

SEG Awards Entry Level 3 Awards, Certificates and Diplomas in Practical Countryside Skills

Qualification Guidance

England

Entry Level 3 Award – 600/7398/6

Entry Level 3 Certificate – 600/7403/6

Entry Level 3 Diploma – 600/7416/4

About Us

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Specification Code, Date and Issue Number

The specification codes are:

A9217-E3, C9217-E3, D9217-E3

Version	Date	Details of change
4.3	August 2021	Qualification guide created in new format
4.3	August 2021	New review date
4.4	July 2023	Operational end date and certification end date set for Entry Level 3 Certificate

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Qualification Summary

SEG Awards Entry Level 3 Award/Certificate/Diploma in Practical Countryside Skills

Qualifications	
Entry Level 3 Award in Practical Countryside Skills Entry Level 3 Certificate in Practical Countryside Skills Entry Level 3 Diploma in Practical Countryside Skills	
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.
Entry Requirements	There are no formal entry requirements
Age Range	Pre 16 ✓ 16-18 ✓ 18+ ✓ 19+ ✓
Regulated	The qualifications identified above are regulated by Ofqual
Assessment	Internal assessment, internal and external moderation
Type of Funding Available	See FaLE (Find a learning aim)
Grading	Pass/Fail
Operational Start Date	01/01/2013
Review Date	31/08/2025
Operational End Date	31/12/2023 Entry Level 3 Certificate
Certification End date	31/12/2024 Entry Level 3 Certificate
Guided Learning (GL)	Entry 3 Award - 80 Entry 3 Certificate - 180 Entry 3 Diploma - 370
Total Qualification Time (TQT)	Entry 3 Award - 80 Entry 3 Certificate - 180 Entry 3 Diploma - 370
Credit Value	Entry 3 Award - 8 Entry 3 Certificate - 18 Entry 3 Diploma - 37
Skills and Education Group Awards Sector	Land Based
Ofqual SSA Sector	03.2 Horticulture and Forestry
Stakeholder Support	This qualification is supported by Lantra, the Sector Skills Council for the Environmental and Land Based Sector
Administering Office	See Skills and Education Group Awards web site

SEG Awards Entry Level 3 Award/Certificate/Diploma in Practical Countryside Skills – Rules of Combination

Entry Level 3 Award in Practical Countryside Skills

Learners must achieve a minimum of 8 credits. This must include 5 credits from Group A, Entry Level 3 Units. The remaining credits may be made up of any other units from Group A, B or C.

Entry Level 3 Certificate in Countryside Skills

Learners must achieve a minimum of 18 credits. This must include 10 credits from Group A, Entry Level 3 units. The remaining credits may be made up of any other units from Group A, B or C.

Entry Level 3 Diploma in Countryside Skills

Learners must achieve a minimum of 37 credits. This must include 20 credits from Group A, Entry Level 3 units. The remaining credits may be made up of any other units from Group A, B or C.

Unit	Level	Credit Value	GL
Group A - Entry Level 3 Units			
Animal Care			
Groom a small animal [D/502/0615]	E3	2	20
Show visitors around a small animal enterprise [H/502/0616]	E3	2	20
Recognise types and parts of the body of small animals [L/502/0612]	E3	2	20
Assist with catching and restraining a small animal [R/502/0613]	E3	2	20
Check that a small animal is healthy [Y/502/0614]	E3	3	30
Horticulture and Conversation			
Developing practical skills for maintaining plants [R/502/4550]	E3	3	30
Assist with the maintenance and repair of hand tools [A/504/5327]	E3	3	30
Introduction to cultivating plant cuttings [A/504/5330]	E3	3	30
Developing skills for using and maintaining garden tools [F/504/5328]	E3	3	30
Introduction to planting bulbs in pots [L/504/5333]	E3	2	20
Sow seed outdoors in drills by hand [H/504/5340]	E3	3	30
Tree planting and staking [K/504/5341]	E3	3	30
Identification of pests and diseases [J/504/5329]	E3	2	20
Introduction to propagation of plants [R/504/5334]	E3	3	30
Prepare and plant an area [K/504/5338]	E3	3	30

Introduction to ground preparation [F/504/5331]	E3	3	30
Introduction to lawn care [J/504/5332]	E3	3	30
Prick out seedlings singly [M/504/5339]	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
Introduction to pruning trees and shrubs [Y/504/5335]	E3	3	30
Edge and repair a footpath [D/502/0923]	E3	3	30
Shred waste vegetation [F/502/1028]	E3	2	20
Maintain an area of habitat [H/502/0924]	E3	3	30
Recognise parts of plants [K/502/0617]	E3	1	10
Edge up an amenity area [K/502/0620]	E3	1	10
Plant young trees [K/502/0925]	E3	2	20
Insert plant material [M/502/0618]	E3	1	10
Water plant material by hand [M/502/0621]	E3	1	10
Lay slabs [M/502/1011]	E3	2	20
Show visitors around a wildlife area [R/502/0935]	E3	2	20
Control weeds in a planted area [T/502/0619]	E3	2	20
Construct a composter [T/502/1026]	E3	2	20
Recognise trees and plants and their importance to wildlife [Y/502/0824]	E3	2	20
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
Identify plants [Y/600/0289]	E3	2	20
Floristry			
Make a single flower buttonhole [D/502/0808]	E3	3	30
Recognise materials used in floristry [L/502/0805]	E3	1	10
Gift wrap a single flower [R/502/0806]	E3	2	20
Condition floristry plant material [T/502/0636]	E3	2	20
Make a country basket arrangement [Y/502/0807]	E3	3	30
Agriculture			
Care of farm animals [M/502/4538]	E3	6	60
Move and prepare farm animal pens [D/502/0727]	E3	2	20
Feed young farm animals [D/502/0730]	E3	2	20
Disinfect poultry accommodation [D/502/0775]	E3	2	20
Poultry housing and bedding [F/502/0770]	E3	2	20
Clean farm animal housing [H/502/0728]	E3	2	20
Grading poultry eggs [H/502/0776]	E3	2	20
Weigh farm animals [K/502/0729]	E3	2	20
Characteristics and breeds of poultry [L/502/0769]	E3	2	20
Recognise a healthy farm animal [Y/502/0726]	E3	2	20
Check that poultry are healthy [Y/502/0774]	E3	2	20

