<b>3.</b> Understand the need to plant appropriately	<b>3.1</b> Identify a range of suitable containers for planting embryo plants <b>3.2</b> Identify suitable planting materials <b>3.3</b> State what other factors need to be considered when planting embryo plants <b>3.4</b> State the benefits of correct maintenance of embryo plants

## Supporting Unit Information

## **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### ***Learning Outcome 1. Be able to recognise different forms of embryo plants***

**1.1 Identify a range of seeds** identify at least five seeds from samples provided e.g. runner beans, sunflower, cress, grass, marigold, lettuce, sweet corn, pea.

Identification can be verbal, written, by use of labels or by selecting sample from a range

**1.2 Identify bulbs and tubers** identify at least four bulbs or tubers from samples provided e.g. hyacinth, crocus, lily, daffodil, cyclamen, tulip, potato, dahlia. For identification methods refer to LO1.1

**1.3 Name plants from which cuttings could be taken** identify at least five plants where cuttings can be taken e.g., geraniums, rosemary, thyme, dahlia, fuchsia, dogwood, willow, heathers, streptocarpus. For identification methods refer to LO1.1.

### ***Learning Outcome 2. Know potential sources of embryo plants***

**2.1 Name sources where embryo plants could be purchased** embryo plants e.g. bulbs, tubers, seeds, seedlings, rooted or unrooted cuttings. Identify at least three sources where embryo plants can be purchased e.g. garden centres, supermarkets, markets, catalogues, on-line suppliers, hardware stores, farm shops. Identify sources by naming or locating from a list.

**2.2 Identify alternative ways of obtaining new plants** identify at least three sources where new plants can be obtained e.g. garden clubs and societies, plant fairs, community schemes, from friends, from own stock, from thinning. Identify by naming or selecting sources from a list

### ***Learning Outcome 3. Understand the need to plant appropriately***

**3.1 Identify a range of suitable containers for planting embryo plants** identify at least three containers used for propagation e.g. seed trays, cell (module) trays (various sizes), root trainers, plant pots (plastic, clay, biodegradable, various sizes and shapes), carry-trays, beds in tunnel or greenhouse. For identification methods refer to LO1.1

**3.2 Identify suitable planting materials** e.g. media that is free from pests, diseases and weed seed. Holds water but allows excess water to drain out to encourage respiration.

**3.3 State what other factors need to be considered when planting embryo plants** Identify at least three factors that affect success in propagation e.g. time of year, warmth, light, water, healthy stock, freedom/protection from pests and diseases. Identify by naming or explaining factors from a list

**3.4 State the benefits of correct maintenance of embryo plants** Identify at least three benefits of correctly maintaining plants during propagation e.g. Providing warmth to prevent damage from frost low temperature, more rapid growth

Watering to ensure optimum growth

Protecting from pests and diseases to reduce damage to the plants

Trimming, supporting to reduce competition, control growth and promote plant shape. Identify by describing or explaining actions when carrying out plant maintenance.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**



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### **Additional Information**

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## Introduction to Pruning Trees and Shrubs

<b>Unit Reference</b>	<b>Y/504/5335</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the learner to practical elements of the pruning process for trees and shrubs
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to prune trees and shrubs	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select appropriate tools and equipment  <b>1.3</b> Identify work area and subject to be pruned
<b>2.</b> Be able to prune trees and shrubs	<b>2.1</b> Remove plant material as instructed  <b>2.2</b> Remove cut material from immediate area  <b>2.3</b> Stack cut material ready for disposal  <b>2.4</b> Dispose of cut material appropriately
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>3.2</b> Leave the site clean and tidy  <b>3.3</b> Clean and store tools safely

# Supporting Unit Information

## Y/504/5335 Introduction to pruning trees and shrubs - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### ***Learning Outcome 1. Be able to prepare to prune trees and shrubs***

- 1.1 Select and wear personal protective equipment** protective clothing selected and worn throughout operations as instructed and required by health and safety legislation and policy. Select and wear e.g. for early spring pruning of winter stems (e.g. Cornus and Salix spp) safety boots, gloves, overalls, warm cloths, hat.
- 1.2 Select appropriate tools and equipment e.g.** tools and equipment e.g. for early spring pruning of winter stems (e.g. Cornus and Salix spp) secateurs, loppers, wheelbarrow. Saws, long arm pruner, waste bag, wheelbarrow. Tools and equipment identified and selected by collecting from storage or vehicle as instructed by supervisor.
- 1.3 Identify work area and subject to be pruned** identify bed, border, hedge, wooded area by directing instructor. Select trees or shrubs to be pruned by indicating to supervisor and working on them

### ***Learning Outcome 2. Be able to prune trees and shrubs***

- 2.1 Remove plant material as instructed** remove with secateurs, loppers or saws as appropriate; select the material as instructed by supervisor or manager. Material removed e.g. dead, dying or diseased, excessive or unwanted growth.
- 2.2 Remove cut material from immediate area** material e.g. prunings, leaves, flower or seed heads
- 2.3 Stack cut material ready for disposal** stack on ground or barrow or trailer
- 2.4 Dispose of cut material appropriately** dispose of by chipping (chipper or shredder only to be used under direct supervision and with appropriate PPE e.g. ear defenders, face protection). Habitat piles to constructed as directed away from access routes and growing areas. NB – Burning should only be used if the material poses a threat to plant health (e.g. diseased material)

### ***Learning Outcome 3. Leave the work area in a safe condition***

**3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements** ref LO 2.4

**3.2 Leave the site clean and tidy** site thoroughly cleared as instructed (refer to LO2.3, LO2.4), tools and equipment returned to store or loaded for transport, site is checked, report problems supervisor

**3.3 Clean and store tools safely** tools and equipment, PPE (refer to LO1.1, LO1.2) collected after use, cleaned and checked, returned to storage area as instructed.

Cleaned and checked – e.g. **Secateurs or loppers** – plant sap removed, blades and hinge oiled, operation checked, stored in holster or box in secure place.

### **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to the Seasons

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<b>Unit Reference</b>	<b>D/504/5336</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the knowledge required to understand the effect of the changing seasons on plant growth
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Understand the changing seasons	<b>1.1</b> Record daily weather over a period of time <b>1.2</b> Outline the main features of each season
<b>2.</b> Understand the effects of the different seasons on plant life	<b>2.1</b> Identify the effects of different seasons on plant growth <b>2.2</b> Record key seasonal features <b>2.3</b> Record seasonal plant growth patterns
<b>3.</b> Understand plant care in relation to seasonal variation	<b>3.1</b> Outline allotment or garden work for each of the four seasons <b>3.2</b> Identify the basic requirements of plants in each season

# Supporting Unit Information

## D/504/5336 Introduction to the seasons - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**LO1, LO2 and LO3 are the key area of achievement and knowledge for this unit**

### ***Learning Outcome 1. Understand the changing seasons***

**1.1 Record daily weather over a period of time** learner will record daily weather which includes for e.g. shade temperature minimum and maximum, precipitation (rain fall) for each 24 hour period, wind direction, condition of sky (sunny, part cloud, full cloud cover), visibility (during daylight – pick a mid-distance fixed point to use each occasion for assessment), by means of physical / manual measurement or automatic weather system.

**1.2 Outline the main features of each season** learners to outline the main features of each season. **Autumn** e.g. day length shortening, cooler nights, windy. **Winter** e.g. short day length, lower temperatures, frost at nights, wetter with snow possible, winds from North / East. **Spring** e.g. day light lengthens, days warmer, night frost, winds from south westerly direction, rain showers. **Summer** e.g. long daylight hours, warmer nights, less windy, reduced rainfall.

### ***Learning Outcome 2. Understand the effects of the different seasons on plant life***

**2.1 Identify the effects of different seasons on plant growth** learners will identify the main effects on plant growth selecting at least two of the four seasons. **Autumn** e.g. growth slowing down, deciduous tree leaves changing colour, ripening of tree berries / fruits. **Winter** e.g. most growth stops, annual plants die, deciduous trees lose leaves and become dormant. **Spring** e.g. growth commences, seeds germinate, trees produce new growth, many plants produce flowers, pests and diseases become active. **Summer** e.g. pests prolific, vigorous plant growth, annuals produce flowers.



**2.2 Record key seasonal features** e.g. example temperature, light and precipitation. Learners could produce a record to show key seasonal features refer to **LO 1.1 and LO2**

**2.3 Record seasonal plant growth patterns** learners to produce a record for seasonal plant growth patterns refer to **LO 2.1**

### ***Learning Outcome 3. Understand plant care in relation to seasonal variation***

**3.1 Outline allotment / garden work for each of the four seasons** learners to produce an outline of work in allotment / garden for each of the four seasons.

**Autumn** e.g. take soft wood cuttings, remove summer bedding, plant spring bulbs / winter bedding plants, remove dead growth and fallen leaves to compost site, apply organic matter to bare ground, commence digging, reduce (prune) growth (roses) to prevent wind damage, harvest crops / fruit and store / preserve, mow lawns as required, autumn maintenance to lawns (scarify, aerate). **Winter** e.g. remove fallen leaves, continue digging (in appropriate conditions), prune dormant trees / shrubs which produce flowers on annual growth (buddleia, roses), plant dormant trees / shrubs, aerate lawns.

**Spring** e.g. prepare soil to a fine tilth for sowing / planting, sow seeds, apply fertiliser to beds / borders / lawns to encourage growth, mow lawns as required, monitor / treat pests and diseases, prune (when flowering completed) spring flowering shrubs (forsythia), water plants / seeds as required, support plants as they grow, remove competing growth (weeds), fertilise beds / borders / lawns.

**Summer** e.g. remove spring bedding plants / bulbs, plant summer bedding, water plants / lawns as required, support plants as they grow, mow lawns as required, monitor / treat pests and diseases, dead head flowers, remove competing growth (weeds).

**3.2 Identify the basic requirements of plants in each season** learners to identify basic plant requirements for each season. **Autumn** e.g. treatment of pests and diseases, secure stems against wind damage. **Winter** e.g. protection of tender plants from cold winds and frost, remove snow from hedges. **Spring** e.g. apply nutrients / water, treatment of pests and diseases, support of new growth, reduction of competing growth (weeds). **Summer** e.g. apply nutrients / water, support growth, dead heading, treatment of pests and diseases, remove competing growth (weeds).

### **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports

- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Plant Flower Bulbs for Naturalisation Or Bedding

<b>Unit Reference</b>	<b>H/504/5337</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to plant bulbs for naturalisation or for bedding.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant flower bulbs	<b>1.3</b> Select and wear appropriate personal protective equipment  <b>1.4</b> Select appropriate tools and equipment
<b>2.</b> Be able to plant flower bulbs	<b>2.1</b> Prepare ground  <b>2.2</b> Check the condition of the bulbs  <b>2.3</b> Select appropriate bulbs  <b>2.4</b> Plant bulbs at appropriate spacing and depth  <b>2.5</b> Backfill and firm soil  <b>2.6</b> Label planted area
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and

	<p>safety guidance and site requirements</p> <p><b>3.2</b> Leave the site clean and tidy</p> <p><b>3.3</b> Clean and store tools safely</p>
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# Supporting Unit Information

## H/504/5337 Plant flower bulbs for naturalisation or bedding - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to plant flower bulbs***

**1.1 Select and wear appropriate personal protective equipment** e.g. gloves, overalls, safety footwear. Appropriate e.g. overalls - keep clothes clean, safety boots - protect feet when digging, gloves - hands clean/prevent skin irritation - some bulb types

**1.2 Select appropriate tools and equipment** e.g. spade, fork, rake, bulb planter, label, watering can. Appropriate e.g. choice of spade, fork, hand fork or bulb planter for different planting situations - woodland or bedding or planting in groups or individual bulbs; rake chosen to firm soil above planted bulbs rather than treading

#### ***Learning Outcome 2. Be able to plant flower bulbs***

**2.1 Prepare ground** e.g. dig correct depth/areas, break up soil and add organic matter/grit/sand as instructed. Take account of weather and soil conditions to avoid damage to soil. Refer to LO1.2.

**2.2 Check the condition of the bulbs** e.g. fresh, healthy, firm bulbs avoiding mouldy, squashy, damaged or shrivelled ones

**2.3 Select appropriate bulbs** select appropriate bulbs for woodland/shady or sunny sites e.g. naturalisation in grass - daffodil, crocus; herbaceous bedding - narcissi, tulip

**2.4 Plant bulbs at appropriate spacing and depth** handle bulbs gently to avoid bruising/damage to growing tips/crushing; wear gloves for bulbs known to be irritant to skin - hyacinth bulbs. Plant bulbs e.g. dig holes with fork/spade for groups or plant singly making planting holes with bulb planter/trowel/garden fork for small bulbs; refer to LO2.2. Spacing e.g. 3 times bulb width apart depending leaf/flower size. Depth e.g. planting depth usually 2 -3 times bulb's

own depth, some bulbs prefer shallower planting - follow instruction of supervisor

**2.5 Backfill and firm soil** backfill e.g. carefully draw soil over positioned bulbs with hand/trowel to avoid knocking them over, when bulbs secure/lightly covered add rest of soil. Firm e.g. gently using rake head/hand - care not to damage growing tips

**2.6 Label planted area** e.g. name of bulb/date of planting, position labels to indicate where clusters of bulbs are - avoid digging up/damage, labels readable from paths

### ***Learning Outcome 3. Leave the work area in a safe condition***

#### **3.1 Dispose of waste and debris in accordance with health and safety**

**guidance and site requirements** waste e.g. organic - damaged bulbs/weeds Inorganic - plastic bulb/fertiliser bags/stones. Disposed of e.g. reuse/recycle where possible - annual weeds onto compost before seeding, plastic bags - bag/bin and dispose of according to Local Authority guidance as directed by supervisor

**3.2 Leave the site clean and tidy** e.g. tools, grit/fertiliser bags/buckets removed from site, path swept of soil/grit, flattened areas in woodland/under trees lightly raked to make good

**3.3 Clean and store tools safely** e.g. spade blade cleaned of mud / vegetation, oiled, wooden handle rubbed with linseed oil, hung from handle or stood in shed - blade down

### **Teaching Strategies And Learning Activities**

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The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome.

It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications



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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prepare and Plant an Area

<b>Unit Reference</b>	<b>K/504/5338</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to prepare and plant an area safely and effectively
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant an area	<b>1.1</b> Select and wear personal protective equipment <b>1.2</b> Select appropriate tools and equipment
<b>2.</b> Be able to plant an area	<b>2.1</b> Prepare an area of ground as instructed <b>2.2</b> Place plant material at given distances <b>2.3</b> Backfill planting positions <b>2.4</b> Label planting <b>2.5</b> Water planted area
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements <b>3.2</b> Leave the site clean and tidy <b>3.3</b> Clean and store tools safely

# Supporting Unit Information

## K/504/5338 Prepare and plant an area - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1, LO2 and LO3 are the key areas of achievement for this unit

#### ***Learning Outcome 1. Be able to prepare to plant an area***

- 1.1 Select and wear appropriate personal protective equipment** e.g. gloves, overalls, safety footwear. Select and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean, safety boots to protect feet when digging, gloves to protect hands from soil abrasion.
- 1.2 Select appropriate tools and equipment** e.g. spade, fork, line and pegs, rake, trowel/dibber, watering can. Select tools/equipment appropriate to the task e.g. spade for digging planting holes/moving organic matter/backfilling, line and pegs for marking out new beds/line for single digging activity/fertiliser application, rake for levelling and gathering debris, wheelbarrow for moving plants, compost, stakes.

#### ***Learning Outcome 2. Be able to plant an area***

- 2.1 Prepare area of ground as instructed** e.g. clear weeds and debris, dig over with fork to break up soil/break down clods, add organic matter and dig in, rake surface level. Take account of weather and soil conditions to avoid damage to soil. Refer to LO2.1
- 2.2 Place plant material at given distances** e.g. use line and pegs to mark out straight lines for linear planting, distance between plants using marker stick
- 2.3 Backfill planting positions** e.g. add organic matter as directed, scoop soil back into planting holes, firm with hand pressure/treading taking care not to over consolidate
- 2.4 Label planting** e.g. label with plant name, date of planting,
- 2.5 Water planted area** e.g. thoroughly soak ground around root ball

### ***Learning Outcome 3. Leave the work area in a safe condition***

#### **3.1 Dispose of waste and debris in accordance with health and safety**

**guidance and site requirements** e.g. organic - weeds, roots\* or inorganic - stones, plastic bags gathered. Disposed of appropriately by reuse / recycling or bag / bin and dispose of according to Local Authority guidance as directed by supervisor. \*Green vegetation may be composted but care not to introduce seeding weeds or the roots of pernicious weeds such as couch grass or ground elder - bag or bin these

#### **3.2 Leave the site clean and tidy** e.g. soil/mulch raked level, tools/equipment removed from site, stones/weeds cleared, paths swept or grass areas adjacent to bed cleared of clods

#### **3.3 Clean and store tools safely** e.g. spade blade cleaned of mud / vegetation, oiled, wooden handle rubbed with linseed oil, hung from handle/stood in shed - blade down

### **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prick Out Seedlings Singly

<b>Unit Reference</b>	<b>M/504/5339</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to prick out seedlings singly
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to prick out seedlings	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select appropriate tools and equipment
<b>2.</b> Be able to prick out seedlings	<b>2.1</b> Fill and prepare selected containers  <b>2.2</b> Prick out seedlings singly to given spacing  <b>2.3</b> Label planted containers  <b>2.4</b> Water planted containers
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>3.2</b> Leave the site clean and tidy  <b>3.3</b> Clean and store tools safely

# Supporting Unit Information

## M/504/5339 Prick out seedlings singly - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key area of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to prick out seedlings***

- 1.1 Select and wear appropriate personal protective equipment** select and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean, safety boots in case pot falls from shelf, dust mask when adding compost.
- 1.2 Select appropriate tools and equipment** e.g. compost, liners, seed trays, dibber, label, watering can, widger for lifting seedlings, fine rose for watering can.

#### ***Learning Outcome 2. Be able to prick out seedlings***

- 2.1 Fill and prepare selected containers** e.g. fill seed tray with seed compost, tap to settle compost and firm using presser board.
- Prick out seedlings singly to given spacing** e.g. prick out seedlings with widger, separate roots of individual seedlings, lift seedlings by seed leaf and place into hole made by dibber, firm compost around seedling, all actions done gently to avoid bruising stem/leaves or damaging roots.
- 2.2 Label planted containers** e.g. name of plant, date of pricking out.
- 2.3 Water planted containers** e.g. watering can with fine rose or stand seed tray in water until the surface just glistens - remove and drain.

#### ***Learning Outcome 3. Leave the work area in a safe condition***

- 3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements** e.g. organic - waste seedlings, used compost or inorganic - compost bags, used crocks. Disposed of e.g. reuse or recycle where possible - excess seedlings onto compost heap, broken pots used for crocks or dispose of diseased plants/plastic bags/broken trays - bag/bin and dispose of according to Local Authority guidance as directed by supervisor.

**3.2 Leave the site clean and tidy** e.g. move planted seed trays/pots to growing on area, used pots / seed trays to washing area, collect up any diseased seedlings, brush up wasted drainage materials or compost, sweep up debris on floor, remove spilt water.

**3.3 Clean and store tools safely** clean e.g. watering can empty, clean dibber/widger and tools for levelling and consolidating. Store e.g. unused compost, drainage materials, spare seed trays, labels etc. sealing bags / containers as required to preserve the material.

## **Teaching Strategies And Learning Activities**

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The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

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Centres will need to devise assessment tasks which should be practical where possible.



**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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### **Additional Information**

See Skills and Education Group Awards website for further information

<b>Unit Reference</b>	<b>H/504/5340</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to sow seed outdoors in drills
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to sow seed	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select appropriate tools and equipment
<b>2.</b> Be able to sow seed in a shallow drill	<b>2.1</b> Prepare an area of ground to sow seed as instructed  <b>2.2</b> Draw out a shallow drill  <b>2.3</b> Sow seed at given spacings  <b>2.4</b> Cover the drill at given depth  <b>2.5</b> Label drill  <b>2.6</b> Water drill
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>3.2</b> Leave the site clean and tidy  <b>3.3</b> Clean and store tools safely

# Supporting Unit Information

## H/504/5340 Sow seed outdoors in drills by hand - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to sow seed***

**1.1 Select and wear appropriate personal protective equipment** e.g. gloves, overalls, safety footwear. Where appropriate e.g. gloves to keep hands clean and avoid abrasion when working with soil/picking up stones, overalls to keep clothes clean, safety boots to protect feet when digging or using sharp tools - fork/rake/ hoe.

**1.2 Select appropriate tools and equipment** e.g. spade, fork, rake, line, dibber, hoe, watering can. Spade for digging the soil, fork for breaking the clods, rake for levelling the soil, line to mark the drills, dibber to sow large seeds, hoe to make wide drills, watering can with fine rose for watering after drill is closed.

#### ***Learning Outcome 2. Be able to sow seed in a shallow drill***

**2.1 Prepare an area of ground to sow seed as instructed** e.g. to correct depth, clods broken up and weeds, roots, stones removed; rake level/tilth of fine crumbs. Take account of weather and soil conditions to avoid damage to soil.

**2.2 Draw out a shallow drill** e.g. use line to mark drill(s), draw corner of hoe along line to make drill furrow or whole blade of draw hoe to make wide drill as instructed

**2.3 Sow seed at given spacings** e.g. sprinkle smaller seeds evenly along drill, larger seeds may be spaced individually in drill or dropped into dibber holes made along the line of the drill as instructed

**2.4 Cover the drill at given depth** e.g. draw soil back into drill furrow with rake, cover seed to depth as instructed, care not to move excessive soil over seeds

**2.5 Label drill** e.g. name of plant and date of sowing on plant label at end of each drill

**2.6 Water drill** e.g. water thoroughly along drill line using watering can/fine rose

### ***Learning Outcome 3. Leave the work area in a safe condition***

#### **3.1 Dispose of waste and debris in accordance with health and safety**

**guidance and site requirements** e.g. organic - weeds, roots\* or inorganic - stones, plastic. Reuse / recycle if possible e.g. retain stones for hardcore.

Disposed of by bag / bin and according to Local Authority guidance as directed by supervisor. \*Green vegetation may be composted but care not to introduce seeding weeds or the roots of pernicious weeds such as couch grass or ground elder - bag or bin these

#### **3.2 Leave the site clean and tidy** e.g. tools/watering can removed from site, empty seed packets/stones/weeds cleared, grass areas adjacent to work area cleared of soil clods

#### **3.3 Clean and store tools safely** e.g. spade blade cleaned of mud, oiled, wooden handle rubbed with linseed oil, hung from handle or stood in shed with blade down

### **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Tree Planting and Staking

<b>Unit Reference</b>	<b>K/504/5341</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to plant and stake a tree
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant a tree	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select appropriate tools
<b>2.</b> Be able to plant and stake a tree	<b>2.1</b> Prepare area of ground as instructed  <b>2.2</b> Select tree and check condition  <b>2.3</b> Select and position stake  <b>2.4</b> Plant tree at appropriate depth  <b>2.5</b> Backfill planting and apply mulch if appropriate  <b>2.6</b> Attach tree to stake  <b>2.7</b> Water planted tree

<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>3.2</b> Leave the site clean and tidy  <b>3.3</b> Clean and store tools safely
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# Supporting Unit Information

## K/504/5341 Tree planting and staking - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key area of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to plant a tree***

- 1.1 Select and wear appropriate personal protective equipment** e.g. gloves, overalls, safety footwear. Select and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean, safety boots to protect feet when digging.
- 1.2 Select appropriate tools** e.g. spade, fork, mulch, watering can/hose, tree stake, tree tie, hammer/mallet. Select tools appropriate to the task e.g. spade for digging planting holes/moving organic matter/backfilling, wheelbarrow for moving trees, mulch, stakes.

#### ***Learning Outcome 2. Be able to plant and stake a tree***

- 2.1 Prepare area of ground as instructed** e.g. remove turf/weeds, dig soil for suitable width/depth around tree, incorporate organic matter/fertiliser as instructed
- 2.2 Select tree and check condition** e.g. check there are no signs of diseases - spotted or yellowing leaves, physical damage - crushing/breakages and if possible check roots - well developed, no signs of drying, breakage
- 2.3 Select and position stake** e.g. stake of suitable dimensions for method of staking/tree, position - windward side of tree, vertically - best positioned prior to backfilling to avoid damaging tree roots or at 45 degrees and with top pointing towards prevailing wind as instructed.
- 2.4 Plant tree at appropriate depth** e.g. when planting hole backfilled soil should be just below trunk flare from previous planting, place tree beside stake and check at same soil level as previous planting, adjust up or down as necessary.
- 2.5 Backfill planting and apply mulch if appropriate** e.g. backfill with soil/organic matter treading soil as go to firm, lightly fork surface - appearance

in keeping with rest of area. Mulch e.g. sheet mulch covered with composted bark for appearance or 10 cm thickness composted bark to 1 m diameter, leave clear space around trunk to avoid disease as instructed.

**2.6 Attach tree to stake** e.g. one tree tie for angled or two for vertical stake, nail to stake if needed and tie to ensure tree is protected from chaffing.

**2.7 Water planted tree** e.g. water thoroughly after planting taking care not to get water on leaves – scorch.

### ***Learning Outcome 3. Leave the work area in a safe condition***

#### **3.1 Dispose of waste and debris in accordance with health and safety**

**guidance and site requirements** e.g. organic - weeds, roots\* or inorganic - plastic, broken protectors. Disposed of appropriately by reuse / recycling or bag / bin and dispose of according to Local Authority guidance as directed by supervisor. Green vegetation may be composted but care not to introduce seeding weeds or the roots of pernicious weeds such as couch grass or ground elder - bag or bin these.

**3.2 Leave the site clean and tidy** e.g. soil/mulch raked level, tools/equipment removed from site, stones/weeds cleared, paths swept or grass areas adjacent to bed cleared of clods.

**3.3 Clean and store tools safely** e.g. spade blade cleaned of mud / vegetation, oiled, wooden handle rubbed with linseed oil, hung from handle or stood in shed - blade down.

### **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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Centres will need to devise assessment tasks which should be practical where possible.