Group B - Entry Level 2 Units			
Animal Care			
Recognise types of foods and feed small animals [A/502/0508]	E2	2	20
Recognise parts of the body of small animals and their function [K/502/0505]	E2	2	20
Recognise types of animal housing and bedding for small animals [M/502/0506]	E2	2	20
Recognise small animals [R/502/0496]	E2	1	10
Assist with cleaning housing for small animals [T/502/0507]	E2	2	20
Communicating with others at work [D/501/6631]	E2	1	10
Introduction to customer care [J/501/6641]	E2	1	10
Horticulture and Conservation			
Recognise, use and care for tools used in horticulture [A/502/0525]	E2	2	20
Recognise plants [D/502/0517]	E2	1	10
Prepare and plant an area [F/502/0526]	E2	2	20
Maintain a footpath [H/502/0826]	E2	3	30
Weed a planted area [J/502/0527]	E2	2	20
Maintain a fence [K/502/0827]	E2	2	20
Fill plant containers [L/502/0528]	E2	1	10
Plant an area to attract wildlife [M/502/0828]	E2	2	20
Recognise trees and plants [R/502/0823]	E2	1	10
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
Floristry			
Prepare a container for a flower arrangement [H/502/0518]	E2	2	20
Make a round posy arrangement [K/502/0519]	E2	3	30
Identify floristry plant material [L/502/0514]	E2	1	10
Recognise use and care for hand tools used in floristry [R/502/0515]	E2	2	20
Wrap flowers and plants [Y/502/0516]	E2	1	10
Agriculture			
Recognise farm animal housing [A/502/0671]	E2	1	10
Assist in catching poultry [D/502/0713]	E2	2	20
Bed down farm animals [F/502/0669]	E2	2	20
Move a farm animal [F/502/0672]	E2	2	20

Collect and sort poultry eggs [H/502/0714]	E2	2	20
Recognise farm animals [K/502/0665]	E2	1	10
Recognise the body parts of poultry and their function [L/502/0710]	E2	1	10
Provide food and water for poultry [R/502/0711]	E2	2	20
Feed farm animals [T/502/0670]	E2	2	20
Clean poultry accommodation by hand [Y/502/0712]	E2	2	20
Group C - Level 1 Units			
Animal Care			
Assist with the exercise of animals [A/502/5160]	1	6	50
Assist with feeding and watering animals [D/502/5149]	1	6	50
Assist with maintaining the health and wellbeing of animals [H/502/5119]	1	6	50
Assist with the movement, handling and accommodation of animals [J/502/5131]	1	6	50
Assist with the handling and restraint of animals [J/502/5159]	1	6	50
Assist with the preparation and maintenance of animal accommodation [K/502/5154]	1	6	50
Animals in the wild and in society [R/502/5147]	1	6	50
Principles of dealing with feedstuffs for small animals [Y/600/0471]	1	1	9
Principles of the movement and handling of small animals [L/502/5714]	1	2	18
Assist with the movement and handling of small animals [T/502/5710]	1	1	9
Assist with feedstuffs for small animals [H/600/0473]	1	2	18
Assist with the care of animals [A/502/4588]	1	2	18
Principles of the care of animals [F/502/4589]	1	2	18
Principles of dealing with animal accommodation [D/600/0469]	1	2	18
Assist with animal accommodation [R/600/0470]	1	2	18
Assist with the movement of animals [D/502/4101]	1	2	18
Principles of the movement of animals [Y/502/4100]	1	1	9
Horticulture and Conservation			
Plant selection [T/504/5343]	1	3	27
Understanding organic horticulture [A/504/5344]	1	3	27
Introduction to garden design [M/504/5342]	1	3	27
Lay turf by hand [D/504/0184]	1	2	18
Prepare and plant a hanging basket [J/504/0146]	1	2	18
Prune deciduous spring-flowering shrubs [Y/504/0152]	1	2	18

Cultivate land by single digging or forking [K/504/0012]	1	2	18
Support individual stems [D/504/0153]	1	2	18
Identify trees and shrubs [Y/504/0846]	1	2	18
Lift, divide and plant herbaceous perennials [M/504/0156]	1	2	18
Prune hedges by hand [Y/504/0149]	1	2	18
Prepare ground for sowing or planting under supervision [J/504/0003]	1	3	25
Sow seed indoors in containers [A/504/0158]	1	2	20
Care for a planted area [R/504/0148]	1	2	20
Pot up rooted cuttings, large seedlings or plugs by hand [A/504/0161]	1	2	15
Plant flower bulbs for naturalisation or bedding [F/504/0145]	1	2	20
Prune bush roses [L/504/0150]	1	2	20
Maintain and protect metal surfaces [J/504/0180]	1	2	15
Maintain hand tools [D/504/0198]	1	2	20
Identify weeds [D/504/0847]	1	2	20
Remove dew from fine turf [T/504/0188]	1	2	15
Repair area of damaged turf with seed [Y/504/0037]	1	2	15
Prepare and plant a container for display [L/504/0147]	1	2	15
Sow grass seed by hand [M/504/0187]	1	2	20
Use a wheeled rotary mower [T/504/0191]	1	2	20
Prune deciduous shrubs flowering on current season's growth [J/504/0020]	1	2	20
Set out pots, modules or trays following potting or pricking out [L/504/0035]	1	2	15
Collect and prepare produce or plant material for transport [H/504/0171]	1	2	20
Lay paving slabs [J/504/0177]	1	2	20
Prepare soil and apply organic mulch [R/504/0005]	1	2	15
Establish an even gradient or level between two fixed points [D/504/0136]	1	3	25
Propagate by stem cuttings [T/504/0160]	1	2	20
Scarify turf by hand [H/504/0185]	1	2	15
Identify annuals and herbaceous perennials [H/504/0848]	1	2	20
Use a cylinder mower [F/504/0193]	1	2	20
Plant container grown plants [L/504/0004]	1	3	25
Lay paving blocks on sand [L/504/0178]	1	2	20
Use a leaf-litter blower [L/504/0195]	1	2	15
Support plants on wires, frames or trellis [K/504/0155]	1	2	20

Maintain wooden structures with water-based preservative [K/504/0172]	1	2	20
Aerate turf by hand [R/504/0182]	1	2	15
Identify indoor plants [K/504/0849]	1	2	20
Mix mortar or concrete [D/504/0203]	1	2	15
Maintain paved areas [L/504/0181]	1	2	15
Sow seed outdoors in drills by hand [T/504/0157]	1	2	20
Use a nylon cord strimmer [H/504/0039]	1	2	15
Apply fertiliser by hand to bare ground [A/504/0144]	1	2	15
Edge and rake golf bunkers [A/504/0189]	1	2	15
Support herbaceous perennials [H/504/0154]	1	2	15
Overmark sports lines [D/504/0038]	1	2	15
Dead-head rose bushes, rhododendrons or other shrubs [A/504/0015]	1	2	20
Edge turf with shears [Y/504/0183]	1	2	15
Place sports equipment [M/504/0190]	1	2	15
Water a bed, border or area of plants in containers [T/504/0143]	1	2	15
Build a sample brick wall H/504/0137]	1	3	25
Prune shrubs for winter stem colour [R/504/0151]	1	2	15
Use an air cushion mower [A/504/0192]	1	2	20
Prick out seedlings singly [F/504/0159]	1	2	20
Determine soil pH with colour indicator test kit under supervision [M/504/0013]	1	2	15
Team work in environmental studies [M/501/4883]	1	3	30
Practical skills for grassland areas [F/501/4886]	1	5	40
Practical skills for pond and wetland areas [R/501/4889]	1	5	40
Practical skills for footpath and surfacing work [D/501/4894]	1	5	40
Assist with maintaining structures and surfaces [K/502/4098]	1	2	18
Principles of maintaining structures and surfaces [R/502/5715]	1	2	18
Principles of transporting supplies of physical resources within the work area [D/502/4096]	1	1	9
Assist with the transport of supplies of physical resources within the work area [J/502/4741]	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

Principles of the maintenance of equipment [A/502/4056]	1	1	9
Assist with the maintenance of equipment [T/502/4055]	1	4	36
Principles of maintaining grass surfaces [T/502/4170]	1	1	9
Assist with the maintenance of grass surfaces [D/502/4177]	1	3	27
Hedgelaying [H/502/4441]	1	3	30
Introduction to dry stone walling [K/502/4442]	1	2	20
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
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
Maintain the safety of self and others in the workplace [R/600/0291]	1	4	36
Contribute to the preparation of forest and woodland sites [K/600/0491]	1	4	36
Floristry			
Identify flowers, foliage and plants [A/502/5093]	1	6	50
Produce planted designs [D/502/5104]	1	6	50
Assemble basic floral designs [J/502/5114]	1	6	50
Carry out basic floristry tasks [T/502/5092]	1	6	50
Produce and maintain shop displays [Y/502/5098]	1	6	50
Agriculture			
Carry out tractor operations [K/502/5140]	1	6	50
Introduction to crop systems [Y/502/5134]	1	6	50
Principles of maintaining the health of extensive crops [K/502/4747]	1	1	9
Assist with maintaining the health of extensive crops [M/502/4748]	1	3	27
Assist with harvesting and preparing crops [L/502/4742]	1	3	27
Principles of harvesting and preparing crops [Y/502/4744]	1	1	9
Assist with the basic preparation and operation of a tractor [A/502/4607]	1	7	63
Principles of basic preparation and operation of a tractor [T/502/4606]	1	3	27
Harvest crops [F/502/4043]	1	3	27

Adopt good bio-security practices at work [D/502/4051]	1	3	27
Principles of good bio-security practices at work [M/502/4099]	1	1	9
Principles of preparing sites and planting extensive crops [K/502/4750]	1	1	9
Assist with preparing sites and planting extensive crops [T/502/4749]	1	4	36
Farm Animal			
Assist with the movement and handling of farm animals [L/600/0466]	1	1	9
Principles of the movement and handling of farm animals [Y/600/0468]	1	2	18
Prepare and operate a tractor and attachments [H/501/0457]	2	5	38
Principles of preparing and maintaining livestock accommodation [F/502/4107]	1	1	9
Assist with preparing and maintaining livestock accommodation [J/502/4108]	1	2	18
Principles of the preparation and the monitoring of livestock outdoors [M/502/4605]	1	2	9
Assist with preparation and the monitoring of livestock outdoors [Y/502/4601]	1	1	18

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

**All Entry Level 2 units and supporting information can be found in:
Entry Level 2 Award/Certificate/Diploma in Practical Countryside Skills
Qualification Guide**

**All Level 1 units and supporting information can be found in:
Level 1 Award/Certificate/Diploma in Practical Countryside Skills
Qualification Guide**

Introduction

The Entry Level Awards/Certificates/Diploma in Practical Countryside Skills qualifications have been developed in collaboration with industry, providers and Lantra, the Sector Skills Council for the Land based industries.

There are a range of unit groupings that learners can focus on to develop the necessary skills for that sector.

Aims

The SEG Awards Entry Level 3 Award/Certificates/Diplomas in Practical Countryside Skills aim to:

- Provide knowledge and understanding that will support effective and efficient working practices
- Promote and encourage good working practices in relation to safety and minimising any environmental impact of the activities undertaken
- Develop competent practical skills that will support those seeking a career in the countryside sector

Target Group

These qualifications are designed for those learners who are looking to start work in countryside based sectors.

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

Learners who achieve the Entry Level qualifications could progress on to the Skills and Education Group Awards Level 1 Awards/Certificates/Diplomas in Practical Countryside Skills.

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

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

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

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

These specifications and associated assessment materials are in English only.