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## **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Show Visitors around a Wildlife Area

<b>Unit Reference</b>	<b>R/502/0935</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to greet and show visitors around a wildlife area
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.6)</b> <i>The learner can</i>
<b>1.</b> Be able to greet and show visitors around a wildlife area	<b>1.1</b> Present self appropriately <b>1.2</b> Conduct self appropriately <b>1.3</b> State why visitors should be greeted politely <b>1.4</b> Greet visitors and show visitors around an area of habitat, conservation or wildlife <b>1.5</b> State why visitors should not trample on plants <b>1.6</b> Identify plants, trees and animals to visitors
<b>Mapping to National Occupational Standards</b> The unit is at entry level and therefore does not have a direct relationship with any National Occupational Standards	

# Supporting Unit Information

## R/502/0935 Show visitors around a wildlife area - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

### ***Learning Outcome 1. Be able to greet and show visitors around a wildlife area***

- 1.1 Present self appropriately** e.g. wear clothing suitable for conditions and visitors (e.g. tidy, waterproof, warm, boots or strong shoes), clean, hair tidy
- 1.2 Conduct self appropriately** e.g. use of suitable language (e.g. to describe the area, avoiding use of offensive or foul words, clear and loud enough), tolerance towards all visitors, supportive and helpful, punctual
- 1.3 State why visitors should be greeted politely** e.g. expected behaviour, to give right impression, to make visitors welcome
- 1.4 Greet visitors and show visitors around an area of habitat, conservation or wildlife;** e.g. meeting on arrival, introductions, warning of hazards and procedures, describing site, management, purpose, follow plan for visit, departure and farewell
- 1.5 State why visitors should not trample on plants** e.g. causes erosion, to avoid damage to habitats, feeding and nesting sites, unsightly, makes extra work
- 1.6 Identify plants, trees and animals to visitors**
  - Identify by** e.g. naming using common or Latin names, use of labels or lists.
  - Trees** at least three e.g. oak, ash, willow, silver birch, hawthorn, beech, hornbeam, field maple, bird cherry, common yew, Scots pine
  - Plants** at least three e.g. reeds, marram grass, marsh marigold, honeysuckle, Herb Robert, foxglove, Himalayan balsam, bluebells, heather, bracken, ragwort,
  - Animals** at least three e.g. rabbits, foxes, mice, deer, badgers, weasels, moles, thrushes, sparrows, swallows, buzzards

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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Centres will need to devise assessment tasks which should be practical where possible.

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## **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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## **Additional Information**

See Skills and Education Group Awards website for further information



## Insert Plant Material

<b>Unit Reference</b>	<b>M/502/0618</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to insert plant material using one appropriate method correctly and safely
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to insert plant material	<b>1.1</b> Collect and prepare plant material for inserting <b>1.2</b> Give a reason for handling plant material carefully <b>1.3</b> Choose tools and equipment and check they are safe to use <b>1.4</b> Carry out activities to insert plant materials <b>1.5</b> Provide immediate aftercare to plant <b>1.6</b> State the conditions needed for plants to grow <b>1.7</b> Use, clean and store PPE, tools and equipment safely
<b>Mapping to National Occupational Standards</b> This unit is at entry level and therefore does not have a direct relationship with any National Occupational Standards	

# Supporting Unit Information

## M/502/0618 Insert plant material - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to insert plant material***

**1.1 Collect and prepare plant material for inserting** collect e.g. large seedlings, plugs, cuttings, rooted cuttings, bulbs, young trees. Prepare e.g. large seedlings - gently tease tangled roots apart; cuttings - trim lower leaves until only one/two left and dip cut end in rooting powder; young trees - soak roots before planting, trim damaged roots

**1.2 Give a reason for handling plant material carefully** e.g. to avoid breakage or bruising of stem/leaves/roots; damage makes plants more susceptible to fungal attack; poor handling may check growth of plant material

**1.3 Choose tools and equipment and check they are safe to use** choose tools e.g. hand trowel/ fork, dibber, garden spade/fork, watering can and fine rose, wheelbarrow. PPE e.g. overalls, safety boots, gloves. Equipment e.g. pots/containers, crocks, suitable compost, grit, rooting powder, canes. Check safe to use e.g. garden fork - check if prongs bent or missing, splinters/rust on shaft, loose handle. Hand tools e.g. check for splinters, secure handle. PPE e.g. overalls - check clean and no tears

**1.4 Carry out activities to insert plant materials** e.g. make hole with dibber and insert large seedling, gently firm compost around roots; young tree - dig planting hole to suitable width and depth, add organic matter under root ball if necessary, place tree in hole gently spreading roots, place stake at suitable distance from tree taking care not to damage roots, backfill hole gently moving tree to allow soil to trickle between roots, tread soil to firm taking care not to over compact

**1.5 Provide immediate aftercare to plant** e.g. watering, cover with polythene, prune, support, stake/protection

**1.6 State the conditions needed for plants to grow** e.g. sunlight, warmth, moisture, air, plant foods – nutrients

**1.7 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. safety boots in case something heavy falls from potting shelf. Tools and equipment e.g. spade to dig planting hole for young tree, wheelbarrow to transport organic matter/ stakes / protectors. Clean e.g. scrape mud off safety boots/brush out wheelbarrow.

Store e.g. overalls hung from peg - good ventilation, hand trowel/fork hung on shadow board to check return, wheelbarrow upside down.

Safety e.g. keep potting area clean, adopt good working position and posture, safe lifting and handling of heavy items - compost bags/watering can, overalls sleeves down to protect arms - sun, wheelbarrow - tyres properly inflated and weight of loading within capacity to lift and push

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Control Weeds in a Planted Area

<b>Unit Reference</b>	<b>T/502/0619</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to control weeds in a planted area correctly and safely
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to control weeds in a planted area	<b>1.1</b> Recognise the weeds to be removed in the planted area  <b>1.2</b> Collect tools and equipment  <b>1.3</b> Name a method of weed control  <b>1.4</b> Carry out activities to weed an area  <b>1.5</b> State types of material suitable for use as a mulch  <b>1.6</b> List soil conditions when mulch should not be applied  <b>1.7</b> Use, clean and store PPE, tools and equipment safely
<b>Mapping to National Occupational Standards</b> The unit is at Entry Level and therefore does not have a direct relationship with any National Occupational Standards	

# Supporting Unit Information

## T/502/0619 Control weeds in a planted area - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to control weeds in a planted area***

**1.1 Recognise the weeds to be removed in the planted area** recognise two or more weeds in a planted area from each of the following groups:

**Annual weeds** e.g. groundsel, goosegrass, fat hen, common field speedwell

**Perennial weeds** e.g. dock, stinging nettle, couch grass, dandelion

**1.2 Collect tools and equipment** tools e.g. spade, garden fork, hand fork, hoe, garden cultivator, wheel barrow. PPE e.g. overalls, gloves, safety boots, knee pads, gardening stool / kneeler

**1.3 Name a method of weed control** e.g. weeding by hand - pull weeds by hand or dig them up with a garden/hand fork; hoeing - disturb or cut the heads off weeds and leave them to die if small or rake up/dispose if larger; mulching - spread layer of mulch to smother germinating weed seeds

**1.4 Carry out activities to weed an area** e.g. identify the weeds - ask supervisor if uncertain, hoe weeds in specified beds - chop off tops, pick up for disposal, tidy up appearance of bed if necessary

**1.5 State types of material suitable for use as a mulch** e.g. landscape fabric, garden compost, rotted manure, cocoa bean hulls, stone chippings/grit

**1.6 List soil conditions when mulch should not be applied** For example

- if soil is dry
- if soil is poorly drained
- if soil is cold/frozen
- if soil already has layer of mulch

**1.7 Use, clean and store PPE, tools and equipment safely** Use - PPE e.g. garden kneeler to protect knees and lower back when hand pulling, gloves to protect from stings. Tools/equipment e.g. fork to loosen roots, hoe to chop of tops,

wheelbarrow to take away weeds - refer to LO1.2. Clean e.g. scrape mud off safety boots/brush out wheelbarrow. Store e.g. overalls hung from peg - good ventilation, spade/garden fork/hoe hung up on nails, trowel/garden cultivator on shadow board, wheelbarrow upside down. Safety e.g. maintain good posture when hoeing, overalls sleeves down to protect arms - sun/prickles, wheelbarrow - tyres properly inflated and weight of weeds/mulch within capacity to lift and push

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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### **Additional Information**

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## Edge up An Amenity Area

<b>Unit Reference</b>	<b>K/502/0620</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to edge up a lawn, flowerbed or shrubbery
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.6)</b> <i>The learner can</i>
<b>1.</b> Be able to edge up a lawn, flowerbed or shrubbery	<b>1.1</b> Prepare tools and equipment <b>1.2</b> Edge amenity area <b>1.3</b> Give a reason for edging up an amenity area <b>1.4</b> State why plants should not be covered with excess soil <b>1.5</b> Dispose of waste and finish area as appropriate <b>1.6</b> Use, clean and store PPE, tools and equipment safely
<b>Mapping to National Occupational Standards</b> This unit is at entry level and therefore does not have a direct relationship with any National Occupational Standards	

# Supporting Unit Information

## K/502/0620 Edge up an amenity area - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 contains areas of achievement and knowledge for this unit

#### ***Learning Outcome 1. Be able to edge up a lawn, flowerbed or shrubbery***

- 1.1 Prepare tools and equipment** e.g. spade, half-moon edger, edging shears - long handles
- 1.2 Edge amenity area** use spade or half-moon edger to reinstate vertical edge around lawn and flowerbed or shrubbery e.g. push spade straight down to 7.5 cm at existing edge or shaving a small slice off edge of lawn, scoop soil up onto bed to redefine the gap between lawn edge and bed
- 1.3 Give a reason for edging up an amenity area** e.g. soil from beds is gradually moved down and starts to blend into the edge of the lawn, this is caused by gardening work such as digging/hoeing or by rainfall and makes trimming the edge of the lawn with long handled edging shears more difficult because the blades do not open easily
- 1.4 State why plants should not be covered with excess soil** e.g. plant growth may be checked or plant may die if too deeply covered, appearance is spoilt
- 1.5 Dispose of waste and finish area as appropriate** e.g. organic - grass and roots, inorganic - stones, rubbish. Disposed of appropriately by reuse / recycling e.g. collect stones and use as hardcore for building work or bag / bin and dispose of according to Local Authority guidance as directed by supervisor. Finish area e.g. move soil off lawn or off any plants that are covered, remove any irregularities from bed - clumps of soil
- 1.6 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/spade blade. Store e.g. overalls hung up on peg -

good ventilation, spade/half-moon edger hung from nails. Safety e.g. overalls sleeves down to protect arms - sun, push spade down with middle/ball of foot and not with heel as slip could damage Achille's tendon, maintain good posture

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

See Skills and Education Group Awards website for further information

## Shred Waste Vegetation

<b>Unit Reference</b>	<b>F/502/1028</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to shred waste vegetable matter
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.9)</b> <i>The learner can</i>
<b>1.</b> Be able to shred waste vegetable matter	<b>1.1</b> Give a reason for shredding waste vegetable matter <b>1.2</b> Identify shredder and check for safety to use <b>1.3</b> A reason for checking the shredder is safe to use <b>1.4</b> Identify safe methods to load and operate shredder and recover shredded material <b>1.5</b> A reason for loading material safely into the shredder <b>1.6</b> Carry out activities to shred waste vegetation <b>1.7</b> A reason for recovering shredded material safely <b>1.8</b> Put shredded material in composter or on ground as mulch <b>1.9</b> Use, clean and store PPE, tools and equipment safely

**Mapping to National Occupational Standards**

This unit is at entry level and therefore does not have a direct relationship with any National Occupational Standards

# Supporting Unit Information

## F/502/1028 Shred waste vegetation - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 contains areas of achievement and knowledge for this unit

#### ***Learning Outcome 1. Be able to shred waste vegetable matter***

- 1.1 Give a reason for shredding waste vegetable matter** e.g. vegetable material composts more efficiently when reduced to fine shreds; large volume of branches / hedge trimmings and other vegetable waste converted to a smaller/more easily handled volume; mulch or wood chip production
- 1.2 Identify shredder and check for safety to use** Identify shredder e.g. refer to manufacturer's instructions - usage to shred leaves/vegetable waste or twigs/branches. Check for safety to use e.g. check screens/guards in place and all nuts/bolts secure, check that emergency stop button works, ensure feeding chamber is empty
- 1.3 A reason for checking the shredder is safe to use** e.g. if incorrectly positioned bystanders could be hurt, if guards are not in place risk of injury from flying debris
- 1.4 Identify safe methods to load and operate shredder and recover shredded material** Safe loading e.g. wear appropriate PPE including gloves and goggles, turn face/body away from feeder aperture, care not to push hands through feeder aperture. Operation e.g. listen to motor to detect if overloading, safe stop - always turn off, unplug and wait until shredder parts stop movement before clearing, never leave unattended and still switched on. Recovery of shredded material e.g. refer to LO1.7
- 1.5 A reason for loading material safely into the shredder** e.g. material can be thrown back out of the feeder aperture; if a hand is accidentally pushed into the feeder aperture branches may drag it into the mechanism
- 1.6 Carry out activities to shred waste vegetation** e.g. separate piles of vegetation to be shredded for compost or mulch, place wheelbarrow or tarpaulin with plenty of capacity under discharge, turn on and feed material into feeder

aperture taking care not to exceed maximum capacity/ feed material in too fast, rake pile of shredded material periodically to ensure discharge does not back up

**1.7 A reason for recovering shredded material safely** e.g. thorns/sharp slivers of wood or unwanted materials such as stones/metal may be discharged at speed - turn off shredder to remove

**1.8 Put shredded material in composter or on ground as mulch** e.g. take barrow load to composter and spread to even depth over surface, replace cover; mulch beds on ongoing basis or take barrow load to mulch pile and bulk up for specific purposes

**1.9 Use, clean and store PPE, tools and equipment safely.** Use - PPE e.g. overalls to protect clothes, steel toe-capped boots, heavy duty gloves/goggles - protect hands/eyes from flying pieces. Use shredder - refer to LO1.4 and LO1.6. Clean e.g. clean goggles to ensure good vision, brush outside of shredder. Store e.g. overalls hung from peg - good ventilation, shredder stored in dry area, do not load things on top.

Safely e.g. overall sleeves down to protect arms - sun/flying pieces, ensure no loose cuffs/flaps of material, keep hand out of feeder aperture

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**



This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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**Additional Information**

See Skills and Education Group Awards website for further information

## Lay Slabs

<b>Unit Reference</b>	<b>M/502/1011</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to assist with laying an area of slabs
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.9)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with laying an area of slabs	<b>1.1</b> Recognise tools and materials and check for safety to use  <b>1.2</b> Prepare, transport and lay bedding materials  <b>1.3</b> State why slabs must be lifted and handled correctly  <b>1.4</b> Carry out activities to lay slabs  <b>1.5</b> Give a reason for filling the joints between slabs  <b>1.6</b> Clean and tidy work area  <b>1.7</b> Dispose of waste  <b>1.8</b> Use, clean and store PPE, tools and equipment safely  <b>1.9</b> Give a reason for wearing steel toe-capped footwear
<b>Mapping to National Occupational Standards</b> This unit is at entry level and therefore does not have a direct relationship with any National Occupational Standards	

# Supporting Unit Information

## M/502/1011 Lay slabs - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 contains areas of achievement and knowledge for this unit

#### ***Learning Outcome 1. Be able to assist with laying an area of slabs***

- 1.1 Recognise tools and materials and check for safety to use** recognise tools e.g. pegs and line, spirit level, shovel, lump hammer, trowel, wheelbarrow, block splitter, brush. Materials e.g. slabs, sand, hardcore. Check for safety e.g. shovel head - attached firmly to shaft, no splinters/rust on shaft, wheelbarrow tyres properly inflated
- 1.2 Prepare, transport and lay bedding materials** e.g. remove soil to sufficient depth for hardcore/sand, wheelbarrow hardcore/sand to site, spread even depths and consolidate as instructed
- 1.3 State why slabs must be lifted and handled correctly** e.g. slabs are heavy, awkward in shape and there may be a lot of them - it is important to avoid placing a lot of strain on the back when lifting and manoeuvring them or long term back injury may result
- 1.4 Carry out activities to lay slabs** e.g. handle and move flags into place, place spacers, tamp down, check and adjust level as instructed
- 1.5 Give a reason for filling the joints between slabs** e.g. to prevent weeds growing out of the joints; to prevent any movement of the slabs; to prevent water passing between the joints and washing away the supporting materials
- 1.6 Clean and tidy work area** e.g. remove tools and equipment, spare slabs/sand, brush mortar, grout or sand off slabs, clear up any spillages from surrounding beds/lawns
- 1.7 Dispose of waste** e.g. organic - grass and roots, inorganic - stones, broken slabs. Recycle / reuse or bag / bin and dispose of according to Local Authority requirements as directed by supervisor

- 1.8 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls to protect clothes, steel toe-capped boots - refer to LO1.9, heavy duty gloves to protect hands from rough edges of slabs, knee pads. Tools and equipment - refer to LO1.1. Clean e.g. scrape/wash mortar off safety boots/shovel, brush/wash out wheelbarrow. Store e.g. gloves on rack/line, tools stored in dry shed, hung up from nails or small tools on shadow board to check return - locked and secure. Safely e.g. overall sleeves down to protect arms - sun/mortar, fingers/feet out of way when drop slab into place
- 1.9 Give a reason for wearing steel toe-capped footwear** e.g. weight and sharp edges of slabs; possible proximity to vibrating plate compactor, use of shovel, lump hammer, loaded wheelbarrow

## **Teaching Strategies And Learning Activities**

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Construct a Composter

<b>Unit Reference</b>	<b>T/502/1026</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to construct a composter
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to construct a composter	<b>1.1</b> Identify tools to prepare site and for construction of composter  <b>1.2</b> Identify suitable materials  <b>1.3</b> State why it is necessary to use well preserved timber in the construction process  <b>1.4</b> Carry out activities to construct a composter  <b>1.5</b> State why it is important to allow air into the composter  <b>1.6</b> Give a reason for composting materials  <b>1.7</b> Dispose of waste  <b>1.8</b> Use, clean and store PPE, tools and equipment safely
<b>Mapping to National Occupational Standards</b> This unit is at entry level and therefore does not have a direct relationship with any National Occupational Standards	

# Supporting Unit Information

## T/502/1026 Construct a composter - Entry Level 3

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 contains areas of achievement and knowledge for this unit

#### ***Learning Outcome 1. Be able to construct a composter***

**1.1 Identify tools to prepare site and for construction of composter** prepare site e.g. spade to remove turf, rake to level. Construction e.g. saw - cutting posts/timbers to size, hammer/screwdriver/cordless drill/screwdriver - securing sides, brush for wood preservative

**1.2 Identify suitable materials** e.g. timber posts/planks, non-toxic water based wood preservative, wire netting, pallets, galvanised nails/screws, wire. Cover for compost e.g. plastic sheeting or old carpet

**1.3 State why it is necessary to use well preserved timber in the construction process** e.g. compost bin will be in contact with moist composting material for long periods - well preserved timber is necessary to prevent the timbers of the bin rotting

**1.4 Carry out activities to construct a composter** e.g. clear area, rake level, treat timber with wood preservative as needed, cut corner posts into 1 metre lengths, attach planks to corner posts to make two sides each a metre long, check square and level and then attach planks across back to form one metre square, sides may be solid or leave 2 cm gaps between planks, secure front appropriate to method of closing the composter - removable boards or panel sliding between battens or hinged door, build hinged lid if desired. Alternatively wooden side may be replaced with wire netting or pallets could be wired together to form sides

**1.5 State why it is important to allow air into the composter** e.g. to ensure that the composting micro-organisms can work efficiently

**1.6 Give a reason for composting materials** e.g. to recycle garden waste such as grass from lawn mowing, trimmed vegetation, dead leaves and kitchen waste



such as vegetable peelings, tea bags, egg shells into a valuable product for garden use

**1.7 Dispose of waste** waste from building compost bin e.g. wood offcuts, bent nails, offcuts of wire netting, empty wood preservative container. Recycle / reuse or bag / bin and dispose of according to Local Authority requirements as directed by supervisor

**1.8 Use, clean and store PPE, tools and equipment safely** Use - PPE eg overalls to protect clothes, steel toe-capped boots in case hammer drops, heavy duty rubber gloves to protect hands from preservatives. Tools and equipment - refer to LO1.1.

Clean e.g. scrape mud off safety boots, clean saw blade. Store e.g. gloves on rack/line, tools hung on shadow board, cordless drill plugged in to recharge. Safely e.g. overall sleeves down to protect arms - sun/splinters/wood preservatives, fingers/hand out of way when hammering in nails or using cordless drill

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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**Additional Information**

See Skills and Education Group Awards website for further information

## Prepare Ground For Sowing or Planting Under Supervision

<b>Unit Reference</b>	<b>J/504/0003</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare land for sowing and planting, using secondary cultivations, i.e. raking to a level surface, appropriate consolidation to ensure aeration and water holding, and the production of a suitable tilth. Primary cultivations are not included in this unit
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare the ground for sowing or planting	<b>1.1</b> State the steps for preparing the ground for sowing or planting  <b>1.2</b> Identify problems that can occur if the tilth is too fine or coarse  <b>1.3</b> State reasons for the importance of correct consolidation of the soil
<b>2.</b> Be able to prepare the ground for sowing or planting	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Prepare the ground using appropriate equipment and techniques under supervision

	<p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## J/504/0003 Prepare ground for sowing or planting under supervision - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**LO2 is the key area of knowledge for this unit.**

### ***Learning Outcome 1. Know how to prepare ground for sowing or planting***

#### **1.1 State the steps for preparing the ground for sowing or planting** e.g.

raking out, consolidating, producing tilth

#### **1.2 Identify the problems that can occur if the tilth is too fine or coarse** fine

tilth e.g. may form a crust in light rain, may be washed away in heavy rain, strong wind may blow surface away. Coarse tilth e.g. may lead to uneven sowing depths and patchy germination, may prevent some germinating seeds from reaching the surface of the soil.

#### **1.3 State reasons for the importance of correct consolidation of the soil**

level e.g. to help even spacing and depth of sowing or planting, to avoid washing / collection of seeds in depressions or seeds being blown away from raised areas and causing uneven germination. Consolidated e.g. to help water retention, to avoid air pockets and to help the roots to make close contact with the soil to obtain water and nutrients.

**LO2 is the key area of achievement for this unit**

### ***Learning Outcome 2. Be able to prepare the ground for sowing or planting***

#### **2.1 Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance** comply with health and safety guidance e.g. responsibility to take care of own and others' health and safety at work demonstrated by wearing appropriate PPE e.g. steel toe-capped boots, overalls, gloves. Tools and equipment e.g. fork, rake, wheelbarrow identified and selected by collecting from storage or vehicle as instructed by supervisor.

## **2.2 Prepare the ground using appropriate equipment and techniques under supervision**

NB - light forking may be necessary to break up the surface prior to raking

**raking out level** e.g. by running teeth of rake backward and forward through soil and across soil if necessary, no mounds or depressions left in surface.

**consolidating appropriately** e.g. by using a light roller or treading before raking or walking over planks / sheets of wood placed on bed after raking

**producing suitable tilth** e.g. top 1 - 1.5 cm of soil broken into fine, even crumbs

## **2.3 Dispose of waste and debris in accordance with health and safety guidance and site requirements waste disposed of appropriately**

e.g. organic - green vegetation\*, twigs, branches or inorganic - stones, plastic bags disposed of by recycling / reuse or bag / bin and dispose of according to Local Authority guidance as directed by supervisor. \*Green vegetation may be composted - care not to introduce seeds or roots of pernicious weeds such as couch grass or ground elder - bag or bin these

## **2.4 Leave the site clean and tidy**

.g. tools and equipment tidied away / stored, vegetation and debris cleared, paths swept, aesthetic appearance restored

## **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**



See Skills and Education Group Awards website for further information

## **Maintain the Safety of Self and Others in the Workplace**

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<b>Unit Reference</b>	<b>R/600/0291</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>36</b>
<b>Unit Summary</b>	This unit is designed to develop the knowledge, skills and understanding to ensure that health and safety becomes part of routine working practices; to build habits of working with regard for personal safety and that of others, and if an emergency does occur to know what to do and who to report to
<b>Learning Outcomes (1 to 6) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.2) <i>The learner can</i></b>
<b>1.</b> Know the current health and safety legislation and codes of practice that apply to own areas of work	<b>1.1</b> Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work  <b>1.2</b> Identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary
<b>2.</b> Understand the risks to health and safety in own area of work	<b>2.1</b> Give at least three examples of specific hazards in own work situation  <b>2.2</b> Identify who else might be affected by the hazards  <b>2.3</b> Outline what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm
<b>3.</b> Be able to prepare to work safely	<b>3.1</b> Select and wear appropriate protective clothing

	<p><b>3.2</b> Clean and tidy the work area before starting work, taking immediate steps to reduce any hazards if identified</p> <p><b>3.3</b> Select and organise tools, materials and equipment before use</p> <p><b>3.4</b> Follow guidance/instructions to warn others that work is about to start and of any hazards this may cause</p>
<b>4.</b> Be able to work safely	<p><b>4.1</b> Follow safety procedures and/or training to ensure the health and safety of self and others</p> <p><b>4.2</b> Prepare and use equipment and/or materials safely and correctly as instructed</p> <p><b>4.3</b> Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate</p> <p><b>4.4</b> Follow guidance/instructions to minimise environmental damage during work</p>
<b>5.</b> Leave the work area in a safe condition	<p><b>5.1</b> Clear and tidy the work area after use</p> <p><b>5.2</b> Dispose of waste safely and correctly in a designated area as directed</p> <p><b>5.3</b> Clean and store tools, equipment and PPE after use as directed</p>
<b>6.</b> Know what to do in emergencies	<p><b>6.1</b> State what actions to take in the event of two different types of emergency that might happen in own workplace</p> <p><b>6.2</b> State who is responsible for dealing with each type of emergency and who and/or where to report to</p>

# Supporting Unit Information

## R/600/0291 Maintain the safety of self and others in the workplace - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable.

**LO 3, LO4 and LO5 are the key areas of achievement for this unit**

**LO 1, LO2 and LO 6 are the key areas of knowledge for this unit**

***Learning Outcome 1. Know the current health and safety legislation and codes of practice that apply to own area of work***

**1.1 Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work** e.g. Health and Safety at Work Act, Manual Handling Regulations, PUWER, LOLER. Be responsible for one's own and others safety in the workplace, ensure correct methods adopted for manual handling activities, ensure all tools are PUWER compliant, ensure all Lifting equipment is in date and compliant.

**1.2 Identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary** e.g. to the person in charge, supervisor because it needs to be recorded in the accident book and to help to establish the cause and prevents a reoccurrence. It is also a legal requirement under HASAW Act.

***Learning Outcome 2. Understand the risks to health and safety in own area of work***

**2.1 Give at least three examples of specific hazards in own work situation** e.g. such as slips, trips, falls due to tools and equipment lying about, unguarded machinery, noise, dust, fumes, unstable loads, spillages, fire, being hit by moving vehicles and machinery.

**2.2 Identify who else might be affected by the hazards** such as other workers, members of the public, visitors to the site.

**2.3 Outline what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm** such as

undertake risk assessment, clear instructions, designated areas, signage in place correct selection of PPE. Tool box talks, Staff training and clear identification of any hazards and recording of them and notification to others who will be using or working in those areas and sections of industry.

### ***Learning Outcome 3. Be able to prepare to work safely***

**3.1 Select and wear appropriate protective clothing** such as overalls, ear and eye protection, safety boots, gloves, hard hats and any specific PPE appropriate to individual tasks.

**3.2 Clean and tidy the work area before starting work taking immediate steps to reduce any hazards if identified** by ensuring the site is clear from obstructions, spillages etc, erecting signs such as work in progress or do not enter or authorised personnel only. Erection of high visibility tape to identify areas of risk

**3.3 Select and organise tools, materials and equipment before use**

identifying and selecting correct tools, materials and equipment for the task and ensuring stored tidily in designated areas e.g. the task could be cleaning work bench area. Area swept or wiped clean all waste disposed of in correct manner dependant on type (hazardous or non-hazardous). Area marked by signage to keep out unauthorised personnel. Correct PPE worn during task.

**3.4 Follow guidance / instructions to warn others that work is about to start and of any hazards this may cause.** By verbal communications and erection of signs and undertaking risk assessment - refer to LO 2.3.

### ***Learning Outcome 4. Be able to work safely***

**4.1 Follow safety procedures and / or training to ensure the health and safety of self and others** only undertake tasks you are trained or competent to undertake, selection of appropriate PPE and correct use of tools. Training could be in house training or certificated by external bodies against agreed national standards.

**4.2 Prepare and use equipment and / or materials safely and correctly as instructed** refer to LO 3.3 and use equipment/materials only as instructed.

**4.3 Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate** carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice. Selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. Safety boots, overalls, gloves, ear and eye protections, high visibility jackets. Adopt correct posture for safe manual handling. Travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip (gloves) keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest

side to trunk. Correct pre-use checks undertaken to ensure safety of operator and equipment. Refer to HASAW act and Manual Handling Regulations.

#### **4.4 Follow guidance / instructions to minimise environmental damage**

**during work** carry out all work activities in accordance with health and safety legislation, and codes of practice. Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Waste Acts, COPs as applicable and additional requirements e.g. conservation areas (SSSI's, SAC's). Dispose of any waste in appropriate and suitable containers.

#### ***Learning Outcome 5. Leave the work area in a safe condition***

**5.1 Clear and tidy the work area after use** refer to LO 3.2 and restore workplace to state of tidiness and store all tools in designated areas such as in workshop or lock up cabinets. Clear and store equipment, remove signs, return any equipment, machinery, and if relevant report any faults or damage to the person in charge.

**5.2 Dispose of waste safely and correctly in a designated area as directed** refer to LO4.4. Also ensure that waste is identified as hazardous or non-hazardous, non-organic or organic and disposed of in designated containers or areas which should be clearly defined and identifiable.

**5.3 Clean and store tools, equipment and PPE after use as directed** refer to LO 5.1 and ensure PPE stored in designated area and it is clean and left ready for use, tools stored in designated areas and equipment stored.

#### ***Learning Outcome 6. Know what to do in emergencies***

**6.1 State what actions to take in the event of two different types of emergencies that might happen in own workplace** e.g. fire (evacuate the building and call fire brigade). Electric Shock isolate power and deal with casualty – call for aid). Fuel spill (stop at source, clear and clean up area, dispose of any waste materials). Faulty equipment / machinery (stop work, take out of use, label and report to person in charge).

**6.2 State who is responsible for dealing with each type of emergency and who and / or where to report to** only deal with emergencies you are trained to deal with or are capable of dealing with without further endangering persons. Report to person in charge or designated first aider.

#### **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with

identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO)1, 2 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence

### **Learning Outcomes (LO) 3, 4, and 5**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks involved in maintaining the safety of self and others in the workplace and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria and therefore achievement.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **General use of tools and equipment**

Tools or equipment must be used only for the operation and in situations as detailed by the manufacturer's/supplier's/supervisor's instructions and in accordance with current legislation and codes of practice.

### **Information, instruction and training**

All learners must have received adequate information, instruction and training before using tools and equipment (PUWER). This includes hand held equipment such as spades, loppers, hammers etc and also powered equipment such as hedge cutters, tractors, brush cutters, wood chippers, chainsaws etc.

### **Evidence of achievement**

Whilst providing evidence of achievement for some assessment criteria, learners may wish to use items of equipment that have been identified as carrying particular risks.

The Health and Safety Executive has produced Codes of Practice, guidance documents and information sheets covering the safe use of many types of equipment and safe operating practices. In the absence of such evidence of certification learners must not be allowed to use the item of equipment as part of their development towards an assessment criteria and tutors will need to manage the learning programme to allow learners to demonstrate their achievement in other ways

### **Supervision**

Learners who are being instructed/trained or in the process of developing their skills in the use of tools and equipment that are not covered by specific certification requirements must be supervised by a person who is suitably competent and qualified in the tools / equipment being used and for the type of work being undertaken.

The supervisor should monitor whether learners have the physical capabilities necessary to use tools and equipment and should also be attentive to the level of experience, maturity and awareness of own and others safety displayed by individual learners. Young people may be particularly vulnerable in these respects.

The supervisor should intervene promptly if he/she has concerns about the safety of individual learners or others who might be affected by their activities.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion



- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc

See Skills and Education Group Awards website for further information

## Principles of Transporting Supplies of Physical Resources within the Work Area

<b>Unit Reference</b>	<b>D/502/4096</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The learner will be able to describe how to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
<b>1.</b> Know how to load and unload physical resources safely	<p><b>1.1</b> Give reasons for, and methods of, labelling products and equipment for transportation</p> <p><b>1.2</b> State safe lifting techniques</p> <p><b>1.3</b> State the correct use of lifting equipment and relevant legal restrictions on operation</p> <p><b>1.4</b> State ways of securing products and equipment for transit in order to maintain safety and minimise damage</p> <p><b>1.5</b> State relevant methods of protecting products and equipment from adverse weather conditions and contamination</p> <p><b>1.6</b> State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually</p>

	<b>1.7</b> State methods for the safe stacking of products
<b>2.</b> Know how to transport physical resources within the work area	<p><b>2.1</b> Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment</p> <p><b>2.2</b> State ways of handling transportation equipment to minimise damage to physical resources in transit</p> <p><b>2.3</b> State ways of monitoring the condition of physical resources during transit</p>
<b>3.</b> Know how to work safely	<b>3.1</b> State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment

# Supporting Unit Information

## D/502/4096 Principles of transporting supplies of physical resources within the work area - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable.

### LO1, LO2 and LO3 are the key areas of knowledge for this unit

#### ***Learning Outcome 1. Know how to load and unload physical resources safely***

**1.1 Give reasons for, and methods of, labelling products and equipment for transportation** e.g. labels that read 'this way up', labels that describe the content of load, security of load must be considered, avoiding cross contamination of loads.

**1.2 State safe lifting techniques** such as; adopt correct posture for safe manual handling. travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip (gloves), keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest side to trunk. Refer to Manual Handling Regulations.

**1.3 State the correct use of lifting equipment and relevant legal restrictions on operation** describe carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice. Selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. safety boots, overalls, gloves, ear and eye protections, high visibility jackets.

**1.4 State ways of securing products and equipment for transit in order to maintain safety and minimise damage** e.g. minimise damage to equipment and resources during transportation - refer to L.O1.1 and ensure work activities carried out consistently with current legislation e.g. Health and Safety, environmental protection, waste regulation acts and COP's as required. Work in appropriate weather conditions, clear any spillages and keep work area clean

and free from unauthorised access. State ways of ensuring loads are secure e.g. ropes, netting and sheeting.

**1.5 State relevant methods of protecting products and equipment from adverse weather conditions and contamination** e.g. sheeting and correct labelling and storage to prevent cross contamination, avoid spillages need to protect from rain, frost, direct sunshine etc.

**1.6 State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually** e.g. even distribution, stacked correct way up, well secured and labelled and for safe methods refer to L.O.1.2 when unloading split heavy loads into manageable loads or use mechanical aids. Refer to manual handling regulations. Refer to L.O.1.2

**1.7 State methods for the safe stacking of products** labelled clearly, secure packaging, no cross contamination, protected from elements. Stacked in correct manner- not too high. Split large loads into manageable ones.

## ***Learning Outcome 2. Know how to transport physical resources within the work area***

**2.1 Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment** by stating operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements, by following manufactures' instructions. Only use equipment or machinery that you are qualified and certified to use (e.g. forklifts). Refer to L.O.1.3

**2.2 State ways of handling transportation equipment to minimise damage to physical resources in transit** by stating only to use according to manufactures' instructions and guidelines and ensuring resources are safely secure and protected by ropes, nets and sheeting. Taking into account ground conditions and any obstructions. Report any faults to the person in charge.

**2.3 State the ways of monitoring the condition of physical resources during transit** e.g. by regular checks of security and tensions on netting, ropes or similar.

## ***Learning Outcome 3. Know how to work safely***

**3.1 State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment** refer to HASAW Act, Manual Handling Regulations, PUWER and if applicable LOLER checks in place and correctly recorded. Refer to L.O.2.4 and explain the need to ensure clear routes, well-lit and only transport in designated areas. State the importance of following instructions and only to use transportation equipment that you are trained or certificated to use. Ensure Risk assessment carried out.

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO)1, 2 and 3**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Trailers only**

**Note that there is an exemption for any candidate who has passed their driving test prior to January 1997 as the categories B, E will already be on their driving licence when it comes to towing trailers on the highway**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

### **Useful sources of reference**

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## Assist With the Transport of Supplies of Physical Resources within the Work Area

<b>Unit Reference</b>	<b>J/502/4741</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements. Manual handling of resources and equipment is an integral aspect of this unit
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with loading and unloading physical resources	<b>1.1</b> Identify the physical resources requiring transportation  <b>1.2</b> Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice  <b>1.3</b> Move heavy and bulky items using the correct lifting equipment, in accordance with instructions  <b>1.4</b> Position physical resources safely, securely and in a manner which protects them from damage and Contamination
<b>2.</b> Be able to assist with the transport of physical resources within the work area	<b>2.1</b> Operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements

	<p><b>2.2</b> Minimise damage to equipment and resources during transportation</p> <p><b>2.3</b> Monitor the physical resources during transportation and take the appropriate action for any which become unsafe</p>
<b>3.</b> Be able to work safely	<b>3.1</b> Maintain health and safety according to relevant legislation and codes of practice

# Supporting Unit Information

## J/502/4741 Assist with the transport of supplies of physical resources within the work area - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable

**LO1, LO2 and LO3 are the key areas of achievement for this unit.**

### ***Learning Outcome 1. Be able to assist with loading and unloading physical resources***

**1.1 Identify the physical resources requiring transportation** e.g. what resources need transporting such as boxes, sacks, tools, materials or equipment or as requested by person in charge or written instruction, job sheet or job card.

**1.2 Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice** selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. safety boots, overalls, gloves, ear and eye protections, high visibility jackets. Travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip (gloves) keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest side to trunk. Correct pre-use checks undertaken to ensure safety of operator and equipment. Refer to HASAW act and Manual Handling Regulations

**1.3 Move heavy and bulky items using the correct lifting equipment, in accordance with instructions** refer to L.O.1.2. Demonstrate reducing loads of heavy and bulky items by splitting to more manageable load and demonstrate safe lifting techniques by assessing, planning, preparing and performing. Demonstrate use of and consider mechanical aids and bio-mechanical techniques. Ensure loads are stable, cover sharp and abrasive edges; ensure even distribution when stacking. Ensure loads are correctly secured, packaged and clearly labelled. Secure by ropes, netting and sheeting and correctly labelled e.g. 'this way up'.

**1.4 Position physical resources safely, securely and in a manner which protects them from damage and contamination** such as not damaged, no cross contamination, kept dry and stored in designated area. Stored in correct position e.g. 'this way up' and not too high. Demonstrate suitable methods of storage- follow manufactures instructions.

***Learning Outcome 2. Be able to assist with the transport of physical resources within the work area***

**2.1 Operate powered or non-powered transportation equipment safely in accordance with instructions** and safety requirements by following manufactures' instructions for say trolleys, forklifts. Undertake risk assessment. Only use equipment or machinery that you are qualified and certified to use (e.g. forklifts). Refer to L.O. 1.2.

**2.2 Minimise damage to equipment and resources during transportation** refer to L.O's 1.2 and 1.4. Work activities carried out consistently with current legislation e.g. Health and Safety, environmental protection, waste regulation acts and COP's as required. Work in appropriate weather conditions to ensure loads not damaged by rain, frost or direct sunlight. Clear any spillages to prevent accidents and keep work area clean and free from unauthorised access. Ensure loads are secure e.g. ropes, netting and sheeting.

**2.3 Monitor the physical resources during transportation and take the appropriate action for any which become unsafe** refer to L.O.2.2 and report any faults. If load becomes unsafe, stop and rectify or seek advice from person in charge whilst ensuring the area is kept clear from any unauthorised access. Re-adjust the load.

***Learning Outcome 3. Be able to work safely***

**3.1 Maintain health and safety according to relevant legislation and codes of practice.**

Refer to HASAW Act, Manual Handling Regulations, PUWER and if applicable LOLER checks in place and correctly recorded. Maintain any equipment according to manufactures instructions or guidelines. Undertake risk assessments.

**Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO)1, 2, and 3**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks involved in transporting supplies of physical resources within the work area and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria and therefore achievement.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Trailers only**

**Note that there is an exemption for any candidates who has passed their driving test prior to January 1997 as the categories B,E will already be on their driving licence when it comes to towing trailers on the highway**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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## **Additional Information**

### **Useful sources of reference**

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- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc

## Principles of Maintaining Grass Surfaces

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	<b>T/502/4170</b>
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<b>Unit Reference</b>	
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe how to maintain grass surfaces by mowing, edging and watering, using pedestrian-operated machinery and hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7) <i>The learner can</i></b>
<b>1.</b> Know how to maintain grass surfaces	<p><b>1.1</b> State the conditions that are appropriate for the maintenance of grass surfaces</p> <p><b>1.2</b> List the correct tools and equipment for the work</p> <p><b>1.3</b> State how to prepare and use the required tools and equipment safely and efficiently</p> <p><b>1.4</b> Identify when the height of grass and finish of edges meets requirements</p> <p><b>1.5</b> State how to dispose of grass cuttings</p> <p><b>1.6</b> State the importance of cleaning and storing tools and equipment promptly and securely</p> <p><b>1.7</b> Identify the hazards and state the relevant legislation and codes of practice in relation to the maintenance of grass surfaces</p>

## Supporting Unit Information

### T/502/4170 Principles of the maintenance of grass surfaces - Level 1



## Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO 1 and then to the Assessment criteria number listed e.g. LO 1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1 is the key area of knowledge for this unit**

#### ***Learning Outcome 1. Know how to maintain grass surfaces***

**1.1 State the conditions that are appropriate for the maintenance of grass surfaces** e.g. free from - debris, animals, persons, snow, frost and surface water

**1.2 List the correct tools and equipment for the work** e.g. appropriate mowing machine (cylinder, rotary, flail, nylon cord), aerator, scarifier, edging shears, half-moon. PPE (steel toe-capped boots, safety clothing, gloves, eye protection).

**1.3 State how to prepare and use the required tools and equipment safely and efficiently** e.g. prepare equipment (mowing machines, scarifier, aerators) with pre start (check oil level, grease) and safety checks, check tools (edging shears, half-moon) for damage and use only for the operation and in situations as detailed by the manufacturer and supervisor and in accordance with the manufacturer's / supplier's / supervisors instructions, current legislation and codes of practice. Efficient use by only having minimum overlap when mowing and only having minimum engine speed for work in hand.

**1.4 Identify when the height of grass and finish of edges meets requirements** e.g. set height of cut to instructions (6 - 10mm for fine turf, 10 - 25mm for play areas and 25 - 50mm for rough area), mow in pattern (stripes, blocks, rotational), as directed, trim edge with tools to meet instructions, remove (refer to LO 1.5) or return clippings as directed.

**1.5 State how to dispose of cuttings** e.g. as directed by supervisor (compost, skip).

**1.6 State the importance of cleaning and storing tools and equipment promptly and securely** e.g. clean to protect metal surface from rusting by removing debris from cutting blades and guards and hand tools (disposal refer to LO 1.7) then oiling bare metal parts. Storing to protect from climatic

conditions, prevent damage to tools / equipment and injury from unauthorised use. Store tools (use shadow board / fixed racks / containers) as directed by supervisor.

**1.7 Identify the hazards and state relevant legislation and codes of practice in relation to the maintenance of grass surfaces** e.g. working on slopes, working in adverse weather / ground conditions, not using PPE, not carrying out safety checks to tools / equipment. Legislation – Health and Safety at Work etc Act 1974, PUWER (Provision and Use of Work Equipment), Noise Regulations, Use of Powered equipment code of practice. Follow risk assessment recommendations.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcome 1**

Delivery of this learning outcome is by the generation of knowledge evidence which could be linked to practical work e.g. by observation of work activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence criteria.

Prior to, during and after completion of practical work, photographs or video could be taken to provide evidence of progress.

**NB The equipment that a 14-16 year old learners are able to use is governed by the current regulations. Tutors will need to be aware of this and adapt learning programmes accordingly. 14-16 year old learners may have to learn through observation rather than practical experience where they cannot use specific equipment.**

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1 and 2 link together and can be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It could typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/planting plans/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

### **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- Institute of Groundsmanship <http://www.iog.org>

See Skills and Education Group Awards website for further information

## Assist With the Maintenance of Grass Surfaces

<b>Unit Reference</b>	<b>D/502/4177</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The learner will be able to maintain surfaces by mowing, edging and watering; using pedestrian operated machinery and hand tools; and comply with all health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with maintaining grass surfaces	<p><b>1.1</b> Ensure that conditions and the surface are suitable for maintenance in accordance with instruction</p> <p><b>1.2</b> Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained</p> <p><b>1.3</b> Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions</p> <p><b>1.4</b> Carry out the work so that the grass height and edge trimmings meet requirements</p> <p><b>1.5</b> Report any problems as soon as possible to the appropriate person</p> <p><b>1.6</b> Minimise any damage to grass, other features, services and wildlife on the site</p> <p><b>1.7</b> Dispose of grass cuttings correctly</p>

	<p><b>1.8</b> Leave the site in a clean and tidy condition</p> <p><b>1.9</b> Clean and store tools and equipment promptly and securely</p>
<b>2.</b> Be able to work safely	<p><b>2.1</b> Maintain the health and safety of self and others at all times</p> <p><b>2.2</b> Select, prepare and use tools and equipment safely, efficiently and correctly</p>

# Supporting Unit Information

## D/502/4177 Assist with the maintenance of grass surfaces - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO 1 and then to the Assessment Criteria number listed e.g. LO 1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 and LO2 are the key areas of achievement for this unit

#### ***Learning Outcome 1. Be able to assist with maintaining grass surfaces***

##### **1.1 Ensure that conditions and the surface are suitable for maintenance in**

**accordance with instruction** e.g. free from debris, animals, persons, snow, frost and surface water

##### **1.2 Ensure that the tools and equipment being used are appropriate to the**

**conditions and the surfaces being maintained** e.g. appropriate mowing machine (cylinder, rotary, flail, nylon cord), aerator, scarifier, edging shears, half-moon, fertiliser applicator. PPE (steel toe-capped boots, protective clothing, gloves, eye protection).

##### **1.3 Use appropriate methods for maintaining grass surfaces safely and in**

**accordance with instructions** e.g. mowing, aeration, scarification, fertiliser application, edging. Equipment / tools (refer to LO 1.2) to be used only for the operation and in situations as detailed by the manufacturer and supervisor and in accordance with the manufacturer's / supplier's / supervisors instructions, current legislation and codes of practice. Pre start and safety checks to be undertaken.

##### **1.4 Carry out the work so that the grass height and edge trimmings meet**

**requirements** e.g. set height of cut to instructions, mow in pattern as directed, return or remove clippings (refer to LO 1.7) as directed, trim edge with tools to meet instructions.

##### **1.5 Report any problems as soon as possible to the appropriate person** e.g.

matters relating to equipment operation (breakdown, shortage of fuel, damage

to blades / tines), shortage of materials, change to weather / ground conditions, presence of animals / persons.

**1.6 Minimise any damage to grass, other features, services and wildlife on the site** e.g. avoid skidding on surface with machine, avoid scalping on going over edge, avoid contact with features (trees, statues), omit area with presence of wildlife or services.

**1.7 Dispose of grass cuttings correctly** e.g. as directed by supervisor (compost, skip).

**1.8 Leave the site in a clean and tidy condition** e.g. remove (if required ) grass clippings and surface debris and dispose of as directed, return tools and equipment to store refer to LO 1.9

**1.9 Clean and store tools and equipment promptly and securely** e.g. (powered equipment to be immobilised prior to cleaning refer to LO 2.1), remove debris from cutting blades, guards and hand tools (disposal refer to LO 1.7), wipe dry of moisture, apply oil to bare metal parts. Store tools on shadow board / secure racks / containers, equipment to put in secure covered building as directed by supervisor.

### ***Learning Outcome 2. Be able to work safely***

**2.1 Maintain the health and safety of self and others at all times** e.g. use equipment and tools only as instructed, PPE to be worn and free from damage refer to LO 1.2, place signage, rope / tape off area, stop working if persons or animals approach working area, stop using equipment if fault occurs, stop and disable engine (remove plug lead) prior to adjusting or cleaning. Follow risk assessment recommendations.

**2.2 Select, prepare and use tools and equipment safely, efficiently and correctly** e.g. select refer to LO 1.2, use tools and equipment refer to LO 1.3 and 2.1, efficiently by making minimum overlap and only sufficient power to meet work rate required, work only with appropriate weather and ground conditions.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by assessment of achievement by supervised practical grass surface maintenance operations, giving the learners the opportunity



to first practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical work, photographs or video could be taken to provide evidence of progress.

**NB The equipment that a 14-16 year old learners are able to use is governed by the current regulations. Tutors will need to be aware of this and adapt learning programmes accordingly. 14-16 year old learners may have to learn through observation rather than practical experience where they cannot use specific equipment.**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1 and 2 link together and can be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It could typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/planting plans/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion

- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- Institute of Groundsmanship <http://www.iog.org>

See Skills and Education Group Awards website for further information

## Assist With Maintaining Structures and Surfaces

<b>Unit Reference</b>	<b>K/502/4098</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to maintain structures and surfaces by cleaning, rubbing-down and applying surface protection, using hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.10)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with maintaining structures and surfaces	<p><b>1.1</b> Correctly prepare the necessary tools and materials for the maintenance operation</p> <p><b>1.2</b> Prepare the area for the work in a manner appropriate for the maintenance operation</p> <p><b>1.3</b> Maintain structures and surfaces effectively and completely in accordance with the instructions, to include</p> <ul style="list-style-type: none"> <li>• cleaning</li> <li>• rubbing down</li> <li>• surface protection</li> </ul> <p><b>1.4</b> Use tools safely and correctly</p> <p><b>1.5</b> Report any problems that arise without delay</p> <p><b>1.6</b> Maintain the health and safety of self and others at all times</p> <p><b>1.7</b> Handle and dispose of waste safely and correctly</p>

	<p><b>1.8</b> Leave the site in a safe condition</p> <p><b>1.9</b> Clean tools after use in an appropriate manner</p> <p><b>1.10</b> Store tools and materials after use in an agreed and safe location</p>
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# Supporting Unit Information

## K/502/4098 Assist with maintaining structures and surfaces - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### ***Learning Outcome 1. Be able to assist with maintaining structures and surfaces***

#### **1.1 Correctly prepare the necessary tools and materials for the**

**maintenance operation** tools e.g. stiff broom / bristle brush, wire brush, cloth, sandpaper and sanding block, rasp / scraper, paint brushes, roller and tray, sprayer, step ladder. PPE e.g. overalls, gloves, dust mask, goggles. CE marked. Materials: Cleaning agents, e.g. wood soap, detergent, methylated / white spirit, multi - purpose disinfectant. Surface treatment e.g. fillers, sealers, primers, exterior paints, water/solvent based wood preservatives. Correctly prepared e.g. tools / materials cleaned, checked for function and replaced if necessary, organised for use. PPE checked for cleanliness, holes / tears, correct grade of particulate respirator. Maintenance operation: Surfaces e.g. could be paths. Structures e.g. could be sheds / hides / fences / gates / styles / bridges / boardwalks / viewing platforms.

#### **1.2 Prepare the area for the work in a manner appropriate for the**

**maintenance operation** e.g. access to structure or surface cleared, hazards removed or precautions taken, area cleaned of dirt / dust, adjacent surfaces / structures / plants covered / screened / removed, area taped off, wet paint warning signs put up.

#### **1.3 Maintain structures and surfaces effectively and completely in accordance with the instructions, to include**

- cleaning e.g. dust / cobwebs brushed off fence / shed with stiff bristle brush, greasy or oily surfaces cleaned with methylated spirits, brick surfaces stiff brushed and washed with water, sanding dust removed with damp soft cloth
- rubbing down e.g. sanding block / sandpaper used to rub along grain of wood, appropriate grade of sandpaper used depending on stage of preparation, scraper used for areas of rough wood, wire brush used to clear flaking paint

- surface protection e.g. cracks and holes filled with filler appropriate to surface, sealed / primed as necessary, surface coats applied as instructed with fine sanding to achieve quality finish as instructed.

**1.4 Use tools safely and correctly** safely - e.g. upright posture when using stiff broom, awareness of people - tripping hazard, wear suitable dust mask Correctly e.g. sweep with the grain, pick up sweepings regularly to avoid pushing extra weight, dust lightly damped down - refer to LO1.1 for tools.

**1.5 Report any problems that arise without delay** e.g. difficulties accessing areas of surface / structure, rust, rotten wood, mould, unexpected holes / cracks, runs forming in paint / wood preservative.

**1.6 Maintain the health and safety of self and others at all times** work carried out in accordance with requirements of risk assessment - explained and monitored by supervisor. Safe use e.g. refer to LO1.4. Safe tool carrying e.g. step ladder in upright position.

Safe handling practices e.g. paint / white spirit carried with lid on, no smoking near inflammables, care when working in confined spaces, awareness of safe working distances and how own activities can affect health and safety of self and others. Safe lifting of materials e.g. containers of stain / paint. Avoid leaving tripping or slipping hazards e.g. brushes, cans, wet soapy areas. Correct PPE worn for task e.g. particulate respirator for sanding, impermeable rubber gloves for use of white spirit - refer to LO1.1

**1.7 Handle and dispose of waste safely and correctly** waste e.g. organic - green vegetation cleared from surface / structure such as ivy, honeysuckle, lichen or inorganic - used sandpaper, sweepings, paint / wood preserver containers, paint / preservative sediment - refer to LO1.9. Safely e.g. PPE, hygiene, safe lifting. Correctly e.g. bag / bin and dispose of according to Local Authority requirements as directed by supervisor

**1.8 Leave the site in a safe condition** e.g. tools and equipment tidied away and stored, covers / screens / masking tape / warning tape and signs removed when surfaces / structures dry, walking surfaces left free of detergent or slippery patches, cleaning agents / spare paint / wood preserver stored carefully - refer to LO1.10, cut vegetation and debris cleared, paths swept.