Unit Details

Groom a Small Animal

Unit Reference	D/502/0615
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	The candidate will be able to groom a dog or cat or rabbit restrained by the supervisor
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.7) <i>The learner can</i>
1. Be able to groom a small animal	<p>1.1 Give a reason for grooming a small animal</p> <p>1.2 Recognise items of grooming equipment</p> <p>1.3 Restrain a small animal for grooming</p> <p>1.4 Groom a small animal</p> <p>1.5 Use, clean and store PPE, tools and equipment safely</p> <p>1.6 Maintain the safety of self, others and animals during the operation</p> <p>1.7 State why PPE needs to be worn</p>

Supporting Unit Information

D/502/0615 Groom a small animal – Entry Level 3

Indicative Content

Learning Outcome 1. Be able to groom a small animal

- 1.1 Give a reason for grooming a small animal** To remove mud and dirt, dead hair, grease, tangles and other extraneous matter or organisms. To make the dog look pretty and attractive for showing purposes and keep the hair healthy and mat free.
To prevent the dog bringing dirt etc into a house.
- 1.2 Recognise items of grooming equipment** These can include – grooming table, short leads, muzzles if needed, various types and sizes of brushes and combs including slickers, grooming pads, undercoat rakes, various sprays including anti-tangle, refreshing etc. Scissors clippers (manual or electric), and nail clippers if required.
- 1.3 Restrain a small animal for grooming** Hold the animal to prevent it struggling, preferably if a small dog on a grooming table, to prevent prolonged work at a low height. If the dog is liable to bite a muzzle must be used or a different dog selected to suit the learner, as most dogs enjoy being groomed. Hold the dog on a short lead balancing its backend with your other hand to enable the groomer to brush, comb where needed.
- 1.4 Groom a small animal** To be able to groom the dog while it is being held safely by a supervisor. Brush and comb the dog as required, short haired dogs need less brushing than long haired, remove mats and excess hair by using correct equipment Ref LO1.2. Brush hair in the direction of growth, removing dead hair and other extraneous matter. Clip claws if required and clean ears and eyes if needed.
- 1.5 Use, clean and store PPE, tools and equipment safely** Use PPE such as boots, overalls gloves etc. dry and clean all tools and equipment, check for faults repair or report to supervisor, then put away in the correct storage area, as instructed.
- 1.6 Maintain the safety of self, others and animals during the operation** Hazards include slips, trips, and scratches and bruises from the animal being groomed. Select PPE as required e.g. gloves, boots overalls, launder after each day's work. Consider tetanus immunisation. Small animals harbour diseases such as Ecoli, ringworm and many different stomach worms, it is important that learners are encouraged to wash properly after handling small animals and launder clothing after work. They also need to understand that they can catch diseases and worms from all animals.

1.7 State why PPE needs to be worn To prevent slips and trips but mainly to keep clean and free from infections and injuries from the dog being clipped. Ref LO1.6.

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
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- Oral/written questions and answers
- Reports/notes

- Worksheets/job sheets/workbooks
- Witness statements
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- Photographic evidence
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Additional Information

See Skills and Education Group Awards website for further information

Show Visitors around a Small Animal Enterprise

Unit Reference	H/502/0616
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to greet and show visitors around a small animal unit
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.5) <i>The learner can</i>
1. Be able to greet and show visitors around a small animal unit	1.1 Present self appropriately 1.2 Conduct self appropriately and politely 1.3 Give a reason for greeting visitors politely 1.4 Show visitors around the unit 1.5 State why visitors should not touch animals

Supporting Unit Information

H/502/0616 Show visitors around a small animal enterprise - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to greet and show visitors around a small animal unit

- 1.1 Present self appropriately** Clothing e.g. dress appropriately - clean clothes suitable for working with type of animals in enterprise, tidy presentation. Wear appropriate PPE e.g. gloves, overalls, lab coat, boots as required by the site. Carry identification badge and any means of communication required by site e.g. mobile phone. Manner e.g. interested in visitors and keen to help and inform them.
- 1.2 Conduct self appropriately and politely** Meet visitors e.g. approach visitors, ask if can help, introduce self, state what role is. Find out about visitors e.g. names, why they are visiting the small animal enterprise, is there anything they particularly want to see. Inform visitors about site facilities e.g. refreshment facilities, toilets, exit routes. Inform visitors of any site requirements e.g. necessary to sign in, wear protective clothing, not feed or touch animals, any other safety or hygiene requirements.
- 1.3 Give a reason for greeting visitors politely** e.g. to make visitors feel welcome, so they will want to come back, so they respect/trust their guide.
- 1.4 Show visitors around the unit** Follow the correct route e.g. to ensure visitors see all parts of the enterprise, to avoid visitor groups getting in each other's way/obscuring views. Assist access to information e.g. stop at planned viewing/information points, inform visitors or point out information posters/leaflets or other resources, answer questions if able or state where answer can be obtained. End of visit e.g. thank visitors for their interest, ensure they take off and leave any protective clothing, draw attention to facilities for donations, any leaflets/promotional material for visitors to take away, wish them a safe journey home.
- 1.5 State why visitors should not touch animals** e.g. risk of getting pecked, bitten or scratched, possibility of visitors catching diseases from the animals, disturbs/frightens animals.

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Additional Information

See Skills and Education Group Awards website for further information

Recognise Types and Parts of the Body of Small Animals

Unit Reference	L/502/0612
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise species of small animals and parts of the body of a bird or reptile or rodent
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.5) <i>The learner can</i>
1. Be able to recognise species, and parts of the body, of small animals	1.1 Recognise species of small animals 1.2 Recognise parts of the body of small animals 1.3 State key differences between animal species 1.4 State how one animal species moves 1.5 Maintain own safety and hygiene throughout operations

Supporting Unit Information

L/502/0612 Recognise types and parts of the body of small animals - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to recognise species, and parts of the body, of small animals

- 1.1 Recognise species of small animals** Provide access to a range of small animals or provide photographs or pictures for learners to recognise and name five species of small animals e.g. rodents - rabbit, mouse, guinea pig; birds - budgerigar, canary, parrot/cockatiel; reptiles - tortoise, bearded dragon, gecko.
- 1.2 Recognise parts of the body of small animals** Name three parts of the body of:
- Bird e.g. beak, head, eyes, neck, breast, wings, tail, legs, toes or
Reptile e.g. tongue, head, eyes, mouth, neck, body, shell, tail, legs, toes or
Rodent e.g. head, ears, nose, eyes, mouth/teeth, neck, body, legs, feet, rear end, tail.
- 1.3 State key differences between animal species** Key differences e.g. State key differences between body covering and parts of the body for one bird, one reptile and one rodent species, for example:
- Bird e.g. body covering of feathers, beak and no teeth, wings for flight, two legs, light weight, does not have protruding ears, nose is part of beak
Reptile e.g. body covering of scales, usually elongated shape including long tail, four legs - some have very small legs/no legs, some have forked tongues - used to smell, do not have protruding ears, tortoises have hard shells
Rodent e.g. body covering of fur, sharp teeth for gnawing, protruding ears, four legs, variety of tail shapes - bob or long and thin and covered with hair or scaly and bare.
- 1.4 State how one animal species moves.** Rabbit e.g. hops along usually taking a few hops and then stopping to graze or sitting up on its hind legs to look around.
- 1.5 Maintain own safety and hygiene throughout operations** Own safety e.g. adopt calm, confident manner, avoiding sudden/frightening movements/ talking when looking closely at animal parts or features - may cause animal to attempt to peck, bite or scratch, be aware of safe distance from animal to avoid being bitten/scratched, if bitten wash wound thoroughly with soap/water and consult doctor . Hygiene e.g. wear appropriate PPE - gloves and overalls/working clothes, do not