**1.9 Clean tools after use in an appropriate manner** e.g. brushes used with water based wood preservative brushed against newspaper, washed in container of water, allow sediment to settle, pour away water and remove sediment for disposal - refer to LO1.7, paint brushes used with solvent - based paints - use old rags / paper to wipe off excess paint, stir brush in jar of white spirit repeatedly drawing it across rim of jar to remove paint, brush out stubborn paint with stiff brush, wash with warm soapy water when clean, hang brushes up to dry.

**1.10 Store tools and materials after use in an agreed and safe location** e.g. store tools for each function together so easily found at next use, ensure storage area is clean - dust / dirt / grease free, shadow board to check return. Materials e.g. paint containers with left over paint - before sealing lid remove

excess paint from around container rim, place plastic over open container and reseal on top of plastic this to make seal airtight, store paint cans upside down (so skin if forms is on bottom) in cool dry area away from sunlight / heat sources / freezing. Ensure storage is secure e.g. to avoid theft or children accessing harmful tools / substances

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcome 1 can be assessed practically by observation or by generation of diverse evidence.

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**



**Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- BTCV Footpaths and Fencing - practical handbooks - both contain sections on wood preservatives

See Skills and Education Group Awards website for further information

## Principles of Maintaining Structures and Surfaces

<b>Unit Reference</b>	<b>R/502/5715</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to describe how to maintain structures and surfaces by cleaning, rubbing-down and applying surface protection, using hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.13)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to maintain structures and surfaces	<p><b>1.1</b> State why structures and surfaces need to be maintained</p> <p><b>1.2</b> State the potential problems which may arise if maintenance is not carried out</p> <p><b>1.3</b> List the tools and materials which are needed for different maintenance operations</p> <p><b>1.4</b> State how to prepare tools and materials for the particular maintenance operation</p> <p><b>1.5</b> State how to prepare structures and surfaces for the different maintenance operations</p> <p><b>1.6</b> State the correct way to carry out the different maintenance operations</p>

	<p><b>1.7</b> State what the result of effective maintenance operations should look like</p> <p><b>1.8</b> State how to correctly use tools and materials</p> <p><b>1.9</b> Describe how to maintain their own health and safety during the maintenance operations</p> <p><b>1.10</b> State how to reduce the risk to other's health and safety when undertaking maintenance operations (e.g. by putting up notices)</p> <p><b>1.11</b> List the types of problems or difficulties which may occur, relating to health and safety, damage, weather conditions and unforeseen circumstances, and state what you need to do if these occur</p> <p><b>1.12</b> State how to handle and dispose of waste safely</p> <p><b>1.13</b> State how to clean and store tools correctly and the risks of not doing so</p>
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# Supporting Unit Information

## R/502/5715 Principles of maintaining structures and surfaces - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 is the key area of knowledge for this unit

#### ***Learning Outcome 1. Know how to maintain structures and surfaces***

**1.1 State why structures and surfaces need to be maintained** e.g. aesthetic appearance, maintain structural integrity, to correct problems such as rust or rotten wood before they become more serious and to extend useful life of structure or surface.

**1.2 State the potential problems which may arise if maintenance is not carried out** e.g. exterior paint / wood preservative fades in colour, blisters, and peels. Wood surfaces may start to absorb rain leading to rot, mould, lichen growth, discolouration and infestation by wood boring insects. Water / frost can cause bricks to flake, loosen or crack rendering/pointing unless water repellent or paint cover is maintained.

**1.3 List the tools and materials which are needed for different maintenance operations** cleaning: tools e.g. stiff broom, stiff bristle brush, wire brush, step ladder, soft cloth, and plastic sheet. Materials e.g. wood soap, detergent methylated / white spirits, paint remover. Rubbing down: tools e.g. sanding block, rasp / scraper. Materials e.g. sand paper types. Surface protection: tools e.g. paint brushes, roller and tray, sprayer. Materials e.g. suitable fillers, sealant, primer, undercoat, paint finish, wood stain / preserver. PPE e.g. gloves overalls, dust mask, goggles. CE marked. Refer to LO1.8 and 1.13.

**1.4 State how to prepare tools and materials for the particular maintenance operation** refer to LO 1.3 for tools and materials. Preparation - check for function and organise for use e.g. application of water based wood preservatives - check brush for cleanliness, flexibility and suitability for job, rub bristles against clean surface to remove dust and loose bristles. Preservative e.g. stir if required, pour required amount into separate tray or container to avoid soiling

of main supply. PPE checked for cleanliness, holes / tears, correct grade of particulate respirator.

**1.5 State how to prepare structures and surfaces for the different**

**maintenance operations** cleaning e.g. dust / cobwebs brushed off fence / shed with stiff bristle brush, mouldy areas washed with fungicidal wash and rinsed with water, greasy or oily surfaces cleaned with methylated spirits, brick surfaces stiff brushed and washed with water, sanding dust removed with damp soft cloth. Rubbing down e.g. sanding block / sandpaper rubbed along grain of wood, appropriate grade of sandpaper used for stage of preparation, scrapper used for areas of rough wood, wire brush to clear flaking paint.

**1.6 State the correct way to carry out the different maintenance operations**

surface made good e.g. cracks and holes filled with filler appropriate to surface, sanded / smoothed / stippled to match existing surface. Preparation for treatment e.g. sealed / primed as necessary. Protect adjacent surfaces e.g. mask / protect areas not to be covered.

Treatment e.g. surface under/top coats applied as instructed. Finish e.g. fine sanding for quality finish as instructed.

**1.7 State what the result of effective maintenance operations should look**

like e.g. uniform surface covering free of blemishes, runs, dust, hairs with covering applied only to intended surface, splashes / stains on surrounding surfaces / structures avoided.

**1.8 State how to correctly use tools and materials**

use tools and materials only for the operation and in situations as detailed by the manufacturer's/supplier's/supervisor's instructions, current legislation and codes of practice for safe use. Tools used correctly e.g. stiff broom - sweep with the grain, pick up sweepings regularly to avoid pushing extra weight, dust lightly damped down. Materials used correctly e.g. wood preservative - calculate requirements, apply liberally but do not overload brush to avoid run off into ground, maintain a comfortable working posture and avoid over – reaching.

**1.9 Describe how to maintain their own health and safety during the**

**maintenance operations** work in accordance with requirements of risk assessment. Stiff broom - upright posture when using, wear suitable dust mask. Wood preservative e.g. avoid splashes onto face/skin, isolate electrical appliances. Precautions when using step ladder e.g. wear shoes, secure laces / loose clothing, do not carry sharp tools in pockets, and do not over-reach.

**1.10 State how to reduce the risk to other's health and safety when**

**undertaking maintenance operations (e.g. by putting up notices)** refer to LO1.9. Stiff broom e.g. carry in upright position, awareness of people - tripping hazard, safe working distances. Wood preservative e.g. keep people / children / pets / animals away from area being treated - tape off area / physical barriers to restrict access (e.g. against children / livestock), put up warning notices of work in progress / dust / fumes / wet paint, keep area under supervision / observation.

- 1.11 List the types of problems or difficulties which may occur, relating to health and safety, damage, weather conditions and unforeseen circumstances, and state what you need to do if these occur** health and safety e.g. paint in eyes - irrigate immediately, seek medical advice. Damage e.g. spilt paint - mop up as much as possible with cloth / newspaper, use water or white spirit to clean up remainder. Weather conditions e.g. rain shower - stop work and cover with plastic sheeting if possible. Also problems related to cold / hot conditions. Unforeseen circumstances e.g. drips - rub down when dry and repaint.
- 1.12 State how to handle and dispose of waste safely** waste handled safely - PPE e.g. correct PPE in good working condition. Hygiene e.g. avoid personal contamination by preservatives, paint stripper etc from brushes, surfaces or when removing PPE. Protecting environment e.g. avoid flushing washings of paint / preservative / white spirit into ground water system. Disposed of safely e.g. bag / bin and dispose of according to Local Authority requirements as directed by supervisor.
- 1.13 State how to clean and store tools correctly and the risks of not doing so** clean tools e.g. paint brushes used with solvent - based paints - use old rags / paper to wipe off excess stir brush in jar of white spirit repeatedly drawing it across rim of jar to remove paint, brush out stubborn paint with stiff brush, wash with warm soapy water, hang brushes up to dry. Storage e.g. store tools for each function together, ensure storage area is clean, shadow board to check return, secure to avoid children accessing harmful tools / substances. Risks of not storing tools correctly e.g. stiff, bent or damaged paint brush bristles, rusty scrapper - refer to LO1.3.

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcome 1**

Delivery of this learning outcome is by generation of knowledge evidence, for example by answering oral or written questions, assignments or internet information sources cross referenced to the knowledge evidence. This unit could be completed in conjunction with Assist with Maintaining Structures and Surfaces - Level 1, which

would allow knowledge evidence to be linked to the practical work e.g. by observation of surface / structure maintenance activities and witness testimony

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Where possible learners should be given the opportunity to view practical situations relevant to the learning outcomes in this unit as a basis for any projects or assignments. Centres will need to devise assessment methods that cover all of the knowledge evidence requirements in a stimulating and interesting way. Alternatively if the learner also progresses towards the unit - Assist with Maintaining Structure and Surfaces - Level 1, Learning Outcome 1 could also be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

#### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- BTCV Footpaths and Fencing - practical handbooks - both contain sections on wood preservatives

See Skills and Education Group Awards website for further information



## Assist With the Maintenance of Equipment

<b>Unit Reference</b>	<b>T/502/4055</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>36</b>
<b>Unit Summary</b>	The learner will be able to assist with the maintenance of tools, equipment and machinery using hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with the preparation of equipment for maintenance	<b>1.1</b> Check that the equipment requiring maintenance is safe in accordance with instructions  <b>1.2</b> Identify and select the necessary maintenance routine in accordance with manufacturer's instructions  <b>1.3</b> Keep the work area safe and in a condition suitable for the maintenance procedure  <b>1.4</b> Obtain the necessary hand tools and materials for maintenance work in accordance with instructions  <b>1.5</b> Complete the preparation of equipment for maintenance in accordance with instructions
<b>2.</b> Be able to assist with the maintenance of equipment	<b>2.1</b> Maintain manual and mechanical equipment in accordance with instructions

	<p><b>2.2</b> Recognise the need for assistance and refer to the appropriate person when necessary</p> <p><b>2.3</b> Use and clean and tools correctly after use</p>
<b>3.</b> Be able to work safely	<p><b>3.1</b> Maintain health and safety in accordance with instructions and relevant legislation and codes of practice</p> <p><b>3.2</b> Dispose of waste safely in accordance with instructions</p> <p><b>3.3</b> Carry out the work in a manner which minimises any environmental damage</p>

# Supporting Unit Information

## T/502/4055 Assist with the maintenance of equipment - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable.

**LO1, LO2 and LO3 are the key areas of achievement for this unit.**

### ***Learning Outcome 1. Be able to assist with the preparation of equipment for maintenance***

**1.1 Check that the equipment requiring maintenance is safe in accordance with instructions** e.g. isolated from power source, check statutory guarding requirements that equipment is in a safe place, and consider manual handling implications, sharp edges protected. Spill kits in place. PUWER and if applicable LOLER checks have been undertaken. Risk assessment undertaken. All records completed, follow manufactures' instructions.

**1.2 Identify and select the necessary maintenance routine in accordance with manufacturer's instructions** refer to manufacturer's instructions where available

**1.3 Keep the work area safe and in a condition suitable for the maintenance procedure** work area kept clean and clear of any obstructions. No unauthorised access into work area. All precautions in place to prevent escape of hazardous substances and all safety measures in place. Area well-lit and ventilated. Ensure all equipment and tools are cleaned after operation to prevent corrosion, personal contamination, remove unwanted residues safely using appropriate methods.

**1.4 Obtain the necessary hand tools and materials for maintenance work in accordance with instructions** identify and use the correct tools (e.g. hand held spanners etc and mechanical e.g. power tools, airlines, power washers) equipment (e.g. trolley jacks and mechanical lifts) and materials (spill mats, sawdust, absorbent materials). Always follow instructions and manufactures' guidelines.

**1.5 Complete the preparation of equipment for maintenance in accordance with instructions** prepare the equipment for maintenance as requested by the person in charge or supervisor and refer to L.O.1.4.

***Learning Outcome 2. Be able to assist with the maintenance of equipment***

- 2.1 Maintain manual and mechanical equipment in accordance with instructions** follow manufactures' guidelines and describe methods for maintaining equipment and machinery. Name possible consequences of not maintaining (e.g. lack of performance, danger to operator, non-compliance with legislation such as PUWER, LOLER etc). Ensure accurate records are kept of any repairs or maintenance on the record sheet or maintenance logs. Use correct tools for each task. Undertake maintenance in designated areas or place signage for any on-site maintenance. Manual equipment could be hand held and need only minimum maintenance. Mechanical equipment could be power driven and more care will be required such as isolating the power source.
- 2.2 Recognise the need for assistance and refer to the appropriate person when necessary** e.g. recognise when assistance is required; refer to the appropriate person e.g. tutor, work colleague, the person in charge.
- 2.3 Use and clean tools correctly after use** refer to L.O. 1.2. Ensure tools are cleaned of any spoils, grease and any corrosive matters and are dry. Ensure tools are stored in designated areas and report any faults to the person in charge.

***Learning Outcome 3. Be able to work safely***

- 3.1 Maintain health and safety in accordance with instructions and relevant legislation and codes of practice** refer to HASAW Act, Manual Handling Regulations, PUWER and if applicable LOLER checks in place and correctly recorded. Maintain any equipment according to manufactures instructions or guidelines. Ensure correct PPE is identified and worn e.g. ear / eye protections, gloves, safety boots, hard hat, high visibility clothing, overalls
- 3.2 Dispose of waste safely in accordance with instructions** demonstrate the difference between hazardous waste e.g. oil and non-hazardous waste e.g. cardboard, dispose of in correct containers ensuring no cross contamination. Ensure that tasks comply with disposal of waste regulations. Correct PPE worn - refer to L.O. 3.2.
- 3.3 Carry out the work in a manner which minimises any environmental damage** carry out all work activities in accordance with health and safety legislation, and codes of practice. Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Waste Acts, COPs as applicable and additional requirements e.g. Conservation areas (SSSI's, SAC's). Ensure correct PPE selected and used in safe manner. Safety boots, overalls, gloves, ear and eye protections.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO)1, 2, and 3**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks involved in assisting with maintenance of equipment and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria and therefore achievement.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence.

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.

- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc

See Skills and Education Group Awards website for further information

## Principles of the Maintenance of Equipment

<b>Unit Reference</b>	<b>A/502/4056</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The learner will be able to describe the maintenance of tools, equipment and machinery using hand tools and how to comply with all health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare equipment for maintenance	<b>1.1</b> List the equipment requiring maintenance <b>1.2</b> State the importance of following instructions <b>1.3</b> Describe health and safety issues in relation to the preparation of equipment for maintenance and the use of the work area <b>1.4</b> List the types of hand tools and materials necessary for a specified job <b>1.5</b> State the correct use of hand tools and materials <b>1.6</b> State types of protective clothing and give reasons why it should be worn <b>1.7</b> State the correct ways of wearing protective clothing
	<b>2.1</b> Give reasons for the maintenance of equipment



<p><b>2.</b> Know how to undertake maintenance procedures</p>	<p><b>2.2</b> State the importance of following instructions</p> <p><b>2.3</b> State the legislative requirements in relation to the maintenance of equipment</p> <p><b>2.4</b> State the limits of own responsibility in relation to the maintenance of equipment</p> <p><b>2.5</b> List situations in which assistance is required</p> <p><b>2.6</b> State the appropriate condition and location of tools on completion of maintenance procedures</p>
<p><b>3.</b> Know how to work safely</p>	<p><b>3.1</b> Give own specific responsibilities under health and safety legislation</p> <p><b>3.2</b> State the actions that should be taken in the event of incidents which affect the health and safety of self and others</p> <p><b>3.3</b> State own responsibility for health and safety in relation to the maintenance of equipment</p>

# Supporting Unit Information

## A/502/4056 Principles of the maintenance of equipment - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable.

### **LO1, LO2 and LO3 are the key knowledge evidence units for this unit**

#### ***Learning Outcome 1. Know how to prepare equipment for maintenance***

**1.1 List the equipment requiring maintenance** e.g. pruners, shears, saws, mowers, strimmers.

**1.2 State the importance of following instructions** by explaining that risk assessment should be undertaken. State that to keep safe instructions should be followed and that correct tools for the tasks should be used and correct PPE. Refer to L.O. 1.3 should be selected to prevent any injury or harm. Also the requirement to comply with legislation such as HASAW Act, COP's and to be more efficient and not damaging the environment in any way.

**1.3 Describe health and safety issues in relation to the preparation of equipment for maintenance and use of the work area** e.g. correct use of PPE, following manufacturer's instructions, keep work area clean and clear of obstructions.

**1.4 List the types of hand tools and materials necessary for a specified job** e.g. hand held spanners, power tools, airlines, power washers, trolley jacks and mechanical lifts.

**1.5 State the correct use of hand tools and materials** by informing which are the correct tools e.g. spanner/ hammer for the job as per manufacturers' instructions and best practise guidelines. Materials chosen must be the right ones for the task (e.g. absorbent material such as granules, spill mats). Most cost effective and safest to use

**1.6 State types of protective clothing and give reasons why it should be worn** e.g. ear and eye protections, masks, gloves, overalls, hard hats, safety boots, high visibility clothing. PPE must be of the correct size and all loose parts secured i.e. securely fastened. Failure to wear could result in serious injury. In

addition to protect both the individual and to comply with legislation such as HASAW Act and COP's and manufactures' instructions.

**1.7 State the correct ways of wearing protective clothing describe** correct way of wearing e.g. ear and eye protections, masks, gloves, overalls, hard hats, safety boots, high visibility clothing.

### ***Learning Outcome 2. Know how to undertake maintenance procedures***

**2.1 Give reasons for the maintenance of equipment** legal requirements and efficiency of equipment and to keep the operator safe at all times (e.g. non-compliance with regulations, increased running costs and lack of performance and danger to operator)

**2.2 State the importance of following instructions** refer to LO2.1

**2.3 State legislative requirements in relation to the maintenance of equipment** refer to PUWER and if applicable LOLER. State how records must be maintained such as maintenance logs and records.

**2.4 State the limits of own responsibility in relation to the maintenance of equipment** state and understand responsibilities within the organisation, could refer to organisational chart and job role and title and areas of responsibility. Need to demonstrate that will only undertake tasks for which they have been trained or certificated.

**2.5 List situations in which assistance is required** compile list e.g. manual handling issues, where tasks demand more than one operative- checking equipment such as brake lights on trailer working. List will be local to relevant tasks and stating that pre-set checklists need completion would be an example of proof of achievement.

**2.6 State the appropriate condition and location of tools on completion of maintenance procedures** any faults to be reported to appropriate person in charge, any tools not serviceable to be taken out of commission until repaired. Tools to be stored in designated safe areas of the workshop or store. Ensure PUWER compliance.

### ***Learning Outcome 3. Know how to work safely***

**3.1 Give own specific responsibilities under health and safety legislation** in relation to the preparation of equipment. Refer to HASAW Act, Pre work checklist, COP's and refer to L.O.2.3.

**3.2 State what actions should be taken in the event of incidents which affect the health and safety of self and others** report to the person in charge. If possible and safe to do so isolate or remove any hazards.

**3.3 State own responsibility for health and safety in relation to the maintenance of equipment** explain how to carry out all work activities in accordance with health and safety legislation, and codes of practice

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO)1, 2 and 3**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed by generation of diverse evidence.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc

See Skills and Education Group Awards website for further information

## Assist With Identifying the Presence Of, And Controlling Common Pests and Diseases

<b>Unit Reference</b>	<b>M/502/4023</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	Completion of this unit will enable the candidate to assist with identifying and controlling pests and diseases in intensive cropping situations. It may be carried out outdoors or in protected environments
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with identifying the presence of common pests and diseases	<b>1.1</b> Observe the crop/plants in accordance with instructions  <b>1.2</b> Report the presence and extent of common pests and diseases
<b>2.</b> Be able to assist with controlling common pests and diseases	<b>2.1</b> Carry out cultural or biological control methods in accordance with instructions  <b>2.2</b> Perform work in a manner which minimises environmental damage  <b>2.3</b> Report problems arising during pest and disease control  <b>2.4</b> Dispose of waste safely in accordance with instructions and relevant legal requirements
<b>3.</b> Be able to work safely	<b>3.1</b> Maintain health and safety of self and others

# Supporting Unit Information

## M/502/4023 Assist with identifying the presence of, and controlling common pests and diseases - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1, LO 2 and LO3 are the key area of achievement for this unit

#### ***Learning Outcome 1. Be able to assist with identifying the presence of common pests and diseases.***

**1.1 Observe the crop / plants in accordance with instructions** learner will observe the crop / plants indicated for pests e.g. aphids, whitefly and diseases e.g. botrytis, rust. Growing point will be examined, leaves will be inspected on the upper and lower surfaces and any flowers will also be looked at. A number of plants will be required to be examined in order to establish if pests and diseases are present and if so how widespread and extensive the attack.

**1.2 Report the presence and extent of common pests and diseases** the learner will make notes of the pests / diseases observed and note if widespread or only isolated plants affected. The learner will then report to the person responsible what has been observed, whether this is an isolated occurrence or large numbers affected and the position of the infected plants.

#### ***Learning Outcome 2. Be able to assist with controlling common pests and diseases.***

**2.1 Carry out cultural or biological control methods in accordance with instructions** learners will follow instructions issued by person responsible to control pests and diseases by the following methods: - **Cultural** e.g. improve air circulation around crop / plants, reduce air / ground moisture, provide more space between plants, prevent water remaining on leaves for long periods, if light infection remove infected growth from plants, remove severely infected plants and destroy by burning. **Biological** e.g. introduce appropriate parasite



wasps / predators to the crop / plants, following person in charge's instructions and supplier's instructions and guidance.

## **2.2 Perform work in a manner which minimises environmental damage**

learners will follow instructions from person in charge together with the supplier's instructions and guidance. Burning of infected plants to take place in an enclosed combustion chamber or in a controlled and supervised area within the smoke control regulations. Residual ash to be disposed of by authorised waste contractor or Local Authority arrangements. Unused biological controls will be returned to secure store and dispose of any empty packaging as directed by the supplier.

## **2.3 Report problems arising during pest and disease control**

report any problems arising from carrying out controls e.g. infection found to be more than or greater widespread than initial findings, transporting of infected material, insufficient material to complete biological control, to be reported to person in charge of operations.

## **2.4 Dispose of waste safely in accordance with instructions and relevant legal requirements**

**disposal** of waste e.g. by burning of infected plant material refer to **LO 2.2**, empty packaging to be disposed of as directed by manufacturer / supplier.

### ***Learning Outcome 3. Be able to work safely***

## **3.1 Maintain health and safety of self and others**

maintain health and safety of self and others e.g. wear (steel toe capped footwear, overalls, dust mask) when dealing with fungi infected plants. Keep working area free from obstructions and any receptacles for waste to be placed safely. Persons not involved in the processes to be kept away from working area by signage or barriers. Release parasite wasps and predators only in conditions and in manner as directed by the supplier. Follow risk assessments.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Principles of Identifying the Presence Of, And Controlling Common Pests and Diseases

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<b>Unit Reference</b>	<b>T/502/4024</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	Completion of this unit will enable the candidate to assist with identifying and controlling pests and diseases in intensive cropping situations. It may be carried out outdoors or in protected environments
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Know how to identify common pests and diseases	<b>1.1</b> Respond to instructions and procedures relating to the observation of pests and diseases  <b>1.2</b> State the effect of pests and diseases upon a crop  <b>1.3</b> List the types of pests and diseases that may be present  <b>1.4</b> State to whom the presence of pests and diseases should be reported
<b>2.</b> Know how to control common pests and diseases	<b>2.1</b> State ways in which environmental damage can be minimised  <b>2.2</b> State which problems should be reported; to whom they should be reported; and when this should be done

	<b>2.3</b> State safe methods of disposing of waste and unused materials
<b>3.</b> Know how to work safely	<p><b>3.1</b> List working methods which maintain the health and safety of self and others</p> <p><b>3.2</b> State the health and safety risks involved in the observation and control of pests and diseases</p>

# Supporting Unit Information

## T/502/4024 Principles of identifying the presence of, and controlling common pests and diseases - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of knowledge for this unit**

#### ***Learning Outcome 1. Know how to identify common pests and diseases***

##### **1.1 Respond to instructions and procedures relating to the observation of**

**pests and diseases** learner to follow instructions and procedures given by supervisor e.g. to inspect for pests and diseases, record type / level of infestation and report findings to supervisor. Comply with all health and safety requirements and care to be taken not to spread pests / diseases to uninfected plants.

##### **1.2 State the effect of pests and diseases upon a crop** the effects of pests and diseases on a crop e.g. kill plants, reduce quality of growth (stunt, distort), less visually attractive, reduce yield of crops, damage flowers,

##### **1.3 List the types of pests and diseases that may be present** types of pests and diseases that may be present e.g. sucking insects (aphids) – usually found on leaves. Chewing insects – caterpillars (larvae of butterflies) found on leaves, carrot / cabbage root fly / vine weevil / leather jackets found in / on roots, earwigs generally eat flower petals. Slugs and Snails – eat leaves but can also eat underground parts. Fungi – Black spot / rust found on leaves, club root found on roots. Fusarium / Dollar Spot found on leaves.

##### **1.4 State to whom the presence of pests and diseases should be reported**

Sightings of pests and diseases or visual indication of presence should be reported verbally in person to supervisor or confirmed in writing as soon as possible following observation.

#### ***Learning Outcome 2. Know how to control common pests and diseases***

**2.1 State the ways in which environment damage can be minimised** ways in which environmental damage can be minimised e.g. use environmental control (reduce moisture / increase air flow), use biological control (predatory wasps), use chemicals treatments only for specified targets and as detailed on label. Dispose of excess solutions and washings by applying to treated crop or different area of same crop. Unused concentrate chemicals to be returned to approved store in original container. Unwanted concentrate chemicals and empty containers to be disposed of by returning to supplier or through a specialist waste disposal contractor.

**2.2 State which problems should be reported; to whom they should be reported; and when this should be done** problems that should be reported e.g. all instances of pest and disease presence in a crop, visual damage caused by pests even though non may be visually observed, where environmental controls cannot be effected, shortage of materials to complete control, failure of equipment, presence of unauthorized persons. To whom and when to report refer to **LO 1.4**

**2.3 State safe methods of disposing of waste and unused materials** methods of disposing of waste and unused materials refer to **LO 2.1**

### ***Learning Outcome 3. Know how to work safely***

**3.1 List working methods which maintain the health and safety of self and others**

working methods which maintain health and safety of self and others e.g. follow instruction from supervisor / legislation / codes of practice / risk assessment, follow manufacturer's / supplier's instructions for storage / dilution rates / application method and rates, chemicals and application equipment to be stored in appropriate secure store, wear PPE (water resistant coveralls, rubber boots with toe protection, waterproof gauntlet gloves, face shield), only use control methods on crops indicated by supplier, only use equipment / materials if eligible / certificated or supervised by a certificated person, keep unauthorized persons clear from working area with barriers and / or signage, ask questions if unsure of requirements.