touch mouth/eyes when handling animal/clearing up faeces/urine,
wash hands with soap/water after working with animal.

Teaching Strategies And Learning Activities

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Additional Information

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Assist With Catching and Restraining a Small Animal

Unit Reference	R/502/0613
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to assist with catching and restraining a dog or cat or rabbit for a specific purpose
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.7) <i>The learner can</i>
1. Be able to catch and restrain a small animal	<p>1.1 Recognise suitable equipment for catching and restraining small animals</p> <p>1.2 Assist with catching a small animal</p> <p>1.3 Assist with restraining a small animal</p> <p>1.4 Identify equipment used to move/transport small animals</p> <p>1.5 Move/transport a small animal from one location to another</p> <p>1.6 Maintain own safety and hygiene throughout operations</p> <p>1.7 Give a reason why care should be taken when moving and restraining animals</p>

Supporting Unit Information

R/502/0613 Assist with catching and restraining a small animal - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to catch and restrain a small animal

- 1.1 Recognise suitable equipment for catching and restraining small animals.** Make equipment suitable for catching and restraining small animals available or provide photographs or pictures for learners to recognise. Catching e.g. gloves, large towel, animal's normal cage, humane capture cage/trap, and food/water attractive to animal to be caught/treats. Restraining e.g. own hands/voice, collar, harness, lead/leash, cage.
- 1.2 Assist with catching a small animal** Follow instructions to catch a small animal e.g. tame non-skittish rabbit escaped from cage within confines of garden - learner to talk softly to rabbit, offer tempting food, move slowly as instructed whilst supervisor moves in to pick rabbit up; rabbit more skittish - leave cage in full view and cover with towel/ blanket - security, bait with fresh water and tempting food, leave door open, wait patiently until rabbit enters and when instructed by supervisor approach from open door side, rabbit should retreat into security of cage and door can be shut.
- 1.3 Assist with restraining a small animal** e.g. tame non-skittish rabbit - let animal see/hear approach, moving steadily/slowly avoiding sudden/unpredictable movement, talk soothingly to animal during approach, gently stroke rabbit/cover eyes whilst supervisor takes hold of rabbit securely by scruff of neck with one hand and firmly restrains hindquarters with other hand.
- 1.4 Identify equipment used to move/transport small animals** Provide examples of equipment used to move/transport small animals or provide photographs or pictures for learners to examine e.g. dog trailer, transport cages/crates suitable for dogs of different sizes or cat/rabbit carriers of different types - rigid, wicker, soft bag, rucksack, collar and lead. Assessor could point to different types of equipment and ask learners to identify what types of animals they would be suitable to carry.
- 1.5 Move/transport a small animal from one location to another** e.g. select cage/crate/ carrier, add bedding/food/water where appropriate, load in vehicle, secure, accompany animal in vehicle or

hand/shoulder carry animal to destination, clean/tidy transport equipment all as instructed by supervisor.

1.6 Maintain own safety and hygiene throughout operations Safety e.g. PPE - wear gloves, overalls/working clothes to protect from scratches and keep clothes clean; safe manual handling - lift crates/cages safely, manually carry animals within personal limits with respect to weight and distance; cages/carriers secure in vehicle; care to avoid being scratched/bitten; manner - calm and confident. Hygiene e.g. effective hand wash routine after preparation of carrier and handling animal /carrying container, do not eat/drink or smoke whilst engaged in preparing, carrying or tidying up activities.

1.7 Give a reason why care should be taken when moving and restraining animals e.g. to make sure the animal is not caused any pain or injury when moved/restrained, to make sure it is as comfortable as the journey will allow and is not put under a lot of stress which might make it ill later, to ensure that the animal does not escape.

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Additional Information

See Skills and Education Group Awards website for further information

Check That a Small Animal Is Healthy

Unit Reference	Y/502/0614
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	To enable learners to demonstrate their ability to complete a health check on a dog or cat or rabbit restrained by a supervisor
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Be able to restrain and complete a health check on a small animal	1.1 Prepare to restrain a small animal 1.2 Restrain a small animal 1.3 Recognise areas of the body for checking to establish health 1.4 Identify signs of good health in small animals 1.5 Maintain own safety and hygiene throughout operations
2. Know the signs of good health in a small animal	2.1 State the signs which indicate that a small animal is healthy

Supporting Unit Information

Y/502/0614 Check that a small animal is healthy - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to restrain and complete a health check on a small animal

- 1.1 Prepare to restrain a small animal** Prepare area for restraint e.g. clear floor area or table top, block off escape routes, check for hazards/sources of disturbance - access of other dogs/cats/people/children. PPE e.g. put on rubber gloves, overalls/working clothes, and towel available - urination/defecation. Approach e.g. talk gently to animal to alert it to handler's presence, sooth by gentle voice and stroking.
- 1.2 Restrain a small animal** e.g. to remove rabbit from cage reach in from side rather than above as rabbit's predators attack from above, be calm and confident, grip rabbit by scruff of loose skin behind shoulders, gently draw it to comfortable position for pick up, immediately support hind legs and back with forearms and move it to position for health check. On table retain gentle restraint using scruff and other hand on rump. Refer to LO1.3, LO1.4.
- 1.3 Recognise areas of the body for checking to establish health** Learner to examine, recognise and name three areas for checking to establish health e.g. eyes, nose, ears, mouth/ teeth, fur, rear end.
- 1.4 Identify signs of good health in small animals** Learner to look for physical signs of good health in restrained animal e.g. rabbit - bright eyes, clean nose and rear end, ears free of large quantities of earwax, fur soft and in good condition. Additional signs of good health may be observed during routine activities such as feeding/watering/ cleaning e.g. droppings of correct consistency, food being cleared up and behaviour - animal active, alert, playful, inquisitive.
- 1.5 Maintain own safety and hygiene throughout operations** Own safety e.g. calm, confident manner avoiding sudden/frightening movements/talking that may cause restrained animal to attempt to bite/scratch, be aware of safe distance from animal to avoid being bitten or scratched, if bitten wash wound thoroughly with soap/water and consult doctor . Hygiene e.g. wear appropriate PPE - refer to LO1.1, do not touch mouth/eyes when handling animal/clearing up faeces/urine, wash hands with soap/ water after working with animal.