**3.2 State the health and safety risks involved in the observation and control of pests and diseases** health and safety risks involved in the observation and control of pests and diseases e.g. contamination of self and others with handling / applying / applied chemicals, dropping container plants during inspection, breathing dust / spores from infected plants

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports



- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Assist With the Preparation of Growing Media

<b>Unit Reference</b>	<b>H/502/4035</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	Achievement of this unit will prepare candidates to assist with preparing growing media in readiness for plant establishment. It may be carried out in soil or non-soil based growing media; outdoors or in protected environments; and includes health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with making ready materials for the preparation of growing media	<b>1.1</b> Obtain, correctly measure and position materials in readiness for incorporation into growing media; as instructed  <b>1.2</b> Dispose of organic and inorganic waste safely and in accordance with instructions and legal requirements
<b>2.</b> Be able to prepare growing media	<b>2.1</b> Maintain equipment in safe, clean and effective condition  <b>2.2</b> Incorporate materials into the growing medium in accordance with instructions  <b>2.3</b> Prepare the growing medium to the correct consistency in accordance with instructions

	<b>2.4</b> Dispose of organic and inorganic waste in accordance with instructions and legal requirements
<b>3.</b> Be able to work safely	<b>3.1</b> Ensure working methods promote health and safety and are consistent with relevant legislation and codes of practice  <b>3.2</b> Correctly and safely use equipment and materials

# Supporting Unit Information

## H/502/4035 Assist with the preparation of growing media - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1, 2 and 3 are the key areas of achievement for this unit

#### ***Learning Outcome 1. Be able to assist with making ready materials for the preparation of growing media***

##### **1.1 Obtain, correctly measure and position materials in readiness for**

**incorporation into growing media; as instructed** obtain materials from sand, loam (soil), peat, organic material, grit, fertilizer, water saving gel, lime, water).e.g. from storage area, from bags. Ensure to correct sized particles by sieving. Measure materials to the quantities stated e.g. with container (jug, bucket, wheelbarrow, bag, bushel box), by weight (weigh scales).Position materials e.g. in clean container, on clean bench or floor or in a clean power mixer (rotary / drum).

##### **1.2 Dispose of organic and inorganic waste safely and in accordance with**

**instructions and legal requirements** waste disposed of appropriately e.g. organic material recycled or composted (pernicious weeds such as couch grass or ground elder – skip), inorganic (stones, metal, glass), recycle or skip, plastic - recycle. Recycle or dispose of (skip) through a specialist contractor or Local Authority arrangements.

#### ***Learning Outcome 2. Be able to prepare growing media***

##### **2.1 Maintain equipment in safe, clean and effective condition**

equipment (mixer powered rotary / drum), shovel, sieves (powered, manual), besom brush, weigh scales, measuring equipment (jug, bushel box, wheelbarrow, bucket), to be maintained e.g. mechanical equipment - to be cleaned, oiled and greased according to manufacturer's guidelines, hand equipment and tools - to be cleaned of compost, ferrous metal parts oiled and wooden handles rubbed with linseed oil and stored on wall racks or in secure cupboards.

## **2.2 Incorporate materials into the growing medium in accordance with**

**instructions** incorporation methods according to amount of mix required e.g. place in clean container and mix by hand. Place ingredients in a pile on a clean surface and mix with shovel, spreading mix from and over one pile to another for a number of occasions to ensure even mix. Place in a clean mechanical mixer and operate as trained, detailed by the manufacturer follow instructions of supervisor, comply with health and safety legislation / codes of practice / risk assessments, wear protective clothing (steel toe-capped footwear, overalls, eye protection, dust mask, gloves).

## **2.3 Prepare the growing medium to the correct consistency in accordance**

**with instructions** prepare growing medium e.g. mixing refer to **LO 2.2** ensure moisture content provides the correct consistency - carry out squeeze test by taking a sample of the mix in the hand and squeezing hand together, open hand and if mix falls in to separate particles it is too dry – add water mix and retest. If sample then holds together in a lump it is too wet and additional dry material (measured to same recipe as original mix) remix and retest. If sample breaks with cracks but holds together in portions then mix is OK.

## **2.4 Dispose of organic and inorganic waste in accordance with instructions and legal requirements** refer to **LO 1.2**

### ***Learning Outcome 3. Be able to work safely***

#### **3.1 Ensure working methods promote health and safety and are consistent**

**with relevant legislation and codes of practice** working methods e.g. maintain good posture and carry out safe lifting practices (use mechanical aids), avoid creating dust, keep unauthorised persons away from working area (signage, fencing), leave tools safely when not in use, return clean tools / equipment / surplus materials to store when use completed. Follow risk assessments.

#### **3.2 Correctly and safely use equipment and materials** safe use of equipment and materials e.g. use tools only for purpose intended, avoid damage to material packaging, equipment refer to **LO2.2 and LO3.1**

### **Teaching Strategies And Learning Activities**

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Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only

be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Principles of the Preparation of Growing Media

<b>Unit Reference</b>	<b>K/502/4036</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	This unit will enable the candidate to assist with preparing growing media for plant establishment. The unit may be carried out on soil based or non-soil based growing media; outdoors or in protected environments
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to make ready materials for preparing growing media	<b>1.1</b> List the types of equipment required <b>1.2</b> Describe the safe use of equipment and materials <b>1.3</b> List the growing media required within an enterprise <b>1.4</b> List the different materials used in preparation of growing media <b>1.5</b> State relevant procedures for collecting and measuring out materials
<b>2.</b> Know how to prepare growing media	<b>2.1</b> State how to maintain and correctly use equipment <b>2.2</b> State factors affecting the timing of operations <b>2.3</b> Give reasons for the preparation of growing media



	<p><b>2.4</b> State the requirements of a growing medium for planting</p> <p><b>2.5</b> List different methods of incorporating ingredients into growing medium</p> <p><b>2.6</b> State why appropriate levels of hygiene are required during operations</p> <p><b>2.7</b> State different methods of preparing growing media</p>
<b>3.</b> Know how to work safely	<p><b>3.1</b> Identify working methods that maintain the health and safety of self and others</p> <p><b>3.2</b> Identify safe methods for disposing of waste</p>

# Supporting Unit Information

## K/502/4036 Principles of the preparation of growing media - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**LO1, 2 and 3 are the key areas of knowledge for this unit.**

### ***Learning Outcome 1. Know how to make ready materials for preparing growing media***

- 1.1 List the types of equipment required** list types of equipment required e.g. mixer (powered rotary / drum), shovel, sieves (powered, manual), besom brush, weigh scales, measuring equipment (jug, bushel box, wheelbarrow, and bucket).
- 1.2 Describe the safe use of equipment and materials** Describe safe use of equipment and materials refer to **LO1**, e.g. follow instructions of supervisor, comply with health and safety legislation, codes of practice, follow risk assessments, wear protective clothing (steel toe-capped footwear, overalls, eye protection, dust mask, gloves), operate machinery as trained and follow manufacturer's instructions, use tools only for purpose intended, maintain good posture and carry out safe lifting practices (use mechanical aids), avoid damage to material packaging, avoid creating dust, keep unauthorised persons away from working area (signage, barriers), leave tools safely when not in use, return tools / equipment / surplus materials to store when use completed.
- 1.3 List the growing media required within an enterprise** learners to list growing media as used in their workplace e.g. seedling, cutting, potting, ericaceous, cacti, orchid.
- 1.4 List the different materials used in preparation of growing media** learners to list materials used in each type of growing media used in their workplace e.g. sand, loam (soil), peat, organic material, grit, fertilizer, water saving gel, lime, water, insecticide.
- 1.5 State relevant procedures for collecting and measuring out materials** learners to indicate how materials are measured and assembled together for mixing e.g. from big / small bags, storage compounds (remove unwanted

material weeds and large stones / lumps with sieve), measure out according to amount required by, weigh scales, container (jug, bucket, bag, wheelbarrow). Sieve to ensure correct size of particles in mix.

### ***Learning Outcome 2. Know how to prepare growing media***

**2.1 State how to maintain and correctly use equipment** tools and equipment e.g. used correctly refer to **L02**, clean tools and equipment listed in **L01** of compost, ferrous metal parts oiled and wooden handles rubbed with linseed oil and to be securely stored on wall racks or in secure cupboards.

**2.2 State factors affecting the timing of operations** factors e.g. stage of plant growth, availability of materials and staff time, seasonal plant growth requirements.

**2.3 Give reasons for the preparation of growing media** reasons e.g. mix made suitable for species of plant, meet plant growth requirements, suitable for use in containers, know what is in the mix, materials in proportions to own specification, ensure correct moisture content.

**2.4 State the requirements of growing medium for planting** requirements e.g. provide nutrients for even continuous growth, retain water without becoming water-logged, provide anchorage for plant roots, provide root zone appropriate to plant species, allow roots to grow, provide air for roots.

**2.5 List the different methods of incorporating ingredients into growing medium** incorporation methods according to amount of mix required e.g. place in clean container and mix by hand, place ingredients in a pile on a clean surface and mix with shovel, place in a clean mechanical mixer.

**2.6 State why appropriate levels of hygiene are required during operations** hygiene required to prevent e.g. contamination with unwanted materials, introduction of pests and diseases, (if sterilized materials used in mix) contamination with non-sterilized materials, (if insecticides used in mix) contamination of close environment.

**2.7 State different methods of preparing growing media** methods e.g. by hand, with shovel (spreading mix from and over one pile to another for a number of occasions to ensure even mix), mechanical mixer.

### ***Learning Outcome 3. Know how to work safely***

**3.1 Identify working methods that maintain the health and safety of self and others** refer to **L02**

**3.2 Identify safe methods of disposing of waste** disposed of appropriately e.g. organic material recycled or composted (pernicious weeds such as couch grass or ground elder – skip), inorganic (stones, metal, glass), recycle or skip, plastic - recycle. Recycle or dispose of (skip) through a specialist contractor or Local Authority arrangements.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

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## **Methods Of Assessment**

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Sow Seed Outdoors Using a Pedestrian Operated Machine

<b>Unit Reference</b>	<b>H/600/0294</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	This unit includes the knowledge, understanding and skills needed to prepare for and sow seed outdoors using a pedestrian operated machine, to provide immediate aftercare and clear up after the sowing operations is complete
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare to sow seed outdoors using a pedestrian operated machine	<b>1.1</b> Identify and wear appropriate protective clothing <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others <b>1.3</b> Organise tools and materials before use <b>1.4</b> Identify and mark out area to be sown as instructed <b>1.5</b> Remove any unnecessary debris from the area and carry out any final levelling of the surface
<b>2.</b> Be able to prepare a pedestrian operated machine for use	<b>2.1</b> Check cleanliness and operation of machine before use under guidance <b>2.2</b> Identify type and size of seed to be sown and assist to calibrate machine appropriately

	<b>2.3</b> Place seed in machine as instructed
<b>3.</b> Be able to sow seed outdoors using a pedestrian operated machine and provide immediate aftercare to the sown area	<p><b>3.1</b> Sow seed accurately in marked out drills or strips under guidance</p> <p><b>3.2</b> Label drill/area sown, type of seed and date of sowing as directed</p> <p><b>3.3</b> Remove marking pegs and lines etc and firm drills or lightly rake the area sown as directed</p> <p><b>3.4</b> Provide protection for area sown from birds or human disturbance under guidance</p> <p><b>3.5</b> Water sown area appropriately as instructed</p>
<b>4.</b> Be able to clear up after sowing	<p><b>4.1</b> Clean and store tools, equipment and machine after use under guidance</p> <p><b>4.2</b> Clear and tidy the work site after use disposing of debris as instructed</p>

# Supporting Unit Information

## H/600/0294 Sow seed outdoors using a pedestrian operated machine - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2, LO3 and LO4 are the key areas of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to sow seed outdoors using a pedestrian operated machine***

**1.1 Identify and wear appropriate protective clothing** identify and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean when filling seeding machine, safety boots to protect feet in case machine is dropped or runs over foot, gloves and dust mask when handling seed/raking seed bed/removing debris - aim to reinforce good habits of health and safety awareness

**1.2 Follow safety procedures as directed to ensure the health and safety of self and others** e.g. safe filling and operation of machine; good working position and posture for lifting, carrying or pushing machine; correct harnessing of carried machines; avoid leaving tripping hazards. Refer to LO1.1.

**1.3 Organise tools and materials before use** organise e.g. use shed, vehicle, container to organise, secure and protect - rain/wind. Tools and materials e.g. any tools needed to adjust or maintain machine available; seed and any carrying agents, containers for adding seed to hopper available, clean and appropriate; marker pegs/ string available

**1.4 Identify and mark out area to be sown as instructed** identify e.g. area to be sown with chosen seed. Mark out e.g. use pegs and string to mark out line of drills or strips to be walked as appropriate

**1.5 Remove any unnecessary debris from the area and carry out any final levelling of the surface** debris e.g. stones, sticks, string, plastic, weeds etc. Final levelling of surface e.g. rake over any disturbance caused when removing debris by running teeth of rake backward and forward through soil and across soil if necessary



***Learning Outcome 2. Be able to prepare a pedestrian operated machine for use***

**2.1 Check cleanliness and operation of machine before use under guidance**

cleanliness e.g. check seed hopper is clean and clear of unwanted seed types.  
Operation e.g. check machine is operating correctly - wheels or moving parts move smoothly and no blockages in seed dispensing system

**2.2 Identify type and size of seed to be sown and assist to calibrate machine appropriately**

e.g. calibrate for required seed rate and / or spread pattern, change seed dispensing mechanism to suit seeds to be sown, adjust for sowing depth and width if available

**2.3 Place seed in machine as instructed**

e.g. ensure holes used to spread seed are closed before adding seed, avoid spillage

***Learning Outcome 3. Be able to sow seed outdoors using a pedestrian operated machine and provide immediate aftercare to the sown area***

**3.1 Sow seed accurately in marked out drills or strips under guidance**

e.g. accurately follow a marked out drill line or accurately spread in strips between the markers with minimal overlap

**3.2 Label drill/area sown, type of seed and date of sowing as directed**

e.g. label drill or area as appropriate to indicate type of seed and date of sowing, ensure labels are clear, can be easily seen and will stand the weather

**3.3 Remove marking pegs and lines etc and firm drills or lightly rake the area sown as directed**

e.g. check if drills need firming or if firmed by machine check consistency and firm patches as necessary, remove pegs/lines, lightly rake spread seed as guided

**3.4 Provide protection for area sown from birds or human disturbance under guidance**

e.g. set up netting or wire mesh or various types of bird scarers - foil on canes, warning signs to prevent human disturbance, barriers to deter access

**3.5 Water sown area appropriately as instructed**

e.g. depending on area sown use watering can with rose/sprinkler system, avoid washing seed into patches or out of drills

***Learning Outcome 4. Be able to clear up after sowing***

**4.1 Clean and store tools, equipment and machine after use under guidance**

e.g. clean machine and any tools used for maintenance or levelling. Store machine, maintenance tools, seed container, pegs, string so they are safe from damage and can be found for next use - shed or container, tick off equipment/tools returned list

**4.2 Clear and tidy the work site after use disposing of debris as instructed**

e.g. gather up debris - stones, sticks etc and dispose of or recycle as instructed. Store unused seed to maximise future viability e.g. low, steady temperature out of sun, ensure bags or containers are well sealed. Gather up any unused

protection materials such as mesh, netting/canes - untangle/bundle and store ready to be used next time

## **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Planting and Staking a Tree

<b>Unit Reference</b>	<b>Y/600/0292</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, understanding and skills needed to prepare for and plant a tree; provide immediate aftercare and clear up after the planting operation is over
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant a tree	<b>1.1</b> Identify and wear appropriate protective clothing <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others <b>1.3</b> Organise tools and materials before use <b>1.4</b> Carefully remove tree from bundle or pot <b>1.5</b> Prepare tree for planting as instructed
<b>2.</b> Be able to plant and stake a tree and provide immediate aftercare	<b>2.1</b> Dig planting hole to required depth and width as instructed <b>2.2</b> Place tree in hole as instructed <b>2.3</b> Add backfill, compost or fine soil to cover first third of roots and consolidate as instructed

	<p><b>2.4</b> Check tree is straight and adjust if necessary</p> <p><b>2.5</b> Complete backfilling to just below trunk flare and consolidate as instructed</p> <p><b>2.6</b> Position and drive in stake under guidance</p> <p><b>2.7</b> Secure tree to stake and fit protective tubing as instructed</p>
<p><b>3.</b> Be able to clear up after planting and staking a tree</p>	<p><b>3.1</b> Clean and store tools and equipment after use under guidance</p> <p><b>3.2</b> Clear and tidy the planting area disposing of debris as instructed</p>

# Supporting Unit Information

## Y/600/0292 Planting and staking a tree - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key area of achievement for this unit**

#### ***Learning Outcome 1. Be able to prepare to plant a tree***

- 1.1 Identify and wear appropriate protective clothing** identify and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean, safety boots to protect feet when digging, gloves to protect against soil abrasion on hands
- 1.2 Follow safety procedures as directed to ensure the health and safety of self and others** safety of self, e.g. wear appropriate PPE, maintain good posture when working, push fork or spade in with middle/ball of foot. Safety of others, observing safe working distances when using fork or spade, carrying tools safely, care when hammering stakes
- 1.3 Organise tools and materials before use** organise e.g. close to planting site but not obstructing work or access, check that everything needed is available. Tools e.g. fork, spade, hammer/ mallet, watering can/hose. Materials e.g. tree stake/tie, protector, fertiliser/organic matter/mulch
- 1.4 Carefully remove tree from bundle or pot** e.g. care not to damage branches, buds or roots with plastic packaging/elastic band or string, cut string/elastic bands carefully to ensure no damage to trunk, keep roots out of sun/wind to prevent drying
- 1.5 Prepare tree for planting as instructed** e.g. soak rootball in water overnight, carry tree to planting site without letting roots be exposed to drying winds/hot sunshine, gently spread roots

#### ***Learning Outcome 2. Be able to plant and stake a tree and provide immediate aftercare***

**2.1 Dig planting hole to required depth and width as instructed** e.g. dig hole sufficient depth to plant tree so that it is at same level in soil as previous planting - trunk flare, dig hole 3 times width of root ball as instructed

**2.2 Place tree in hole as instructed** e.g. place tree beside stake, hold it upright, check level - refer to LO2.1

**Add backfill, compost or fine soil to cover first third of roots and consolidate as instructed** e.g. gently scoop backfill/compost/fertiliser mix over roots, firm by hand or careful treading to avoid risk of damaging roots/over consolidating

**Check tree is straight and adjust if necessary** e.g. step a few paces away from tree and check that it is upright, check from different directions, adjust and check again

**Complete backfilling to just below trunk flare and consolidate as instructed** e.g. backfill treading carefully as go to firm soil to finished level - refer to LO2.1

**2.3 Position and drive in stake under guidance** e.g. stake of suitable dimensions for method of staking/tree, position - windward side of tree, vertically - best positioned prior to backfilling to avoid damaging tree roots or at 45 degrees and with top pointing towards prevailing wind as instructed.

**2.4 Secure tree to stake and fit protective tubing as instructed** e.g. one tree tie for angled or two for vertical stake, nail to stake if needed and tie to ensure tree is protected from chaffing. Protective tubing e.g. treeshelters, plastic spiral guards - care when fitting not to break off branches/buds, fit right down to ground level to deter voles

### ***Learning Outcome 3. Be able to clear up after planting and staking a tree***

**3.1 Clean and store tools and equipment after use under guidance** e.g. spade blade cleaned of mud / vegetation, oiled, wooden handle rubbed with linseed oil, hung from handle or stood in shed with blade down

**3.2 Clear and tidy the planting area disposing of debris as instructed** clear planting area e.g. soil/mulch raked level, tools/equipment removed from site, stones/weeds cleared, paths swept or grass areas adjacent to bed cleared of clods. Dispose of debris e.g. organic - weeds, roots or inorganic - stones, broken protectors, plastic. Disposed of appropriately by reuse / recycling or bag / bin and dispose of according to Local Authority guidance as instructed by supervisor.

### **Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following



- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Garden Design

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<b>Unit Reference</b>	<b>M/504/5342</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	This unit introduces the knowledge and understanding required in garden design
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Know the principle styles of garden design	<b>1.1</b> State the major features of a range of different styles of garden  <b>1.2</b> Describe the differences between formal and informal garden styles  <b>1.3</b> Source information on design ideas in differing formats
<b>2.</b> Be able to produce a simple design for a garden	<b>2.1</b> Experiment with shapes and patterns in garden design  <b>2.2</b> Identify features to be included in a design  <b>2.3</b> Produce a simple garden design using basic shapes and features

# Supporting Unit Information

## M/504/5342 Introduction to garden design - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

### **Learning Outcome 1. Know the principle styles of garden design**

**1.1 State the major features of a range of different styles of garden, e.g. cottage gardens, Japanese gardens, English Landscape gardens, formal French gardens:** Cottage gardens e.g. informal mixture of ornamental and edible plants, fruit trees, vegetables, and herbs, herbaceous perennials e.g. peonies, delphiniums, rustic items (e.g. willow arches, seats) and winding cobbled, tiled or bricked paths. Japanese Gardens e.g. formal, within small walled enclosures, formal clipped plants and hedges, symbolic rocks, rakes gravel or sand

**1.2 Describe the differences between formal and informal garden styles**  
Informal – e.g. cottage garden style, influenced by nature of site and personal preference, flowing and curved lines, full of mixed planting including lightly pruned shrubs, climbers, herbs, annual and herbaceous plants, hard landscape features softened by planting,  
Formal e.g. Japanese and classic gardens, symmetrically, geometrical shapes, structured by straight walls, paths or terracing, fewer plants, more controlled, clipped or pruned tightly (e.g. topiary), sense of control

**1.3 Source information on design ideas in differing formats e.g. books, horticultural shows, magazines** Ideas for e.g. layout, planting, features, management  
Sources; books e.g. John Brookes *Garden Design*, RHS *Encyclopaedia of Garden Design*, various plant encyclopaedias, Alan Titchmarsh *How to garden; Garden Design*.  
Shows e.g. Chelsea Flower Show, Tatton Park Show, Harrogate Show, Gardeners World, Malvern or local shows and exhibitions  
Magazines – e.g. Gardeners World, House and Garden, Garden Design Journal, Amateur Gardening  
Other sources – visits to public and heritage gardens, National Garden Scheme.

### **Learning Outcome 2. Be able to produce a simple design for a garden**

**2.1 Experiment with shapes and patterns in garden design** e.g. use of sketches, mood boards, models, computer aided design packages

**2.2 Identify features to be included in a design, e.g. patio, path, seat etc**

Patio, paths e.g. shape, edging or surrounds, material (e.g. decking, block paving, coloured, patterned or textured surfaces)

Fences, buildings, seats, arches pergolas – location, size, function, design, material (e.g. rustic wood, hardwood, wrought iron, stainless steel, plastic)

Beds and Borders – e.g. formal, informal, shape, location, height, width, colour

**2.3 Produce a simple garden design using basic shapes and features**

Draw – e.g. formal drawing on paper (plain or squared), computer aided

Styles – refer to LO1.1 and LO1.2, Features refer to LO2.2.

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
  
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Plant Selection

<b>Unit Reference</b>	<b>T/504/5343</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The unit introduces the knowledge required to make appropriate selection of plants for garden design
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Know the characteristics of plants	<b>1.1</b> Identify aesthetic characteristics of plants <b>1.2</b> Identify functional characteristics of plant
<b>2.</b> Know the uses of plants	<b>2.1</b> Identify different categories of plants for specific purposes
<b>3.</b> Be able to select plants for specific uses and locations	<b>3.1</b> Identify plants suitable for different locations <b>3.2</b> Identify plants for a given specific function or aesthetic purpose
<b>4.</b> Understand the establishment and maintenance needs of plants	<b>4.1</b> State the establishment needs of specific plants <b>4.2</b> State routine maintenance needs of specific plants

# Supporting Unit Information

## T/504/5343 Plant selection - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

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### Teaching Strategies And Learning Activities

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence



- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Understanding Organic Horticulture

<b>Unit Reference</b>	<b>A/504/5344</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	This unit introduces the knowledge required to understand the benefit of organic techniques as well as an understanding of the principles that support them
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
<b>1.</b> Know the difference between organic and conventional growing systems	<b>1.1</b> Define the term organic as applied to sustainable growing systems  <b>1.2</b> Identify three advantages of organic growing methods  <b>1.3</b> Identify three disadvantages of organic growing techniques  <b>1.4</b> State three potential environmental benefits of organic growing methods
<b>2.</b> Know organic soil management techniques	<b>2.1</b> Identify common methods of improving soil fertility  <b>2.2</b> State the purpose of composting  <b>2.3</b> Define the term green manure  <b>2.4</b> Give three examples of green manures

<p><b>3.</b> Be able to carry out organic soil management techniques</p>	<p><b>3.1</b> Enrich soil with appropriate manure for organic gardening</p> <p><b>3.2</b> Enrich soil with appropriate fertilisers for organic gardening</p>
<p><b>4.</b> Know organic crop protection techniques</p>	<p><b>4.1</b> State three benefits of using natural methods of pest and disease control</p> <p><b>4.2</b> List three natural predators and the pests they control</p> <p><b>4.3</b> Describe three organic methods of pest control</p>
<p><b>5.</b> Be able to protect crops using organic techniques</p>	<p><b>5.1</b> Demonstrate an organic method of pest control</p>

# Supporting Unit Information

## A/504/5344 Understanding organic horticulture - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only

be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Plant Container Grown Plants

<b>Unit Reference</b>	<b>L/504/0004</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to plant container grown plants in a prepared area of soil and understand the requirements for their establishment. A variety of plant types may be used for this unit to accommodate the abilities of a wide range of candidates and the context in which the unit is carried out
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Know how to plant container grown plants	<b>1.1</b> State reasons for removing damaged material before planting  <b>1.2</b> State conditions when planting should not take place  <b>1.3</b> State problems that can occur when plants are planted at incorrect depth  <b>1.4</b> State reason for firming plants into container properly after planting
<b>2.</b> Be able to plant container grown plants	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance

	<p><b>2.2</b> Prepare container and plants for planting</p> <p><b>2.3</b> Plant container plants to correct depth, site requirements and plant requirements</p> <p><b>2.4</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.5</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## L/504/0004 Plant container grown plants - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prepare Soil and Apply Organic Mulch

<b>Unit Reference</b>	<b>R/504/0005</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills in the application of organic mulch to an appropriate and consistent thickness
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare soil and apply organic mulch	<b>1.1</b> State reasons for applying organic mulch  <b>1.2</b> State soil conditions when mulching should not take place  <b>1.3</b> Identify mulching materials  <b>1.4</b> State reasons for cleaning and storing tools  <b>1.5</b> State steps to prepare soil and apply mulch
<b>2.</b> Be able to prepare soil and apply organic mulch	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance  <b>2.2</b> Remove surface weeds and debris  <b>2.3</b> Prepare soil surface for application of organic mulch

	<p><b>2.4</b> Apply organic mulch to soil using correct techniques and specifications without damaging crop/ border plants</p> <p><b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.6</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## R/504/0005 Prepare soil and apply organic mulch - Level 1

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible.