LO2 is the key area of knowledge for this unit

Learning Outcome 2. Know the signs of good health in a small animal

2.1 State the signs which indicate that a small animal is healthy

e.g. refer to LO1.4.

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Developing Practical Skills for Maintaining Plants

R/502/4550

Unit Reference	
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	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
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
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 1.2 Assist with completing a simple risk assessment 1.3 Maintain a safe and tidy working environment 1.4 Clean and correctly store tools and equipment used in plant maintenance
2. Be able to correctly deadhead plants	2.1 Assist with the deadheading of a variety of plant material
3. Be able to correctly weed, mulch and edge established beds and borders	3.1 Carry out weed removal from established beds and borders 3.2 Spread mulch to the specified density on beds and borders 3.3 Edge a bed or border to a specified standard

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Supporting Unit Information

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

Indicative Content

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.

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Additional Information

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Assist With the Maintenance and Repair of Hand Tools

Unit Reference	A/504/5327
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit allows learners to develop skills in the maintenance and repair of hand tools
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Know health and safety requirements when assisting with the maintenance and repair of hand tools	<p>1.1 Select and use appropriate personal protective equipment and clothing</p> <p>1.2 Carry out tasks with due regard for the health and safety of self and others</p> <p>1.3 Follow instructions when maintaining and repairing hand tools</p> <p>1.4 Identify situations when assistance is required and refer to the appropriate person</p>
2. Be able to maintain and repair hand tools	<p>2.1 State the importance of maintaining hand tools</p> <p>2.2 Clean and oil a range of hand tools</p> <p>2.3 Identify the faults on three different hand tools</p> <p>2.4 Assist with the repair of basic faults on three different hand tools</p> <p>2.5 Store the equipment safely following maintenance</p>

<p>3. Leave the work area in a safe condition</p>	<p>3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p>3.2 Leave the site clean and tidy</p> <p>3.3 Clean and store tools safely</p>
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Supporting Unit Information

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

Indicative Content

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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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Introduction to Cultivating Plant Cuttings

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

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

Indicative Content

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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Additional Information

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Developing Skills for Using and Maintaining Garden Tools

Unit Reference	F/504/5328
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit allows learners to develop skills in the maintenance and repair of garden tools
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Know a range of hand tools used in gardening	1.1 Name ten garden hand tools 1.2 State the use of each tool
2. Be able to maintain a range of garden tools	2.1 Check the condition of three given hand tools, identifying any problems 2.2 Follow a given maintenance procedure for the three given tools under supervision 2.3 Place the tools into stores in the correct location
3. Be able to use a range of garden hand tools	3.1 Select appropriate hand tools for five given tasks 3.2 Demonstrate the correct use of the five selected hand tools under supervision

<p>4. Understand basic Health and Safety in the use and transportation of hand tools</p>	<p>4.1 Use hand tools safely under supervision</p> <p>4.2 Demonstrate the correct transportation of hand tools</p>
<p>5. Leave the work area in a safe condition</p>	<p>5.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p>5.2 Leave the site clean and tidy</p> <p>5.3 Clean and store tools safely</p>

Supporting Unit Information

F/504/5328 Developing skills for using and maintaining garden tools - Entry Level 3

Indicative Content

Learning Outcome 1. Know a range of hand tools used in gardening

1.1 Name ten garden hand tools – examples could include - garden fork, shovel, spade, rake, edging knife, hoe, shears.

1.2 State the use of each tool – candidates should refer to 1.1 and state the use of each tool.

Learning Outcome 2. Be able to maintain a range of garden tools

2.1 Check the condition of three given hand tools, identifying any problems – e.g. Prongs on fork sticking out, handle on shovel snapped etc.

2.2 Follow a given maintenance procedure for the three given tools under supervision – candidates should follow the procedure for maintaining 3 of the tools listed in 2.1 under supervision

2.3 Place the tools into stores in the correct location e.g. wheelbarrow turned upside down, shovel and spade in safe area in the shed/garage etc.

Learning Outcome 3. Be able to use a range of garden hand tools

3.1 Select appropriate hand tools for five given tasks – e.g. dig using a spade, trim lawn edges using edging knife, lopper to cut young, green wood.

3.2 Demonstrate the correct use of the five selected hand tools under supervision – refer to 3.1.

Learning Outcome 4. Understand basic Health and Safety in the use and transportation of hand tools

4.1 Use hand tools safely under supervision – candidates should refer to 3.1 & 3.2.

4.2 Demonstrate the correct transportation of hand tools – candidates should transport the tools in a safe manner.

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

5.1 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.

5.2 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.

5.3 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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Additional Information

See Skills and Education Group Awards website for further information

Introduction to Planting Bulbs in Pots

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

Supporting Unit Information

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

Indicative Content

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.

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Additional Information

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Sow Seed Outdoors In Drills by Hand

Unit Reference	H/504/5340
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit introduces the skills required to sow seed outdoors in drills
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare to sow seed	<p>1.1 Select and wear appropriate personal protective equipment</p> <p>1.2 Select appropriate tools and equipment</p>
2. Be able to sow seed in a shallow drill	<p>2.1 Prepare an area of ground to sow seed as instructed</p> <p>2.2 Draw out a shallow drill</p> <p>2.3 Sow seed at given spacings</p> <p>2.4 Cover the drill at given depth</p> <p>2.5 Label drill</p> <p>2.6 Water drill</p>

<p>3. Leave the work area in a safe condition</p>	<p>3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p>3.2 Leave the site clean and tidy</p> <p>3.3 Clean and store tools safely</p>
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Supporting Unit Information

H/504/5340 Sow seed outdoors in drills by hand - Entry Level 3

Indicative Content

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 clod

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

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Tree Planting and Staking

Unit Reference	K/504/5341
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit introduces the skills required to plant and stake a tree
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare to plant a tree	1.1 Select and wear appropriate personal protective equipment 1.2 Select appropriate tools
2. Be able to plant and stake a tree	2.1 Prepare area of ground as instructed 2.2 Select tree and check condition 2.3 Select and position stake 2.4 Plant tree at appropriate depth 2.5 Backfill planting and apply mulch if appropriate 2.6 Attach tree to stake 2.7 Water planted tree

<p>3. Leave the work area in a safe condition</p>	<p>3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p>3.2 Leave the site clean and tidy</p> <p>3.3 Clean and store tools safely</p>
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Supporting Unit Information

K/504/5341 Tree planting and staking - Entry Level 3

Indicative Content

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, and hammer/mallet. Select tools appropriate to the task e.g. spade for digging planting holes/moving organic matter/backfilling, wheelbarrow for moving trees, mulch, and 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.

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Additional Information

See Skills and Education Group Awards website for further information

Identification of Pests and Diseases

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

Supporting Unit Information

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

Indicative Content

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, and 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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Methods Of Assessment

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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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Evidence Of Achievement

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Additional Information

See Skills and Education Group Awards website for further information

Introduction to Propagation of Plants

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

	3.4 State the benefits of correct maintenance of embryo plants
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Supporting Unit Information

R/504/5334 Introduction to propagation of plants - Entry Level 3

Indicative Content

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, and 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

See Skills and Education Group Awards website for further information

Prepare and Plant an Area

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

Supporting Unit Information

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

Indicative Content

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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Additional Information

See Skills and Education Group Awards website for further information

Introduction to Ground Preparation

Unit Reference	F/504/5331
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit introduces the skills required to prepare and level the soil prior to planting
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare for ground preparation tasks	1.1 Select and wear personal protective equipment 1.2 Select tools and equipment for ground preparation
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 2.2 Firm ground by treading as instructed 2.3 Rake the ground to create a tilth suitable for planting or sowing
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 3.2 Leave the site clean and tidy

	3.3 Clean and store tools safely
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Supporting Unit Information

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

Indicative Content

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.

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Additional Information

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Introduction to Lawn Care

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

	<p>3.2Apply appropriate top dressing to an area of lawn</p> <p>3.3Edge a length of lawn</p> <p>3.4Remove a bump/raised area from a lawn</p>
<p>4. Leave the work area in a safe condition</p>	<p>4.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p>4.2 Leave the site clean and tidy</p> <p>4.3 Clean and store tools safely</p>

Supporting Unit Information

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

Indicative Content

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.

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Additional Information

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Prick Out Seedlings Singly

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

Supporting Unit Information

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

Indicative Content

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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Methods Of Assessment

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Evidence Of Achievement

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- Reports/notes

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Additional Information

See Skills and Education Group Awards website for further information

Introduction to the Seasons

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

Supporting Unit Information

Indicative Content

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

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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Plant Flower Bulbs for Naturalisation or Bedding

Unit Reference	H/504/5337
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit introduces the skills required to plant bulbs for naturalisation or for bedding
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare to plant flower bulbs	1.1 Select and wear appropriate personal protective equipment 1.2 Select appropriate tools and equipment
2. Be able to plant flower bulbs	2.1 Prepare ground 2.2 Check the condition of the bulbs 2.3 Select appropriate bulbs 2.4 Plant bulbs at appropriate spacing and depth 2.5 Backfill and firm soil 2.6 Label planted area
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

	<p>3.2 Leave the site clean and tidy</p> <p>3.3 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

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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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Introduction to Pruning Trees and Shrubs

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

	3.3 Clean and store tools safely
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Supporting Unit Information

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

Indicative Content

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.

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Additional Information

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Edge and Repair a Footpath

Unit Reference	D/502/0923
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	To enable learners to demonstrate their ability to edge and repair a footpath
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.7) <i>The learner can</i>
1. Be able to edge and repair a footpath	<p>1.1 Prepare tools and equipment</p> <p>1.2 Prepare site for work</p> <p>1.3 Carry out activities to edge and repair a footpath</p> <p>1.4 State why secure edging is required at the sides of a path</p> <p>1.5 State why wooden stakes are cut off at an angle</p> <p>1.6 Use, clean and store PPE, tools and equipment safely</p> <p>1.7 Maintain the safety of self and others during the operation</p>

Supporting Unit Information

D/502/0923 Edge and repair a footpath - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to edge and repair a footpath

- 1.1 Prepare tools and equipment** - e.g. hand trowel/ fork, dibber, garden spade/fork, watering can and fine rose, wheelbarrow. PPE e.g. overalls, safety boots, gloves. 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.
- 1.2 Prepare site for work** - 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
- 1.3 Carry out activities to edge and repair a footpath** – ensure the task is completed to the requirements of supervisor.
- 1.4 State why secure edging is required at the sides of a path** – to stop it collapsing when used, to help keep it clear of weeds etc
- 1.5 State why wooden stakes are cut off at an angle** – candidates should give a reason why it is important to cut the stakes at an angle.
- 1.6 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. Clean e.g. clean goggles to ensure good vision. Store e.g. overalls hung from peg - good ventilation. Safely e.g. overall sleeves down to protect arms - sun
- 1.7 Maintain the safety of self and others during the operation** – use correct PPE and equipment as described in 1.6. Ensure area is made safe for other people to prevent accident or injury.

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Additional Information

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Shred Waste Vegetation

Unit Reference	F/502/1028
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to shred waste vegetable matter
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.9) <i>The learner can</i>
1. Be able to shred waste vegetable matter	<p>1.1 Give a reason for shredding waste vegetable matter</p> <p>1.2 Identify shredder and check for safety to use</p> <p>1.3 A reason for checking the shredder is safe to use</p> <p>1.4 Identify safe methods to load and operate shredder and recover shredded material</p> <p>1.5 A reason for loading material safely into the shredder</p> <p>1.6 Carry out activities to shred waste vegetation</p> <p>1.7 A reason for recovering shredded material safely</p> <p>1.8 Put shredded material in composter or on ground as mulch</p>

	1.9 Use, clean and store PPE, tools and equipment safely
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Supporting Unit Information

F/502/1028 Shred waste vegetation - Entry Level 3

Indicative Content

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.