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

See Skills and Education Group Awards website for further information

## Water a Bed, Border or Area of Plants in Containers

<b>Unit Reference</b>	<b>T/504/0143</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills involved in providing sufficient water to plants, at the correct rate, and to recognise when plants are in need of water
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to water a bed, border or area of plants in containers	<b>1.1</b> Identify when plants need to be watered <b>1.2</b> State problems that occur when watering plants
<b>2.</b> Be able to water a bed, border or area of plants in containers	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance <b>2.2</b> Check plants and soil to be watered <b>2.3</b> Water plants using correct tools and methods avoiding damage to plants and soil or localised flooding <b>2.4</b> Leave the site clean and tidy



# Supporting Unit Information

## T/504/0143 Water a bed, border or area of plants in containers - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Aerate Turf By Hand

<b>Unit Reference</b>	<b>R/504/0182</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to aerate turf by hand to a specified depth and spacing. This may be carried out with a garden fork or hand aerator, on which any type of tine may be fitted
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to aerate turf by hand	<b>1.1</b> State the tasks involved in aerating turf by hand
<b>2.</b> Be able to aerate turf by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to aerate turf by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## R/504/0182 Aerate turf by hand - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Apply Fertiliser By Hand to Bare Ground

<b>Unit Reference</b>	<b>A/504/0144</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to weigh out and apply fertiliser accurately by hand and incorporate it into the soil surface ready for sowing/planting. Calculation of fertiliser requirement is not included
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Know how to apply fertiliser by hand to bare ground	<b>1.1</b> State reason for weighing out fertiliser accurately <b>1.2</b> State how to apply fertiliser by hand to bare ground
<b>2.</b> Be able to apply fertiliser by hand to bare ground	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance <b>2.2</b> Weigh out fertiliser accurately <b>2.3</b> Apply fertiliser to site using suitable application methods <b>2.4</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements <b>2.5</b> Leave the site clean and tidy



# Supporting Unit Information

## A/504/0144 Apply fertiliser by hand to bare ground – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Build a Sample Brick Wall

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<b>Unit Reference</b>	<b>H/504/0137</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to build a sample brick wall
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to build a sample brick wall	<b>1.1</b> State the tasks involved in building a sample brick wall
<b>2.</b> Be able to build a sample brick wall	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to build a sample brick wall  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0137 Build a sample brick wall – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Care for a Planted Area

<b>Unit Reference</b>	<b>R/504/0148</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to recognise and remove unwanted weeds, leaves or other debris, cultivate the soil surface and maintain an acceptable visual appearance.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Know how to care for a planted area	<b>1.1</b> Identify the tasks involved in caring for a planted area
<b>2.</b> Be able to care for a planted area	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Remove undesired plants from area  <b>2.3</b> Cultivate soil surface using correct tools and methods  <b>2.4</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.5</b> Leave the site clean and tidy



# Supporting Unit Information

## R/504/0148 Care for a planted area – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Collect and Prepare Produce or Plant Material for Transport

<b>Unit Reference</b>	<b>H/504/0171</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the skills required to collect and prepare produce or plant material for transport. This can be carried out with a variety of produce e.g. pot plants, salads, top/soft fruit, vegetables or flowers
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to collect and prepare produce or plant material for transport	<b>1.1</b> State the tasks involved in collecting and preparing produce or plant material for transport
<b>2.</b> Be able to collect and prepare produce or plant material for transport	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to collect and prepare produce or plant material for transport  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0171 Collect and prepare produce or plant material for transport - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Cultivate Land by Single Digging or Forking

<b>Unit Reference</b>	<b>K/504/0012</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use primary cultivation hand techniques to prepare ground to a coarse crumb, leaving the soil ready for weathering and free from weeds and large debris
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to cultivate land by single digging or forking	<b>1.1</b> State how to cultivate land by single digging or forking
<b>2.</b> Be able to cultivate land by single digging or forking	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance  <b>2.2</b> Turn soil using appropriate tools and methods to meet requirements  <b>2.3</b> Remove debris and weeds from site correctly  <b>2.4</b> Leave the site clean and tidy



# Supporting Unit Information

## K/504/0012 Cultivate land by single digging/forking – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Dead-Head Rose Bushes, Rhododendrons or Other Suitable Shrubs

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<b>Unit Reference</b>	<b>A/504/0015</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to dead head rose bushes, rhododendrons or shrubs requiring similar treatment
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to dead-head rose bushes, Rhododendrons or other shrubs	<b>1.1</b> Identify the tasks involved in dead-heading roses, Rhododendrons or other shrubs
<b>2.</b> Be able to dead-head rose bushes, Rhododendrons or other shrubs	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities dead-head rose bushes, Rhododendrons or other shrubs using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## **A/504/0015 Dead-head rose bushes, Rhododendrons or other suitable shrubs – Level 1**

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Determine Soil pH With Colour Indicator Test Kit under Supervision

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<b>Unit Reference</b>	<b>M/504/0013</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to test a sample of soil, using a colorimetric method, and to record its pH
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
<b>1.</b> Know how to determine soil pH with colour indicator kit	<b>1.1</b> State how to use a colour indicator test kit to determine soil pH
<b>2.</b> Be able to determine soil pH with colour indicator kit under supervision	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Take a soil sample using correct techniques without contamination or damage to equipment under supervision</p> <p><b>2.3</b> Use the pH indicator test kit correctly under supervision</p> <p><b>2.4</b> Identify soil pH using indicator chart</p> <p><b>2.5</b> Record soil pH</p>



	<p><b>2.6</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.7</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## **M/504/0013 Determine soil pH with colour indicator test kit under supervision - Level 1**

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Edge and Rake Golf Bunkers

<b>Unit Reference</b>	<b>A/504/0189</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to edge and rake golf bunkers.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to edge and rake golf bunkers	<b>1.1</b> State the tasks involved in edging and raking golf bunkers
<b>2.</b> Be able to edge and rake golf bunkers	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to edge and rake golf bunkers  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0189 Edge and rake golf bunkers – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible

**It is important that practical assessment activities are supervised appropriately.**

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Edge Turf with Shears

<b>Unit Reference</b>	<b>Y/504/0183</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to edge turf with shears, leaving a visually acceptable appearance.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to edge turf with shears	<b>1.1</b> State the tasks involved in edging turf with shears
<b>2.</b> Be able to edge turf with shears	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to edge turf with shears</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## Y/504/0183 Edge turf with shears - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Establish an Even Gradient or Level between Two Fixed Points

<b>Unit Reference</b>	<b>D/504/0136</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to establish an even gradient or level between two fixed points
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to establish an even gradient or level between two fixed points	<b>1.1</b> Know how to establish an even gradient or level between two fixed points
<b>2.</b> Be able to establish an even gradient or level between two fixed points	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to establish an even gradient or level between two fixed points  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## **D/504/0136 Establish an even gradient or level between two fixed points - Level 1**

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information



## Identify Annuals and Herbaceous Perennials

<b>Unit Reference</b>	<b>H/504/0848</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify annuals and herbaceous plants by nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know annuals and herbaceous perennials species	<b>1.1</b> Identify annuals and herbaceous perennials by nationally accepted common or botanical names

# Supporting Unit Information

## H/504/0848 Identify annuals and herbaceous perennials – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Identify Indoor Plants

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<b>Unit Reference</b>	<b>Y/504/0202</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify indoor plants using nationally accepted common names or botanical names.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.1)</b> <i>The learner can</i>
<b>1.</b> Know indoor plant species	<b>1.1</b> Identify indoor plants by nationally accepted common or botanical names

# Supporting Unit Information

## K/504/0849 Identify indoor plants – Level 1

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Identify Trees and Shrubs

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<b>Unit Reference</b>	<b>Y/504/0846</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify trees and shrubs using nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.1)</b> <i>The learner can</i>
<b>1.</b> Know tree and shrub species	<b>1.1</b> Identify trees and shrubs by nationally accepted common or botanical names

# Supporting Unit Information

## Y/504/0846 Identify trees and shrubs - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Identify Weeds

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<b>Unit Reference</b>	<b>D/504/0847</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify weeds using nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.1)</b> <i>The learner can</i>
<b>1.</b> Know weed species	<b>1.1</b> Identify weeds by nationally accepted common or botanical names

# Supporting Unit Information

## D/504/0847 Identify weeds - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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- Taped evidence (video or audio)
- Photographic evidence
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### **Additional Information**

See Skills and Education Group Awards website for further information



## Lay Paving Blocks on Sand

<b>Unit Reference</b>	<b>L/504/0178</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to lay paving blocks on sand, including cutting to fit and the application of sand to the joints
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lay paving blocks on sand	<b>1.1</b> State the tasks involved in laying paving blocks on sand
<b>2.</b> Be able to lay paving blocks on sand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to Lay paving blocks on sand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0178 Lay paving blocks on sand – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Lay Paving Slabs

<b>Unit Reference</b>	<b>J/504/0177</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to lay paving slabs on a prepared base, maintaining surface levels against fixed points. The paving may be laid using mortar spots or on a dry mortar base
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lay paving slabs	<b>1.1</b> State the tasks involved in laying paving slabs
<b>2.</b> Be able to lay paving slabs	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to lay paving slabs  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## J/504/0177 Lay paving slabs – Level 1

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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### **Additional Information**

See Skills and Education Group Awards website for further information



## Lay Turf By Hand

<b>Unit Reference</b>	<b>D/504/0184</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills and knowledge required to carry out the final preparation of the surface, handle turf without damage and lay turf to the required specification
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lay turf by hand	<b>1.1</b> State the tasks involved in laying turf by hand
<b>2.</b> Be able to lay turf by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to lay turf by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0184 Lay turf by hand – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Lift, Divide and Plant Herbaceous Perennials

<b>Unit Reference</b>	<b>M/504/0156</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to lift, divide and plant herbaceous perennials. This can be carried out in a decorative horticulture or production horticulture context.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lift, divide and plant herbaceous perennials	<b>1.1</b> State the tasks involved in lifting, dividing and planting herbaceous perennials
<b>2.</b> Be able to lift, divide and plant herbaceous perennials	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to lift, divide and plant herbaceous perennials  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## M/504/0156 Lift, divide and plant herbaceous perennials - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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### **Additional Information**

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## Maintain and Protect Metal Surfaces

<b>Unit Reference</b>	<b>J/504/0180</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare metal surfaces and apply surface treatment in order to preserve the surfaces and improve their visual appearance
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to maintain and protect metal surfaces	<b>1.1</b> State the tasks involved in maintaining and protecting metal surfaces
<b>2.</b> Be able to maintain and protect metal surfaces	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain and protect metal surfaces  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## J/504/0180 Maintain and protect metal surfaces – Level 1

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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- Reports/notes
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Maintain Hand Tools

<b>Unit Reference</b>	<b>D/504/0198</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to maintain a range of hand tools.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to maintain hand tools	<b>1.1</b> State the tasks involved in maintaining hand tools
<b>2.</b> Be able to maintain hand tools	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain hand tools  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0198 Maintain hand tools – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Maintain Paved Areas

<b>Unit Reference</b>	<b>L/504/0181</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to maintain paved areas, including the clearance of weeds and debris from paved areas and grids, leaving them unobstructed and visually acceptable
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to maintain paved areas	<b>1.1</b> State the tasks involved in maintaining paved areas
<b>2.</b> Be able to maintain paved areas	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain paved areas  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0181 Maintain paved areas – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Maintain Wooden Structures with Water-Based Preservative

<b>Unit Reference</b>	<b>K/504/0172</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare wooden structures and apply surface treatments with water-based preservative to prevent decay and maintain the visual appearance
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to maintain wooden structures with water-based preservative	<b>1.1</b> State the tasks involved in maintaining wooden structures with water-based preservative
<b>2.</b> Be able to maintain wooden structures with water-based preservative	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain wooden structures with water-based preservative  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## K/504/0172 Maintain wooden structures with water-based preservative – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Mix Mortar or Concrete

<b>Unit Reference</b>	<b>D/504/0203</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to mix mortar or concrete
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to mix mortar or concrete	<b>1.1</b> State the tasks involved in mixing mortar or concrete
<b>2.</b> Be able to mix mortar or concrete	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidelines  <b>2.2</b> Carry out activities to mix mortar or concrete  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0203 Mix mortar or concrete - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Over-Mark Sports Lines

<b>Unit Reference</b>	<b>D/504/0038</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to over-mark existing straight and curved lines for sport
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to over-mark sports lines	<b>1.1</b> State the tasks involved in over-marking sports lines
<b>2.</b> Be able to over-mark sports lines	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to over-mark sports lines</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## D/504/0038 Over-mark sports lines – Level 1

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Place Sports Equipment

<b>Unit Reference</b>	<b>M/504/0190</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to place sports equipment safely and effectively to meet appropriate sport's governing body requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to place sports equipment	<b>1.1</b> State the tasks involved in placing sports equipment
<b>2.</b> Be able to place sports equipment	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to place sports equipment  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## M/504/0190 Place sports equipment - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

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- Product evidence
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Plant Flower Bulbs for Naturalisation or Bedding

<b>Unit Reference</b>	<b>F/504/0145</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to plant flower bulbs correctly, ensuring optimum depth and spacing. This unit can be taken in the context of naturalisation or bedding.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to plant flower bulbs for naturalisation or bedding	<b>1.1</b> State how to use flower bulbs for naturalisation or bedding
<b>2.</b> Be able to plant flower bulbs naturalisation or bedding	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Prepare site for planting of bulbs  <b>2.3</b> Check bulbs are suitable for planting  <b>2.4</b> Plant bulbs using correct tools, equipment and techniques to job specification  <b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.6</b> Leave the site clean and tidy

# Supporting Unit Information

## F/504/0145 Plant flower bulbs for naturalisation or bedding - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

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Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports
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### **Additional Information**

See Skills and Education Group Awards website for further information



## Pot Up Rooted Cuttings, Large Seedlings or Plugs By Hand

<b>Unit Reference</b>	<b>A/504/0161</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to pot up rooted cuttings, large seedlings or plugs by hand, maintaining plant health throughout the process
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to pot up rooted cuttings, large seedlings or plugs by hand	<b>1.1</b> State the tasks involved in potting up rooted cuttings, large seedling or plugs by hand
<b>2.</b> Be able to pot up rooted cuttings, large seedlings or plugs by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to pot up rooted cuttings, large seedlings or plugs by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0161 Pot up rooted cuttings, large seedlings or plugs by hand – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Interview/professional discussion
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prepare and Plant a Container For Display

<b>Unit Reference</b>	<b>L/504/0147</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare and plant up a container to provide a decorative display.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare and plant a container for display	<b>1.1</b> State how to prepare a container for display <b>1.2</b> State how to plant a container
<b>2.</b> Be able to prepare and plant a container for display	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance <b>2.2</b> Prepare a container for planting using correct tools and equipment <b>2.3</b> Prepare work area for planting a container <b>2.4</b> Plant a container using correct tools and equipment <b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements <b>2.6</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0147 Prepare and plant a container for display - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information



## Prepare and Plant a Hanging Basket

<b>Unit Reference</b>	<b>J/504/0146</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare and plant up a hanging basket for decorative display, using a variety of plant types
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare and plant a hanging basket	<b>1.1</b> State how to prepare a hanging basket for planting <b>1.2</b> State how to plant a hanging basket
<b>2.</b> Be able to prepare and plant a hanging basket	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance <b>2.2</b> Prepare a hanging basket for planting using correct tools and methods <b>2.3</b> Prepare work area for planting a hanging basket <b>2.4</b> Plant a hanging basket using correct tools and methods <b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements <b>2.6</b> Leave the site clean and tidy

# Supporting Unit Information

## J/504/0146 Prepare and plant a hanging basket – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prick Out Seedlings Singly

<b>Unit Reference</b>	<b>F/504/0159</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prick out seedlings singly into 6-pack modules or standard trays. This includes the preparation of containers, selection and handling of seedlings and watering in
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prick out seedlings singly	<b>1.1</b> State the tasks involved in pricking out seedlings singly
<b>2.</b> Be able to prick out seedlings singly	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to prick out seedlings singly  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## F/504/0159 Prick out seedlings singly – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Propagate By Stem Cuttings

<b>Unit Reference</b>	<b>T/504/0160</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to propagate by stem cuttings. These may be soft or semi-ripe; nodal or inter-nodal
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to propagate by stem cuttings	<b>1.1</b> State the tasks involved in propagating by stem cuttings
<b>2.</b> Be able to propagate by stem cuttings	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to propagate by stem cuttings  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0160 Propagate by stem cuttings – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prune Bush Roses

<b>Unit Reference</b>	<b>L/504/0150</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune large or cluster flowered bush roses, maintaining health and vigour
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prune bush roses	<b>1.1</b> Identify the tasks involved in pruning bush roses
<b>2.</b> Be able to prune bush roses	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to prune and shape bush roses using a correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## L/504/0150 Prune bush roses - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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### **Additional Information**

See Skills and Education Group Awards website for further information



## Prune Deciduous Shrubs Flowering on Current Season's Growth

<b>Unit Reference</b>	<b>J/504/0020</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune deciduous shrubs flowering on the current season's growth, maintaining health and vigour of the plants
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prune deciduous shrubs flowering on current seasons growth	<b>1.1</b> State the tasks involved in pruning deciduous shrubs flowering on current season's growth
<b>2.</b> Be able to prune deciduous shrubs flowering on current season's growth	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to prune deciduous shrubs flowering on current seasons growth using correct tools, equipment and techniques to specification  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## J/504/0020 Prune deciduous shrubs flowering on current season's growth – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prune Deciduous Spring-Flowering Shrubs

<b>Unit Reference</b>	<b>Y/504/0152</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune deciduous spring-flowering shrubs, maintaining their health and vigour
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prune deciduous spring-flowering shrubs	<b>1.1</b> State the tasks involved in pruning deciduous spring-flowering shrubs
<b>2.</b> Be able to prune deciduous spring-flowering shrubs	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to prune deciduous spring-flowering shrubs using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## Y/504/0152 Prune deciduous spring-flowering shrubs – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Photographic evidence
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Prune Hedges by Hand

<b>Unit Reference</b>	<b>Y/504/0149</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune hedges using hand shears, loppers and secateurs
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prune hedges by hand	<b>1.1</b> Identify the tasks involved in pruning hedges by hand
<b>2.</b> Be able to prune hedges by hand	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to trim hedges by hand using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## Y/504/0149 Prune hedges by hand - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Prune Shrubs for Winter Stem Colour

<b>Unit Reference</b>	<b>R/504/0151</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune shrubs for winter stem colour, maintaining the health and vigour of the plants
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prune shrubs for winter stem colour	<b>1.1</b> Identify the tasks involved in pruning shrubs for winter stem colour
<b>2.</b> Be able to prune shrubs for winter stem colour	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities prune shrubs for winter stem colour using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## R/504/0151 Prune shrubs for winter stem colour – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information



## Remove Dew from Fine Turf

<b>Unit Reference</b>	<b>T/504/0188</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to remove surface dew in order to maintain plant health and facilitate further operations
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to remove dew from fine turf	<b>1.1</b> State the tasks involved in removing dew from fine turf
<b>2.</b> Be able to remove dew from fine turf	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to remove dew from fine turf  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0188 Remove dew from fine turf – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Repair Area of Damaged Turf with Seed

<b>Unit Reference</b>	<b>Y/504/0037</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to restore surface levels and repair a damaged area of turf with seed
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to repair area of damaged turf with seed	<b>1.1</b> State the tasks involved in repairing area of damaged turf with seed
<b>2.</b> Be able to repair area of damaged turf with seed	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to repair area of damaged turf with seed  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## Y/504/0037 Repair area of damaged turf with seed – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Scarify Turf By Hand

<b>Unit Reference</b>	<b>H/504/0185</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to scarify turf, using hand tools and to collect and dispose of the resultant debris
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to scarify turf by hand	<b>1.1</b> State the tasks involved in scarifying turf by hand
<b>2.</b> Be able to scarify turf by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to scarify turf by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0185 Scarify turf by hand – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Set Out Pots, Modules or Trays Following Potting or Pricking Out

<b>Unit Reference</b>	<b>L/504/0035</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to set out pots, modules or trays, following potting or pricking out. This includes preparation of the area, transporting the containers and setting them out on the bench or standing ground
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to set out pots, modules or trays following potting or pricking out	<b>1.1</b> State the tasks involved in setting out pots, modules or trays following potting or pricking out
<b>2.</b> Be able to set out pots, modules or trays following potting or pricking out	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to set out pots, modules or trays following potting or pricking out</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## L/504/0035 Set out pots, modules or trays following potting or pricking out – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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### **Additional Information**

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## Sow Grass Seed by Hand

<b>Unit Reference</b>	<b>M/504/0187</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to calculate the area to be sown, mark it out, weigh out the grass seed and sow it evenly
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to sow grass seed by hand	<b>1.1</b> State the tasks involved in sowing grass seed by hand
<b>2.</b> Be able to sow grass seed by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to sow grass seed by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## M/504/0187 Sow grass seed by hand - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Sow Seed Indoors In Containers

<b>Unit Reference</b>	<b>A/504/0158</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds indoors, broadcast into containers, to the correct depth and density and to water the containers effectively after sowing
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to sow seed indoors in containers	<b>1.1</b> State the tasks involved in sowing seeds indoors in containers
<b>2.</b> Be able to sow seed indoors in containers	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to sow seed indoors in containers  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0158 Sow seed indoors in containers - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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- Site risk assessment
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Sow Seed Outdoors In Drills by Hand

<b>Unit Reference</b>	<b>T/504/0157</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds outdoors in drills by hand, including final soil preparation, setting a taut line and sowing the seeds
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to sow seed outdoors in drills by hand	<b>1.1</b> State the tasks involved in sowing seed outdoors in drills by hand
<b>2.</b> Be able to sow seed outdoors in drills by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to sow seed outdoors in drills by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0157 Sow seed outdoors in drills by hand - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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- Reports/notes
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Support Herbaceous Perennials

<b>Unit Reference</b>	<b>H/504/0154</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to support herbaceous perennials. This can be done in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to support herbaceous perennials	<b>1.1</b> State the tasks involved in supporting herbaceous perennials
<b>2.</b> Be able to support herbaceous perennials	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to support herbaceous perennials  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0154 Support herbaceous perennials - Level 1

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Support Individual Stems

<b>Unit Reference</b>	<b>D/504/0153</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to support individual stems. This can be done in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to support individual stems	<b>1.1</b> State the tasks involved in supporting individual stems
<b>2.</b> Be able to support individual stems	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to support individual stems  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0153 Support individual stems - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Support Plants on Wires, Frames or Trellis

<b>Unit Reference</b>	<b>K/504/0155</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to support plants on wires, frames or trellis. This can be carried out in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to support plants on wires, frames or trellis	<b>1.1</b> State the tasks involved in supporting plants on wires, frames or trellis
<b>2.</b> Be able to support plants on wires, frames or trellis	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to support plants on wires, frames or trellis  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## K/504/0155 Support plants on wires, frames or trellis – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Use a Cylinder Mower

<b>Unit Reference</b>	<b>F/504/0193</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a cylinder mower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a cylinder mower	<b>1.1</b> State the tasks involved in using a cylinder mower
<b>2.</b> Be able to use a cylinder mower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use a cylinder mower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## F/504/0193 Use a cylinder mower - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Use a Leaf-Litter Blower

<b>Unit Reference</b>	<b>L/504/0195</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a hand held leaf/litter blower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a leaf-litter blower	<b>1.1</b> State the tasks involved in using a leaf-litter blower
<b>2.</b> Be able to use a leaf-litter blower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities use a leaf-litter blower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0195 Use a leaf-litter blower - Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

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## Use a Nylon Cord Strimmer

<b>Unit Reference</b>	<b>H/504/0039</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a nylon cord strimmer safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a nylon cored strimmer	<b>1.1</b> State the tasks involved in using a nylon cored strimmer
<b>2.</b> Be able to use a nylon cored strimmer	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use a nylon cored strimmer  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0039 Use a nylon cored strimmer – Level 1

### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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- Interview/professional discussion
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Use a Wheeled Rotary Mower

<b>Unit Reference</b>	<b>T/504/0191</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a wheeled rotary mower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a wheeled rotary mower	<b>1.1</b> State the tasks involved in using a wheeled rotary mower
<b>2.</b> Be able to use a wheeled rotary mower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use a wheeled rotary mower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0191 Use a wheeled rotary mower – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Use an Air Cushion Mower

<b>Unit Reference</b>	<b>A/504/0192</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use an air cushion mower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use an air cushion mower	<b>1.1</b> State the tasks involved in using an air cushion mower
<b>2.</b> Be able to use an air cushion mower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use an air cushion mower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0192 Use an air cushion mower – Level 1

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Centres should adopt a delivery approach which supports the practical skills and knowledge development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Establishing Plants or Seeds in Soil

<b>Unit Reference</b>	<b>A/502/1223</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds
<b>Learning Outcomes (1 to 8)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 8.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to select, use and maintain equipment	<b>1.1</b> Select appropriate equipment for this area of work <b>1.2</b> Use equipment according to instructions <b>1.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>2.</b> Be able to select and transport plants and or seeds	<b>2.1</b> Select plants and or seeds as requested <b>2.2</b> Identify a representative sample of plants <b>2.3</b> Handle, prepare and transport plants and seeds in a way that maintains their health and condition
<b>3.</b> Be able to establish plants and or seeds in soil	<b>3.1</b> Position and plant the plants and or seeds according to instructions/drawings <b>3.2</b> Provide aftercare to meet the planting specifications

<p><b>4.</b> Be able to work safely and minimise environmental damage</p>	<p><b>4.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Dispose of waste safely and correctly</p>
<p><b>5.</b> Know the requirements for establishing healthy plants</p>	<p><b>5.1</b> Describe how to prepare seeds and or plants in a way that is appropriate to the plant and conditions</p> <p><b>5.2</b> State what pH is and how to test for it</p> <p><b>5.3</b> Explain the importance of timing and seasonality on planting to encourage establishment and growth</p> <p><b>5.4</b> Describe how to handle and transport plants in a way which minimises damage and maintains health</p> <p><b>5.5</b> Explain the importance of planting seeds and or plants to the correct depth and position</p> <p><b>5.6</b> Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting</p> <p><b>5.7</b> Describe the different types of backfill materials relevant to different types of plants and situations</p> <p><b>5.8</b> Describe the range of protection methods which may be used for different plants e.g. anti-desiccants, tree guards and shelters</p> <p><b>5.9</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<p><b>6.</b> Know how to deal with damage and pollution</p>	<p><b>6.1</b> State the correct methods of dealing with accidental damage and pollution</p> <p><b>6.2</b> Describe how to minimise damage and unnecessary waste when working</p>

<p><b>7.</b> Know the types of equipment required and how to maintain them</p>	<p><b>7.1</b> Describe the equipment which will be necessary for establishing plants and seeds in soil</p> <p><b>7.2</b> Describe methods of maintaining the equipment ready for use</p>
<p><b>8.</b> Know the current health and safety legislation and environmental good practice</p>	<p><b>8.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p>
<p><b>Mapping to National Occupational Standards</b> 029NL 2.2</p>	

# Supporting Unit Information

## A/502/1223 Establishing plants or seeds in soil - Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g.) LO1 and then to Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

### **LO1, LO2, LO3 and LO4 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to select, use and maintain equipment***

- 1.1 PPE selected and safely used** e.g. steel toe-capped boots, face masks, gloves. CE marked. Tools and equipment selected e.g. fork, trowel, stakes / support, cloches.
- 1.2&3 Equipment used only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe:** Preparation, e.g. spade blade cleaned. Use e.g. push tread with sole of foot to avoid slippage / scrapping achilles tendon area. Maintenance e.g. clean / oil after use, wooden handle rub with linseed oil. Storage e.g. securely hanging from handle, blade down, accessible. Secure e.g. valuable tools locked away. Maintain records e.g. maintenance and repairs. Report faults to line manager. Refer to LO7.2.

#### ***Learning Outcome 2. Be able to select and transport plants and or seeds***

- 2.1 Select plants and or seeds as requested** e.g. healthy, no broken parts and seeds within sowing date, stored correctly.
- 2.2 Identify a representative sample of plants** e.g. suitable for location, type / shape of bed, sunny or shady, planting plan.
- 2.3 Handle, prepare and transport plants and seeds in a way that maintains their health and condition** e.g. without damaging stem, roots or leaves or dropping seeds. Prepared e.g. hardened off before planting or soaking roots /seeds. Transported e.g. prevent roots drying out, seeds cool and dry in transit.

#### ***Learning Outcome 3. Be able to establish plants and or seeds in soil***



**3.1 Position and plant the plants and or seeds according to instructions/drawings** e.g. planting plan, group sizes and make up.

**3.2 Provide aftercare to meet the planting specifications** aftercare provided to specification e.g. provide water, nutrients, staking, and protection.

***Learning Outcome 4. Be able to work safely and minimise environmental damage***

**4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements** e.g. Health and Safety, Environmental Protection Acts, COPs as applicable, risk assessment and additional requirements. Refer to LO8.1.

**4.2 Dispose of waste safely and correctly** waste e.g. organic - green or inorganic - stones, plastic bags. Correctly: Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag / bin or consider skip hire / private disposal with a licensed contractor. Safely e.g. PPE, safe lifting, care with perennial / invasive weeds.

**LO5, LO6, LO7 and LO8 are the key areas of knowledge for this unit**

***Learning Outcome 5. Know the requirements for establishing healthy plants***

**5.1 Describe how to prepare seeds and or plants in a way that is appropriate to the plant and conditions** refer to LO2.3 for examples

**5.2 State what pH is and how to test for it** how to take / prepare soil sample for pH testing - acidity / alkalinity of soil.

**5.3 Explain the importance of timing and seasonality on planting to encourage establishment and growth** e.g. related to soil type - Spring planting on clay soils or Autumn planting on light soils. Need to over-winter. Timing to provide flower display / vegetables when required and avoid frosts.

**5.4 Describe how to handle and transport plants in a way which minimises damage and maintains health** refer to LO2.3 for examples.

**5.5 Describe how to handle and transport plants in a way which minimises damage and maintains health** depth of plants / seeds e.g. correct depth for germination, normal, deep planting, different requirements and grafted plants. Position e.g. according to seed / plant growth and aesthetic requirements.

**5.6 Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting** aftercare to cover water, nutrients, protection, support and initial pruning or cutting e.g. water - timing, frequency, amount and method of application.

**5.7 Describe the different types of backfill materials relevant to different types of plants and situations** materials e.g. organic such as leaf mould, shredded material, types of animal manure - horse, pig or cattle manure.

Situations e.g. use mushroom compost for chalky soils (alkaline) or vegetable gardens. Bulbs in heavy soils e.g. backfill with grit first to ensure drainage.

**5.8 Describe the range of protection methods which may be used for different plants** e.g. anti-desiccants, tree guards and shelters e.g. shelters such as cloches protect seedlings from frost, glass protection for alpine against winter damp, wire netting to protect fruit bushes from birds.

**5.9 Identify the types of records required and explain the importance of accurate record keeping** records: types e.g. diary, planting plans, labels. Label information e.g. date of planting, name / type of plant - half hardy, height / span. Importance e.g. learning, improving effectiveness, remembering tasks, scheduling.

### ***Learning Outcome 6. Know how to deal with damage and pollution***

**6.1 State the correct methods of dealing with accidental damage and pollution** e.g. artificial fertilisers spilt on plant leaves/lawn, brush/wash off immediately, spread of ragwort seeds from pulled flower - care in pulling, bag any flower heads that are seeding and burn in bags.

**6.2 Describe how to minimise damage and unnecessary waste when working** e.g. by using walking boards, working in appropriate weather conditions, alternatives to peat, care not to spread perennial weeds e.g. couch grass. Minimise unnecessary waste e.g. waste audit, re-use / recycling, water at correct time.

### ***Learning Outcome 7. Know the types of equipment required and how to maintain them***

**7.1 Equipment** - refer to LO1.1.

**7.2 Maintenance** - refer to LO1.3.

### ***Learning Outcome 8. Know the current health and safety legislation and environmental good practice***

**8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work** e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations  
Environmental Protection e.g. Environmental Protection Acts covering waste disposal.  
Codes of Practice e.g. Protecting our Water, Soil and Air, Horticultural Code of Practice Helping to prevent the spread of invasive non-native species  
Additional requirements e.g. Tractors - Safe Stop, ensure tetanus vaccination up to date.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2, 3 and 4**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised establishment of plants or seeds giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of establishment work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 5, 6, 7, and 8**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of plant / seed establishment activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person**

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2, 3 and 4 link together and competence can be assessed

practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 5, 6, 7 and 8 to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/planting plans/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information

## Plant Nomenclature, Terminology and Identification

<b>Unit Reference</b>	<b>A/502/1979</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to identify and botanically name a range of plants using the correct terminology and format
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Understand the terminology used in naming plants	<p><b>1.1</b> Define the terms family, genus, species, cultivar variety and hybrid using the bi-nomial system</p> <p><b>1.2</b> Explain the purpose and importance of botanical names and discuss why botanical names are reclassified</p> <p><b>1.3</b> Explain how descriptive botanical names can aid identification e.g. nana and pendula</p> <p><b>1.4</b> Define terms relating to plants characteristics</p> <ul style="list-style-type: none"> <li>• monocotyledons</li> <li>• dicotyledons</li> <li>• evergreen</li> <li>• deciduous</li> <li>• hardy</li> <li>• tender</li> </ul> <p><b>1.5</b> Define terms relating to plant lifecycles e.g.</p> <ul style="list-style-type: none"> <li>• annuals</li> <li>• biennials</li> <li>• herbaceous perennials</li> <li>• woody perennial</li> </ul>

<p><b>2.</b> Understand how the parts of plants can aid identification</p>	<p><b>2.1</b> Explain how a plant's characteristics aid identification</p> <p><b>2.2</b> Explain how plant anatomy and plant morphology aid identification e.g.</p> <ul style="list-style-type: none"> <li>• flowers</li> <li>• seeds and fruit</li> <li>• stems</li> <li>• leaves</li> <li>• roots</li> <li>• habit</li> </ul>
<p><b>3.</b> Identify and name plants using botanical names</p>	<p><b>3.1</b> Use a range of reference materials to aid identification of plants</p> <p><b>3.2</b> Use a plant's characteristics to aid identification e.g.</p> <ul style="list-style-type: none"> <li>• habit</li> <li>• leaves</li> <li>• stems</li> <li>• flowers</li> <li>• buds</li> </ul> <p><b>3.3</b> Identify and botanically name a total of 60 plants (from the following categories)</p> <ul style="list-style-type: none"> <li>• annuals and short-lived perennials</li> <li>• houseplants</li> <li>• herbaceous perennials</li> <li>• trees and shrubs</li> <li>• grasses</li> <li>• food crops</li> <li>• weeds</li> </ul> <p><b>3.4</b> Use the correct format when writing botanical names</p>
<p><b>4.</b> Be able to work safely and minimise environmental damage</p>	<p><b>4.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NPH14</p>	

## Supporting Unit Information

## **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

## **LO1 and LO2 are the key areas of knowledge for this unit**

### ***Learning Outcome 1. Understand the terminology used in naming plants***

#### **1.1 Define the terms family, genus, species, cultivar variety and hybrid**

**using the bi-nomial system** the name of a species comprises two names (hence bi-nomial). The name of the genus is first and often conveys information on e.g. ecological preferences and distribution. The epithet is the second name and captures a particular quality of the species - refer to LO1.3. Terms such as family, genus, species, cultivar, variety and hybrid are defined in a number of reference sources e.g. refer to RHS website or books - see Useful sources of reference below. Also refer to LO2.1.

#### **1.2 Explain the purpose and importance of botanical names and discuss why botanical names are reclassified**

**purpose** provision of single name for each species that can be recognised in any country / language.

**importance** provides a system to standardise and regulate names. Gives useful information about the relationship between and characteristics of plants. It is more effective to use botanical name when researching plants on internet / books or when ordering plants because e.g. some plants do not have common names, others may have several common names or the same common name is given to different plants.

**re-classification** transfer of plants into different genus. All botanical names have authors. Sometimes same plant given different names by different authors - name given by first author preserved. Consequences - inconvenient, confusing.

#### **1.3 Explain how descriptive botanical names can aid identification e.g. nana**

**and pendula** the specific epithet often helps in describing the plant e.g. indicates colour, whether it is from the arctic or alpine conditions, has an



unpleasant smell etc. For example, nana indicates small and pendula indicates hanging.

**1.4&5 Define terms relating to plants characteristics/define terms relating to plant lifecycles** terms are defined in a number of places e.g. refer to RHS sources - website or books - see useful sources of reference below.

## ***Learning Outcome 2. Understand how the parts of plants can aid identification***

### **2.1 Explain how a plant's characteristics aid identification**

**type** e.g. annuals, biennials and perennials.

**habit** e.g. erect, ascending, spreading, prostrate.

**morphological characteristics** e.g. flower / seeds / fruit, roots, stems and leaves. Combinations of these help to classify the plant into its family, genus and species

**family** some common characteristics such as petal number or flower arrangement but homogeneity within families varies.

Categorisation into a family helps progress identification, giving a number of genera from which to select.

**genus** (plural genera) grouping of species that often have a number of common characteristics. Within a genus individual species will differ by one or more key characteristics e.g. within genus, flower type, petal arrangement and colour may be very similar with two different species being distinguished by sepals that are half the length of the petals in one and full length in the other. Species is the basic unit of plant classification - refer to LO1.1.

### **2.2 Explain how plant anatomy and plant morphology aid identification**

**anatomy** study of plant structures internal arrangement - often now investigated at the cellular level and overlaps with morphology - **Morphology** comparison of external construction of plants and generally more useful for field / garden identification, for example:

- **flowers** e.g. structure and detail sepals, petals, stamens, carpels - splitting carpels down into ovary, style and stigma may need dissection / magnification
- **seeds and fruit** e.g. individual seed shape, size and profile, carried in pods, capsules, shells numbers differ, dry or fleshed,
- **stems** e.g. shape, glabrous or hairy, woody, bark structure, branch pattern
- **leaves** e.g. shape, margins, base shape and attachment to stem, arrangement
- **roots** e.g. fibrous or fleshy tap roots, structure and direction of development.
- **habit** e.g. erect, spreading, prostrate

**These are the key areas of competence for this unit**

## ***Learning Outcome 3. Identify and name plants using botanical names***

**3.1 Use a range of reference materials to aid identification of plants** e.g. internet sources and reference books with photographs / pictures / drawings of plants, wall charts if available, personal notes / photographs.

**3.2 Use a plant's characteristics to aid identification** refer to LO 2.2.e.g.

*Cytisus scoparius* (Common broom)

- **habit** height to 2.5m, erect, many branched, spineless
- **leaves** ternate, short stalked lower petiolate
- **stems** 5 ridged, long, straight, green, glabrous
- **flowers** deep yellow, 20mm, calyx usually glabrous
- **buds** flower 1-2 in lateral groups on young twigs

**3.3 Identify and botanically name a total of 60 plants** 60 plants identified and botanically named. Plants accessed in each of categories specified by the assessment criteria, identified with assistance of reference materials and botanical names written according to convention e.g. *Centranthus ruber* - refer to LO3.4.

- **annuals** e.g. *Psylliostachys suworowii* (Statice) Short lived perennials e.g. *Digitalis purpurea* (Foxglove)
- **houseplants** e.g. *Mammillaria bocasana* (Powder Puff cactus)
- **herbaceous perennials** e.g. *Lysimachia punctata* (Garden loosestrife)
- **trees** e.g. *Liriodendron tulipifera* (Tulip tree) shrubs e.g. *Kalmia latifolia* (Calico bush)
- **grasses** e.g. *Lagurus ovatus* (Hare's-tail grass)
- **food crops** e.g. *Lactuca sativa* (Lettuce)
- **weeds** e.g. *Convolvulus arvensis* (Field bindweed)

**3.4 Use the correct format when writing botanical names** the name of the genus is first and starts with a capital letter. The epithet which follows is lower case and both are printed in italics e.g. *Syringa vulgaris* (Lilac). If hand written underlined - *Syringa vulgaris*. Once established in text this abbreviates to *S. Vulgaris*. Subspecies is abbreviated to subsp. and written e.g. *Rhodanthe chlorocephala* subsp. *Rosea*. Variety is abbreviated to var. and written e.g. *Lilium pyrenaicum* var. *rubrum*.

Form is represented by f. and written e.g. *Crocus sieberi* subsp. *sublimis* f. *Tricolor*. Hybrids are indicated by a multiplication sign and written e.g. *Mentha x piperita*. Cultivar names added to botanical or generic name, single quotation marks enclose, normal text e.g. *Erigeron glaucus* 'Elstead Pink'.

#### **Learning Outcome 4. Be able to work safely and minimise environmental damage**

**4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements**

identification activities carried out consistently with current legislation e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations Wildlife and Countryside Act, Habitats Directive Codes of Practice e.g. Horticultural Code of

Practice - helping to prevent the spread of invasive non-native species. Risk assessment e.g. considering aspects such as gaining access to plants, prickles, irritant hairs or poisonous parts, stinging insects or using VDU's to research for plant identification. Additional requirements such as vaccination against tetanus, precautions against Weil's disease - waterproof gloves/hygiene or exposure to the sun - sun block.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 3 and 4**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised plant identification and naming giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

During identification activities photographs or video could be taken to provide evidence of how decisions on identification were made.

### **Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of identification activities, witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 3 and 4 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 1 and 2 to allow knowledge evidence to be gathered during the practical activities.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
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All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

### **Useful sources of reference**

- <http://www.rhs.org.uk/rhsplantfinder/plantnaming.asp> - The Royal Horticultural Society website at has a section on the naming of plants
- Royal Horticultural Society books - Encyclopaedia of Plants and Flowers
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife, landscape. Also licences and enforcement
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information

## Establishing Crops or Plants in Growing Medium

<b>Unit Reference</b>	<b>F/502/0946</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to establish crops and plants in growing medium. This unit covers setting out crops and plants in the appropriate growing mediums at the current time according to production requirements
<b>Learning Outcomes (1 to 9)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 9.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prepare for setting out crops or plants	<b>1.1</b> Describe how to prepare the growing media for planting  <b>1.2</b> Describe the types of growing media and their relationship to the crop/plant growth and development  <b>1.3</b> State the indicators used to identify plant material that is unsuitable for planting
<b>2.</b> Know how to set out crops or plants	<b>2.1</b> Describe the methods of preparing plant material for planting  <b>2.2</b> Describe how production requirements influence planting operations  <b>2.3</b> State how the correct spacing, depth, orientation and firmness of crops/plants differ according to the production requirements

	<b>2.4</b> Describe the correct handling methods for crops and plants to maintain quality
<b>3.</b> Know how to establish crops/plants	<p><b>3.1</b> Describe the methods of establishing crops and plants</p> <p><b>3.2</b> Describe the types of pests, diseases, weeds and environmental conditions which may affect production</p> <p><b>3.3</b> Describe the types of protection used for pests, disease, weeds and environmental conditions</p> <p><b>3.4</b> State the crops or plant requirements for nutrients and moisture in order to establish successfully</p>
<b>4.</b> Know the types of equipment required and how to maintain them	<p><b>4.1</b> Describe the equipment which will be necessary for establishing crops and plants</p> <p><b>4.2</b> Describe methods of maintaining the equipment ready for use</p>
<b>5.</b> Know the current health and safety legislation and environmental good practice	<p><b>5.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>5.2</b> Describe the correct methods for disposing of organic and inorganic waste</p>
<b>6.</b> Be able to set out crops or plants	<p><b>6.1</b> Prepare the growing medium ready for planting</p> <p><b>6.2</b> Identify and reject plant material which is unsuitable for planting</p> <p><b>6.3</b> Position the plants or crop in the growing medium in accordance with requirements</p> <p><b>6.4</b> Handle plants or crop in a way which optimises growth and development and minimises damage</p>

<b>7.</b> Be able to establish crops or plants	<b>7.1</b> Use a suitable method of establishing the crops or plants  <b>7.2</b> Apply suitable protection to the crops or plants
<b>8.</b> Be able to select, use and maintain equipment	<b>8.1</b> Select appropriate equipment for this area of work  <b>8.2</b> Use equipment according to instructions  <b>8.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>9.</b> Be able to work safely and minimise environmental damage	<b>9.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>9.2</b> Dispose of waste safely and correctly  <b>9.3</b> Provide accurate information for recording purposes

### Mapping to National Occupational Standards

029NPH 2.1,2.2



# Supporting Unit Information

## F/502/0946 Establishing crops or plants in growing medium - Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g.) LO1 and then to Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

Note 3: The example used in this indicative content is brassica crops grown in soil outdoors. The same approach could be used for crops grown in soil under protection or in growing media in pots, trays or other containers.

### **LO1, LO2, LO3, LO4 and LO5 are the key area of knowledge for this unit**

#### ***Learning Outcome 1. Know how to prepare for setting out crops or plants***

- 1.1 Describe how to prepare the growing media for planting** subsoiling, ploughing (mole board or chisel), use of power harrows, use of non-powered harrows, rollers and crumblers, bed formers, ridgers, addition of organic manures, application of limes and inorganic fertilizers, pre-planting herbicide, irrigation.
- 1.2 Describe the types of growing media and their relationship to the crop/plant growth and development** types of growing media; range of soil types – clay, loamy, sandy, silty, organic. Properties affecting crop/plant growth and development; nutrient and moisture status and retention, drainage, ease of tillage, rate of warming.
- 1.3 State the indicators used to identify plant material that is unsuitable for planting** growth state of the plants (too small, too large, presence of flowers), plant health (colour of leaves or stems, presence of pests, diseases or disorders, vigour of growth, trueness to type, modules or growing medium too wet or too dry).

#### ***Learning Outcome 2. Know how to set out crops or plants***

**2.1 Describe the methods of preparing plant material for planting** watering, application of fertilizer, application of pesticide, pulling and boxing or bunching of bed grown plants, lifting of containers or trays from propagation area, loading to transport to planting area, protection during storage and transport.

**2.2 Describe how production requirements influence planting operations** location, timing (season, day, time of day), preparation of growing medium (see LO1.2), type of growing medium.

**2.3 State how the correct spacing, depth, orientation and firmness of crops/plants differ according to the production requirements** (difference according to the production requirements); spacing and orientation - variation with plant type (e.g. cabbage, sprouts) time of year, production system (organic, low input or non-organic), post-planting treatment and equipment to be used; depth – variation with propagation method (modules or bare-root, type of module) weather conditions (wet, dry, windy); firmness – variation with plant type, type of growing medium, condition of growing medium, season.

**2.4 Describe the correct handling methods for crops and plants to maintain quality** methods of preparation (refer to LO2.1), use of appropriate containers, short-term storage in propagation area and planting area and during transport (protection from heat, wind, rain, pests, damage), timing and effectiveness of planting operations, maintenance of planting equipment, post planting treatments.

### ***Learning Outcome 3. Know how to establish crops/plants***

**3.1 Describe the methods of establishing crops and plants** planting of modular and bare-rooted plants, planting by hand using trowel or dibber, machine planting of bare-roots, automatic and semi-automatic module planters.

**3.2 Describe the types of pests, diseases, weeds and environmental conditions which may affect production**

- **pests** cabbage root fly – root damage, loss of vigour, wilting, eventual death of plant

Aphid – sap suckers, reduce vigour, disfigurement by honey dew and black fungus, risk of virus transmission.

Large and small white butterfly – leaf damage, loss of photosynthetic potential, contamination by detritus.

Slugs - leaf damage – loss of photosynthetic potential, contamination by detritus; root damage – loss of vigour, wilting; stem damage – loss of translocation secondary infections in damaged tissue.

Rabbit, pigeon – grazing of leaves, reducing photosynthesis, reduced value of leaf crops, destruction of young plant.

- **diseases** mildews – grey appearance of leaves, loss of vigour, damage to curds of cauliflower.

Club-root – swollen and distorted roots, loss of vigour, wilting.

Damping off (wirestem) – darkened constricted area of stem near ground

level, reduced translocation, instability and toppling, loss of vigour, destruction of young plant.

Disorders:

Boron deficiency – browning of core of stem, hollowing of stem, breakdown of tissue to foul smelling fluid.

Whiptail – leaf blades turn thin and narrow, only midrib left,

Blindness – loss of growing point, diseases, weeds and environmental conditions which may affect production.

- **weeds** range of weeds including annual (e.g. redshank, polygonums, chickweeds, mayweeds, charlock) perennials (docks, dandelions, couch) other crops (rape, potatoes).
- **environmental conditions** extremes of wet and dry, frost, cold, high temperatures, wind (including wind-blown soil and salt winds), rain, hail, snow, erosion by wind or water, combinations of factors.

### **3.3 Describe the types of protection used for pests, disease, weeds and environmental conditions**

**Chemical** application by – ground based high/low volume, fogs, mists and smokes, fumigants, dusts, granules, pellets and baits; use of hand-held or vehicle mounted applicators, seed treatments, dips and drenches, applications near water, use of aircraft, use within integrated pest management programmes.

**Biological** use of one organism to control another e.g. the use of *Bacillus thuringiensis* for control of caterpillars.

**Cultural** choice of variety, timing of sowings and planting, choice of irrigation system, management of nutrient and water to promote healthy growth, reducing stress to reduce impact of pest/disease attack, management of temperature, ventilation and humidity, integrated pest management programmes, use of barriers and covers.

Weed control by use of herbicides (pre-planting, selective post-planting), by hand cultivation (hoeing or weeding), by inter-row machine cultivation (tines, brush), by flame weeders.

**Environmental protection by** use of wind-breaks and hedges, choice of site, timing, irrigation, use of crop covers.

### **3.4 State the crops or plant requirements for nutrients and moisture in order to establish successfully**

requirements for nutrients and moisture in order to establish successfully. **Nutrient**; levels of N, P, K and trace elements, pH status, dependant on crop type, soil type, season. **Moisture**; condition of transplants, moisture content of soil for preparation of suitable tilth, moisture level at planting (dependant on weather conditions), moisture sensitive growth-stages.

### **Learning Outcome 4. Know the types of equipment required and how to maintain them**

#### **4.1 Describe the equipment which will be necessary for establishing crops and plants**

PPE – refer to LO8.1. Soil preparation equipment (refer to LO1.1) – subsoilers, ploughs (mole board or chisel), power harrows, non-powered harrows, rollers and crumblers, bed formers, ridgers, organic manure spreaders, lime and inorganic fertilizer spreaders, pesticide application equipment, irrigation equipment. Establishing crops and plants (refer to LO3.1); trowel or dibber, machine for planting of bare-roots, automatic and semi-automatic module planters. Transporting of plants – tractors and off-road vehicles with or without trailer, transport boxes.

#### **4.2 Describe methods of maintaining the equipment ready for use** daily checking and cleaning as required of all equipment to ensure effective operation, lubrications of machinery as directed by manufacturer, periodic servicing of power units; checking and cleaning all equipment after use to ensure readiness for next operation.

### ***Learning Outcome 5. Know the current health and safety legislation and environmental good practice***

#### **5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work** e.g.

Management of Health & Safety at Work Regulations; Environmental Protection e.g. Environmental Protection Acts; Waste e.g. Hazardous Waste Regulations; Codes of Practice e.g. Protecting our Water, Soil and Air; Additional requirements including customer regulations, environmental health requirements, assured produce schemes, certification, LOLER, PUWER, Manual Handling, Stop Safe.

#### **5.2 Describe the correct methods for disposing of organic and inorganic waste** Organic waste – reduce waste removed from propagation area, unwanted plant material returned to growing area or composted (unless the material poses a threat to plant health e.g. diseased material or perennial weeds). Inorganic waste – wastes from servicing and maintenance of equipment disposed of in appropriate container; wastage of containers minimised and where unavoidable recycled or disposed of in appropriate container; inorganic waste is carefully controlled until disposed of through licensed contractor.

### **LO6, LO7, LO8 and LO9 are the key areas of competence for this unit**

### ***Learning Outcome 6. Be able to set out crops or plants***

#### **6.1 Prepare the growing medium ready for planting** refer to LO1.1.

#### **6.2 Identify and reject plant material which is unsuitable for planting** refer to LO1.3 for reasons for rejection.

#### **6.3 Position the plants or crop in the growing medium in accordance with requirements** refer to LO2.2 & LO2.3.

**6.4 Handle plants or crop in a way which optimises growth and development and minimises damage** refer to LO2.4.

***Learning Outcome 7. Be able to establish crops or plants***

**7.1 Use a suitable method of establishing the crops or plants** refer to LO2.3 for establishment criteria.

**7.2 Apply suitable protection to the crops or plants** refer to LO3.3 for methods of protection and LO3.2 for problems likely to occur

***Learning Outcome 8. Be able to select, use and maintain equipment***

**8.1 Select appropriate equipment for this area of work** PPE selected and safely used e.g. waterproof clothing, steel toe-capped boots, UV Protection, gloves, aprons, hats.

Tools and equipment selected and used Refer to LO4.1 for examples.

**8.2 Use equipment according to instructions** Manufacturer's / supplier's / supervisor's instructions followed for use of tools / equipment (Refer to LO4.1 for range of equipment).

**8.3 Prepare, maintain and store equipment in a safe and effective working condition throughout** Manufacturer's / supplier's / supervisor's instructions followed for preparation and maintenance of tools / equipment. See LO4.2 for detail of activities.

***Learning Outcome 9. Be able to work safely and minimise environmental damage***

**9.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements** risk assessment studied and implemented. Work activities carried out consistently with current legislation See LO5.1.

**9.2 Dispose of waste safely and correctly** see LO5.2.

**9.3 Provide accurate information for recording purposes** records of preparation, planting and establishment kept or reported as required. Recording, activities carried out, quantity, timing, problems encountered. Reported in person face to face or by telephone, or recording by written notes or approved recording form or electronically as required by the organisation.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes 1, 2, 3, 4 and 5**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of preparation of growing media and establishing plants or crops, planting and other records and witness testimony, answering oral or written questions, referenced to the knowledge evidence.

### **Learning Outcomes 6, 7, 8 and 9**

Delivery of these learning outcomes is by supervised practical preparation of growing media and establishing plants or crops giving learners the opportunity, first to practice the various tasks involved and then to be observed competently doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of the work photographs or video could be taken to provide evidence of progress. Copies of planting and other records can be used to provide evidence of quality and rate of work and of sufficiency of evidence.

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes covering key areas of knowledge link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes covering key areas of competence to allow knowledge evidence to be gathered during the practical activities

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

### **Additional Information**

#### **Useful sources of reference**



- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications and HSE information sheets
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors  
DEFRA website and publications  
<https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs>)
- The Environment Agency website <http://www.environment-agency.gov.uk> for guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides guidance about environmental regulations.
- The Code of Practice - Protecting our Water, Soil and Air has references in Section 9

Learners should be directed to relevant publications and websites e.g.

- *Horticulture Week* ([www.hortweek.com](http://www.hortweek.com))
- Principles of Horticulture by C.R. Adams, et al / Paperback / Published 1998
- The Complete Book of the Greenhouse by Ian G. Walls, et al / Paperback / Published 1996
- Nursery Management by Harold Davidson, et al / Hardcover / Published 1994
- Nursery Stock Manual: Grower Manual 1 by Keith Lamb, et al / Paperback / Published 1995
- The Compost Book by David Taylor, et al / Hardcover / Published 1994
- A Handbook for Horticultural Students by Peter Dawson
- Cutting Propagation by James L. Gibson and John M. Dole
- Soil Science and Management by Edward J. Plaster
- The Commercial Greenhouse by James William Boodley
- Practical Woody Plant Propagation for Nursery Growers by Bruce Macdonald
- Vegetable Brassicas and Related Crucifers by G.R. Dixon and M.H. Dickson
- Greenhouse Operation and Management by Paul Nelson
- Farm Horticulture by George W. Wood
- Farm Machinery (Resource Management) (5th Edition) by Brian Bell ISBN 13:9781903366684
- Profitable Farm Mechanization by Claude Culpin ISBN-13: 9780258969847

See Skills and Education Group Awards website for further information

## Clearing Horticultural and Landscaping Sites



<b>Unit Reference</b>	<b>H/502/0468</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to clear sites of unwanted materials and debris prior to landscaping and/or planting crops
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.3)</b> <i>The learner can</i>
<b>1.</b> Be able to clear sites effectively	<b>1.1</b> Locate the correct site for clearing and confirm what is to be cleared  <b>1.2</b> Ensure the site is safe and secure for the work to be conducted
<b>2.</b> Be able to select, use and maintain equipment for clearing horticultural and landscaping sites	<b>2.1</b> Select appropriate equipment for this area of work  <b>2.2</b> Use equipment according to instructions  <b>2.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>3.</b> Be able to work safely and minimise environmental damage	<b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>3.2</b> Carry out work in a manner which minimises environmental damage  <b>3.3</b> Dispose of waste safely and correctly

<b>4.</b> Know the appropriate methods for site clearance.	<p><b>4.1</b> Describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites</p> <p><b>4.2</b> State why it is important to confirm what should be cleared</p> <p><b>4.3</b> Describe the different clearing methods that can be used</p>
<b>5.</b> Know the types of equipment required and how to maintain them	<p><b>5.1</b> Describe the equipment which will be necessary for clearing horticultural and landscaping sites</p> <p><b>5.2</b> Describe methods of maintaining the equipment ready for use</p>
<b>6.</b> Know the current health and safety legislation and environmental good practice	<p><b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>
<b>Mapping to National Occupational Standards</b> 029NL1.1 and PH 1.1	

# Supporting Unit Information

## H/502/0468 Clearing horticultural and landscaping sites - Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to clear sites effectively***

##### **1.1 Locate the correct site for clearing and confirm what is to be cleared**

**Site of clearance correctly located** materials to be cleared identified and confirmed.

##### **1.2 Ensure the site is safe and secure for the work to be conducted** site safe e.g. site risk assessment studied and implemented. Site secured e.g. fencing, CAT scan for underground services, hazard warning signs.

#### ***Learning Outcome 2. Be able to select, use and maintain equipment for clearing horticultural and landscaping sites***

##### **2.1 Select appropriate equipment for this area of work** PPE selected and safely used e.g. hard hats, steel toe-capped boots, high visibility gear, gloves. CE marked. Tools and equipment selected e.g. mattock, 180 degree excavator, and wheelbarrow.

##### **2.2&3 Use equipment according to instructions** equipment used only for the operation and in situations as detailed by the manufacturer's / supplier's / supervisor's instructions, current legislation and codes of practice for safe preparation e.g. mattock brought to site disassembled, head threaded down haft, seated tightly by dropping haft onto hard surface. Use e.g. do not lift too high. Maintenance e.g. clean and oil head. Storage e.g. do not store with head attached or able to fall, accessible. Secure e.g. valuable tools locked away. Maintain records e.g. maintenance and repairs. Report faults to line manager. Refer to LO5.2.

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

**3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements**

e.g. Health and Safety, Environmental Protection Acts, COPs as applicable, risk assessment and additional requirements. Refer to LO6.1.

**3.2 Carry out work in a manner which minimises environmental damage**

e.g. by carefully planning site access, working in appropriate weather conditions, care not to discharge pollutants into controlled waters.

**3.3 Dispose of waste safely and correctly** waste disposed of correctly and safely. **Waste** e.g. organic - green or inorganic - building, asbestos, metal, batteries, sharps, fly tipped waste, sub-soil, top-soil. **Correctly** - refer to LO6.3. **Safely** e.g. PPE, hygiene, safe lifting.

**LO4, LO5 and LO6 are the key areas of knowledge for this unit**

***Learning Outcome 4. Know the appropriate methods for site clearance***

**4.1&3 Describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites / describe the different clearing methods that can be used** differences in working to clear

sites stem from previous activities and impact they have had on land:

- green-field sites - waste scrub land e.g. brush and small trees, abandoned cars, fly-tipped rubbish - use bow saws, brush cutters, tractors and trailers

**Note:** In each of the next 3 examples need to CAT scan for underground services

- reclaimed land - quarries e.g. stored topsoil, stone embankments, roads compacted by heavy lorries - bulldozers, backhoes, excavators, lorries
- urban derelict - redundant factory e.g. structure, underground services, asbestos risk, concrete / tarmac - use heavy machinery, excavators, dump trucks
- existing sites - restructure of existing site e.g. flag stones, dry stone walling, plants and trees - use hand tools, tractor and fore-end loader, trailer

**4.2 State why it is important to confirm what should be cleared** e.g. affects methods used, possibilities for recycling / reuse, hazards, access requirements and any permissions needed.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1 Describe the equipment which will be necessary for clearing horticultural and landscaping sites** refer to LO's 2.1 & 4.3.

**5.2 Describe methods of maintaining the equipment ready for use** tractor e.g. check oil, water, air cleaner, tyre pressures, greasing according to manufacturer's instructions and schedules. Waste oil - refer to LO7.3.

## ***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work** e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations. Environmental Protection e.g. Environmental Protection Acts covering waste disposal and environmental permitting. Codes of Practice e.g. Protecting our Water, Soil and Air. Additional requirements including Local Authority permissions e.g. planning permission and also check if site is designated or protected by being within a Conservation Area, curtilage of a listed building, Scheduled Ancient Monument, Site of Special Scientific Interest, Nature Reserve. Trees - check for tree preservation orders. Environment Agency - environmental permitting, hazardous waste and other notifications e.g. activities affecting watercourses, groundwater, aquifers.

**6.2 Describe how environmental damage can be minimised** refer to examples in LO3.2

**6.3 Describe the correct methods for disposing of organic and inorganic waste** duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste such as oil / filters from maintenance tractors. Method of disposal e.g. recycle / reuse - bag / bin or consider skip hire / private disposal with a licensed contractor. Check Environment Agency procedures regarding hazardous waste from clearing sites e.g. asbestos, batteries, waste oil - refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2, and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical clearance work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical clearance work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of clearance work and

witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5, and 6 to allow knowledge evidence to be gathered during the practical activities.

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information



## Preparing Ground for Seeding and Planting

<b>Unit Reference</b>	<b>K/502/0990</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor mounted equipment
<b>Learning Outcomes (1 to 8)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 8.3)</b> <i>The learner can</i>
<b>1.</b> Be able to select, use and maintain equipment	<b>1.1</b> Select appropriate equipment for this area of work <b>1.2</b> Use equipment according to instructions <b>1.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>2.</b> Be able to prepare ground for seeding and planting	<b>2.1</b> Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions <b>2.2</b> Add the materials specified for the operation (it may be compost, fertiliser or sand) <b>2.3</b> Produce the required tilth for the specified finish <b>2.4</b> Clear debris from the site effectively, safely, tidily and legally

	<b>2.5</b> Complete work to the agreed schedule
<b>3.</b> Be able to work safely and minimise environmental damage	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<b>4.</b> Know how to prepare the ground	<p><b>4.1</b> Describe the different clearance and minor levelling methods which can be used for the following</p> <ul style="list-style-type: none"> <li>• green-field</li> <li>• urban derelict</li> <li>• reclaimed land</li> <li>• existing gardens</li> </ul> <p><b>4.2</b> Describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish</p> <p><b>4.3</b> State where and when composts, fertilisers and other materials should be used and the types of that are appropriate</p> <p><b>4.4</b> State how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site</p> <p><b>4.5</b> Describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them</p> <p><b>4.6</b> State why it is important to clear debris effectively, safely, tidily and legally</p>
<b>5.</b> Know the types of hazards	<b>5.1</b> Describe the hazards of underground services and how to avoid these

<b>6.</b> Know the types of weeds	<b>6.1</b> Identify 15 types of perennial weeds and state how to control them
<b>7.</b> Know the types of equipment and materials required and how to maintain them	<p><b>7.1</b> Describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials</p> <ul style="list-style-type: none"> <li>• organic matter</li> <li>• fertiliser</li> <li>• lime</li> <li>• perennial weed herbicides</li> </ul> <p><b>7.2</b> Describe methods of maintaining the equipment ready for use</p>
<b>8.</b> Know the current health and safety legislation and environmental good practice	<p><b>8.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.</p> <p><b>8.2</b> Describe how environmental damage can be minimised</p> <p><b>8.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>
<b>Mapping to National Occupational Standards</b> 029NL1.3, L2.1	

# Supporting Unit Information

## K/502/0990 Preparing ground for seeding and planting - Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1, LO2 and LO3 are the key areas of competence for this unit

#### ***Learning Outcome 1. Be able to select, use and maintain equipment***

**1.1 Select appropriate equipment for this area of work** PPE selected and safely used e.g. steel toe-capped boots, overalls, ear defenders. CE marked. Tools and equipment selected e.g. spade, rotorvator, tractor and plough / tines.

**1.2&3 Use equipment according to instructions / prepare, maintain and store equipment in a safe and effective working condition throughout** equipment used only for the operation and in situations as detailed by the manufacturer's / supplier's / supervisor's instructions, current legislation and codes of practice for safe: Preparation, e.g. spade blade cleaned. Use e.g. push tread with sole of foot to avoid slippage / scraping achilles tendon area. Maintenance e.g. clean /oil after use, wooden handle rub with linseed oil. Storage e.g. securely hanging from handle, blade down, accessible. Secure e.g. valuable tools locked away. Maintain records e.g. maintenance and repairs. Report faults to line manager. Refer to LO7.2.

#### ***Learning Outcome 2. Be able to prepare ground for seeding and planting***

**2.1 Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions** ground prepared appropriate to plants/seeds. To suit soil types e.g. clay, sand, silt, chalk, peat or loam. Appropriate to ground conditions and seasonality e.g. removal of perennial weeds, retention of moisture in sandy soils by timing / work patterns, wet clay or silt soils not trodden on.

**2.2 Add the materials specified for the operation (it may be compost, fertiliser or sand)** e.g. add organic matter in form of compost or manure to sandy soils, fertiliser added to peat soils and coarse grit to clay or silt soils.

- 2.3 Produce the required tilth for the specified finish** specified finish produced e.g. fine tilth - lettuce seed, deep tilth - plants such as roses.
- 2.4 Clear debris from the site effectively, safely, tidily and legally** gathering, picking up, removing debris from site. Safe lifting and handling - refer to LO8.3.
- 2.5 Complete work to the agreed schedule** e.g. safely, on time and to specification.

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

- 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements** e.g. Health and Safety, Environmental Protection Acts, COPs as applicable, risk assessment and additional requirements. Refer to LO8.1.
- 3.2 Carry out work in a manner which minimises environmental damage** environmental damage minimised e.g. by working in appropriate weather conditions, recycling / reuse, alternatives to peat, care not to spread perennial weeds - couch grass.
- 3.3 Dispose of waste safely and correctly** waste e.g. organic - green, roots and sticks or inorganic - stones, plastic bags. Correctly - refer to LO8.3. Safely e.g. PPE, safe lifting.

**LO4, LO5, LO6, LO7 and LO8 are the key areas of knowledge for this unit**

***Learning Outcome 4. Know how to prepare the ground***

- 4.1 Describe the different clearance and minor levelling methods which can be used for the following:**
- **green-field sites** - waste scrub land with perennial weeds such as docks, thistles and nettles e.g. brush and small trees, abandoned cars, fly-tipped rubbish - use bow saws, brush cutters, tractors and trailers.
- Note:** in each of the next 3 examples need to CAT scan for underground services
- **reclaimed land** - quarries e.g. stored topsoil, stone embankments, roads compacted by heavy lorries - bulldozers, backhoes, excavators, lorries.
  - **urban derelict** - redundant factory e.g. structure, underground services, asbestos risk, concrete / tarmac - use heavy machinery, excavators, dump trucks.
  - **existing sites** - restructure of existing site e.g. flag stones, dry stone walling, plants and trees - use hand tools, tractor and fore-end loader, trailer.
- Minor levelling methods as appropriate to site. How to mark out to level an area e.g. use pegs marked at same distance from top, straight edge and spirit level used to set tops of pegs level. Add or remove top soil as necessary.
- 4.2 Describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish** good physical structure both at surface

and depth for drainage and aeration. Role of well-rotted organic matter and how much needed. Method and degree of consolidation. How acid and alkaline soils affect the availability of some nutrients e.g. acid soils lock up phosphates. How to test pH and improve soils.

**4.3 State where and when composts, fertilisers and other materials should be used and the types of that are appropriate** fertiliser use. How and when to improve main soil types using composts, fertilisers and other materials e.g. add organic matter in form of compost or manure to sandy soils. Types of organic matter e.g. manure. Types of fertiliser e.g. general purpose. Optimum time(s) of year for application related to main soil types.

**4.4 State how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site** to meet structural, pH and nutrient requirements. To avoid adverse effects related to soil type and ground or weather conditions e.g. do not trample clay when it is wet. How preparation is affected by site e.g. size of site, flat or sloping terrain.

**4.5 Describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them** e.g. drying of sand avoided by adding organic matter and lightly raking to conserve moisture.

**4.6 State why it is important to clear debris effectively, safely, tidily and legally** e.g. efficient time use and working practices, safe lifting and handling, maintain pleasing appearance of site, local authority waste disposal requirements.

#### ***Learning Outcome 5. Know the types of hazards***

**5.1 Describe the hazards of underground services and how to avoid these** e.g. electricity - loss of life or disruption of service. Detect using CAT scan or information / planning sources. Avoidance mark line(s) of services and erect barriers if necessary to avoid e.g. digging or deep ploughing.

#### ***Learning Outcome 6. Know the types of weeds***

**6.1 Identify 15 types of perennial weeds and state how to control them** e.g. couch grass, ground elder, horsetail. How to control e.g. stinging nettles - dig out or control with contact weed killer.

#### ***Learning Outcome 7. Know the types of equipment and materials required and how to maintain them***

**7.1 Describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials**

- **organic matter**
- **fertiliser**
- **lime**
- **perennial weed herbicides**

Equipment - refer to LO1.1

## **7.2 Describe methods of maintaining the equipment ready for use**

maintenance: tractor e.g. check oil, water, air cleaner, tyre pressures, greasing according to manufacturer's instructions and schedules. Waste oil - refer to LO8.3.

## ***Learning Outcome 8. Know the current health and safety legislation and environmental good practice***

**8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Codes of Practice e.g. Protecting our Water, Soil and Air. Additional requirements e.g. Tractors - Safe Stop, ensure tetanus vaccination up to date.

**8.2 Describe how environmental damage can be minimised** minimising environmental damage - refer to examples in LO3.2.

**8.3 Describe the correct methods for disposing of organic and inorganic waste** disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste such as oil / filters from maintenance Tractors. Method of disposal e.g. recycle / reuse - bag / bin or consider skip hire / private disposal with a licensed contractor. If quantities justify check Environment Agency procedures regarding hazardous waste e.g. oil. Refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Learning Outcomes 1, 2, and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised preparation of ground giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of ground preparation work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5, 6, 7 and 8**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of ground preparation work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5, 6, 7 and 8 to allow knowledge evidence to be gathered during the practical activities

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.



## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
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- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
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- Tool / equipment inventory and safety checklists / maintenance schedules
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## **Additional Information**

### **Useful sources of reference**

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- Local Authority websites for Building Control Department
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors

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## Identify and Report the Presence of Pests, Diseases and Disorders

<b>Unit Reference</b>	<b>K/502/1511</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to identify and report the presence of pests, diseases and disorders
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
<b>1.</b> Identify and report the presence of pests, diseases and disorders	<b>1.1</b> Monitor the crop(s) in accordance with production requirements  <b>1.2</b> Correctly identify the presence of pests, diseases and disorders  <b>1.3</b> Correctly identify the presence of any biological controls in use and beneficial insects  <b>1.4</b> Establish the extent of the pest population, disease and any disorders  <b>1.5</b> Promptly report the presence to the appropriate person
<b>2.</b> Be able to work safely and minimise environmental damage	<b>2.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements  <b>2.2</b> Carry out work in a manner which minimises environmental damage

<p><b>3.</b> Know how to identify and report the presence of pests, diseases and disorders</p>	<p><b>3.1</b> Describe reasons for monitoring the crop</p> <p><b>3.2</b> Describe when to carry out crop monitoring</p> <p><b>3.3</b> Describe common types of pests, diseases and disorders and the problems caused</p> <p><b>3.4</b> Describe biological controls and beneficial insects that can be used</p> <p><b>3.5</b> Identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Describe how environmental damage can be minimised</p> <p><b>4.3</b> Describe the correct methods for disposing of waste.</p> <p><b>4.4</b> Describe the health and safety risks in monitoring pests, diseases and disorders</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU78.1</p>	

# Supporting Unit Information

## **K/502/1511 Identify and report the presence of pests, diseases and disorders**

### **– Level 2**

#### **Indicative Content**

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g.) LO1 and then to Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

Note 3: The example used in this indicative content is field grown brassica crops. The same approach should be used for other crops.

#### **LO1 and LO2 are the key areas of competence for this unit**

#### ***Learner Outcome 1. Identify and report the presence of pests, diseases and disorders***

**1.1 Monitor the crop(s) in accordance with production requirements** monitor is carried out effectively as instructed; refer to LO3.2; routine, planned as specified in programme; ad hoc by supervisor, during other operations, at crop stage.

**1.2 Correctly identify the presence of pests, diseases and disorders** presence of pests, diseases and disorders identified - refer to LO3.3 for examples.

**1.3 Correctly identify the presence of any biological controls in use and beneficial insects** biological control is used as instructed. See note in LO3.

**1.4 Establish the extent of the pest population, disease and any disorders** levels of pest, disease or disorder are identified and related to the action required. Level is recognised as presence, at economic injury level, at action threshold or at economic threshold.

**1.5 Promptly report the presence to the appropriate person** presence is reported to supervisor, agronomist or manager; reporting face to face, by telephone, written report, electronically.

***Learner Outcome 2. Be able to work safely and minimise environmental damage***

**2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements** risk assessment studied and implemented. Work activities carried out consistently with current legislation - see LO4.1.

**2.2 Carry out work in a manner which minimises environmental damage** environmental damage minimised - refer to LO4.2.

**LO3 and LO4 are the key area of knowledge for this unit**

***Learner Outcome 3. Know how to identify and report the presence of pests, diseases and disorders***

**3.1 Describe reasons for monitoring the crop** early identification of problems, reducing crop damage and economic impact, reducing need for control measures, improved crop planning, requirement of quality assurance scheme.

**3.2 Describe when to carry out crop monitoring** timing of monitoring; ad hoc, with other activities, daily, weekly or less frequently; depends on season, crop sensitivity, crop stage, site history, market.

**3.3 Describe common types of pests, diseases and disorders and the problems caused** examples refer to field grown brassica crops.

**Pests:**

**Cabbage root fly** – root damage, loss of vigour, wilting, eventual death of plant

**Aphid** – sap suckers, reduce vigour, disfigurement by honey dew and black fungus, risk of virus transmission. **Large and small white butterfly** – leaf damage, loss of photosynthetic potential, contamination by detritus. **Slugs** – leaf damage – loss of photosynthetic potential, contamination by detritus; root damage – loss of vigour, wilting; stem damage – loss of translocation secondary infections in damaged tissue.

**Rabbit, pigeon** – grazing of leaves, reducing photosynthesis, reduced value of leaf crops, destruction of young plant.

**Diseases:**

**Mildews** – grey appearance of leaves, loss of vigour, damage to curds of cauliflower **Club-root** – swollen and distorted roots, loss of vigour, wilting. Damping off (wirestem) – darkened constricted area of stem near ground level, reduced translocation, instability and toppling, loss of vigour, destruction of young plant.

**Disorders:**

**Boron deficiency** – browning of core of stem, hollowing of stem, breakdown of tissue to foul smelling fluid.

**Whiptail** – leaf blades turn thin and narrow, only midrib left.

**Blindness** – loss of growing point.

### **3.4 Describe biological controls and beneficial insects that can be used**

biological control – rarely applicable on field brassica crops except the use of *Bacillus thuringiensis* for control of caterpillars. Examples for protected crops.

**Aphidoletes** for control of aphid, a small midge, larvae are voracious eaters of aphids

**Aphidius** for control of aphid, a small winged parasitic wasp, lays single eggs to parasitize immature aphids

**Encarsia** for control of whitefly in protected crops, a parasitic wasp, lays its eggs in young whitefly, parasitized whitefly turn dark and die.

**Nematodes** for control of vine weevil - *Steinernema kraussei*, a nematode that parasitizes vine weevil larvae preventing them from developing and damaging plants.

**Beneficial insects** – encouraged by providing varied habitats around growing areas; Examples – beetles – feed on eggs of slugs and other pests; lacewings and ladybirds (and their larvae) feed on aphids, bees and flies act as pollinators on crops.

### **3.5 Identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects** reporting to supervisor, agronomist or manager.

## **Learner Outcome 4. Know relevant health and safety legislation and environmental good practice**

**4.1 Outline the current health and safety legislation, codes of practice and any additional requirements** e.g. Management of Health & Safety at Work Regulations; Environmental Protection e.g. Environmental Protection Acts; Waste e.g. Hazardous Waste Regulations; Codes of Practice e.g. Protecting our Water, Soil and Air; Additional requirements including customer regulations, environmental health requirements, assured produce schemes, certification, LOLER, PUWER, Manual Handling.

**4.2 Describe how environmental damage can be minimised** e.g. by carefully planning site access, working in appropriate weather conditions to avoid soil damage, early detection of problems avoiding extensive use of pesticides, biological control, integrated pest management.

**4.3 Describe the correct methods for disposing of waste** - organic waste – reduce waste, waste organic composted (unless the material poses a threat to plant health e.g. diseased material or perennial weeds).  
Inorganic waste – wastage minimised and where unavoidable recycled or disposed of in appropriate container; inorganic waste is carefully controlled until disposed of through licensed contractor.

**4.4 Describe the health and safety risks in monitoring pests, diseases and disorders**

exposure to pesticides in cropped areas, carrying out monitoring in working areas, risk of contact with machinery or equipment, exposure to heat, cold, UV.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by supervised practical identification of pests, diseases and disorders giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

During monitoring photographs or video could be taken to provide evidence of progress. Copies of monitoring record can be used to provide evidence.

### **Learning Outcomes 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of monitoring, monitoring records and witness testimony, answering oral or written questions, or profiles of pests diseases and disorder referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes covering key areas of knowledge link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes covering key areas of competence to allow knowledge evidence to be gathered during the practical activities.



**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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- Product evidence
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- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors  
*DEFRA website and publications*  
(<https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs>)
- The Environment Agency website <http://www.environment-agency.gov.uk> for guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides guidance about environmental regulations.
- The Code of Practice - Protecting our Water, Soil and Air has references in Section 9

Learners should be directed to relevant publications and websites e.g.

- Horticulture Week ([www.hortweek.com](http://www.hortweek.com))
- *Principles of Horticulture* by C.R. Adams, et al / Paperback / Published 1998
- *The Complete Book of the Greenhouse* by Ian G. Walls, et al / Paperback / Published 1996
- *Postharvest: an Introduction to the Physiology and Handling of Fruit, Vegetables and Ornamentals* by R. Wills, et al / Paperback / Published 1998
- *Nursery Management* by Harold Davidson, et al / Hardcover / Published 1994
- *Nursery Stock Manual: Grower Manual 1* by Keith Lamb, et al / Paperback / Published 1995
- *A Handbook for Horticultural Students* by Peter Dawson
- *Cutting Propagation* by James L. Gibson and John M. Dole
- *Vegetable Diseases* by Steven Koike, Peter Gladders and Albert Paulus
- *The Commercial Greenhouse* by James William Boodley
- *Practical Woody Plant Propagation for Nursery Growers* by Bruce Macdonald
- *Vegetable Brassicas and Related Crucifers* by G.R. Dixon and M.H. Dickson
- *Greenhouse Operation and Management* by Paul Nelson
- *Farm Horticulture* by George W. Wood

See Skills and Education Group Awards website for further information

## Recognition of Prior Learning (RPL), Exemption, Credit Transfer and equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the Skills and Education Group Awards web site.

## **Exemptions**

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This qualification contains exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

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### GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.