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Maintain an Area of Habitat

Unit Reference	H/502/0924
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	To enable learners to demonstrate their ability to use a range of hand tools to maintain an area of habitat
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to maintain an area of habitat	<p>1.1 Prepare tools and equipment for work</p> <p>1.2 Carry out maintenance appropriate to the habitat</p> <p>1.3 Give a reason for maintaining a habitat</p> <p>1.4 Recognise plants and animals common to the habitat</p> <p>1.5 List plants and animals commonly found in a habitat</p> <p>1.6 State why animals, birds and insects should be encouraged to a wildlife area</p> <p>1.7 Dispose of waste materials and tidy site</p> <p>1.8 Use, clean and store PPE, tools and equipment safely</p>

Supporting Unit Information

H/502/0924 Maintain an area of habitat - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to maintain an area of habitat

- 1.1** Prepare tools and equipment for work- 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.
- 1.2** Carry out maintenance appropriate to the habitat – ensure the area is maintained to the requirements of supervisor.
- 1.3** Give a reason for maintaining a habitat – e.g. to remove dead or diseased plants/trees, to encourage wildlife to the area, to keep it clean and free from pollution etc.
- 1.4** Recognise plants and animals common to the habitat – candidates should identify the plants and animals in the habitat they are maintaining.
- 1.5** List plants and animals commonly found in a habitat – candidates should look at another type of habitat and state which plants and animals can be found in that habitat.
- 1.6** State why animals, birds and insects should be encouraged to a wildlife area – e.g. to control pests, enable cross pollination, maintain animal/bird/insect numbers
- 1.7** Dispose of waste materials and tidy site - 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. Remove tools and equipment, spare slabs/sand, brush mortar, grout or sand off slabs, clear up any spillages.
- 1.8** Use, clean and store PPE, tools and equipment safely - - use - PPE e.g. safety boots in case something heavy falls. Tools and equipment e.g. spade, 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 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

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
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- Tool / equipment inventory lists / maintenance schedules
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Additional Information

See Skills and Education Group Awards website for further information

Recognise Parts of Plants

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

Supporting Unit Information

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

Indicative Content

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.

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Additional Information

See Skills and Education Group Awards website for further information

Edge up An Amenity Area

Unit Reference	K/502/0620
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	To enable learners to demonstrate their ability to edge up a lawn, flowerbed or shrubbery
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.6) <i>The learner can</i>
1. Be able to edge up a lawn, flowerbed or shrubbery	1.1 Prepare tools and equipment 1.2 Edge amenity area 1.3 Give a reason for edging up an amenity area 1.4 State why plants should not be covered with excess soil 1.5 Dispose of waste and finish area as appropriate 1.6 Use, clean and store PPE, tools and equipment safely

Supporting Unit Information

K/502/0620 Edge up an amenity area - Entry Level 3

Indicative Content

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.

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Additional Information

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Plant Young Trees

Unit Reference	K/502/0925
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to plant young trees
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to plant young trees	<p>1.1 Prepare tools, materials and equipment for use</p> <p>1.2 Prepare ground for planting</p> <p>1.3 State the best time of year to plant young trees</p> <p>1.4 Carry out activities to plant trees</p> <p>1.5 Name conditions when it is unsuitable to plant trees</p> <p>1.6 Name maintenance tasks that need to be undertaken</p> <p>1.7 Dispose of waste and tidy site</p> <p>1.8 Use, clean and store PPE, tools and equipment safely</p>

Supporting Unit Information

K/502/0925 Plant young trees - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to plant young trees

- 1.1 Prepare tools, materials and equipment for use** - 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.
- 1.2 Prepare ground for planting** - 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
- 1.3 State the best time of year to plant young trees - 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.
- 1.4 Carry out activities to plant trees** - 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 Name conditions when it is unsuitable to plant trees** – refer to 1.3
- 1.6 Name maintenance tasks that need to be undertaken** – e.g. pruning, lopping, litter picking etc
- 1.7 Dispose of waste and tidy site** - 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. Remove tools and equipment, spare slabs/sand, brush mortar, grout or sand off slabs, clear up any spillages.

1.8 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 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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Additional Information

See Skills and Education Group Awards website for further information

Insert plant material

Unit Reference	M/502/0618
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	To enable learners to demonstrate their ability to insert plant material using one appropriate method correctly and safely
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.7) <i>The learner can</i>
1. Be able to insert plant material	<p>1.1 Collect and prepare plant material for inserting</p> <p>1.2 Give a reason for handling plant material carefully</p> <p>1.3 Choose tools and equipment and check they are safe to use</p> <p>1.4 Carry out activities to insert plant materials</p> <p>1.5 Provide immediate aftercare to plant</p> <p>1.6 State the conditions needed for plants to grow</p> <p>1.7 Use, clean and store PPE, tools and equipment safely</p>

Supporting Unit Information

M/502/0618 Insert plant material - Entry Level 3

Indicative Content

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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Additional Information

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Water Plant Material by Hand

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

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.

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Additional Information

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Unit Reference	M/502/1011
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to assist with laying an area of slabs
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.9) <i>The learner can</i>
1. Be able to assist with laying an area of slabs	<p>1.1 Recognise tools and materials and check for safety to use</p> <p>1.2 Prepare, transport and lay bedding materials</p> <p>1.3 State why slabs must be lifted and handled correctly</p> <p>1.4 Carry out activities to lay slabs</p> <p>1.5 Give a reason for filling the joints between slabs</p> <p>1.6 Clean and tidy work area</p> <p>1.7 Dispose of waste</p> <p>1.8 Use, clean and store PPE, tools and equipment safely</p> <p>1.9 Give a reason for wearing steel toe-capped footwear</p>

Supporting Unit Information

M/502/1011 Lay slabs - Entry Level 3

Indicative Content

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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Methods Of Assessment

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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- Witness statements
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- Photographic evidence

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Additional Information

See Skills and Education Group Awards website for further information

Show Visitors around a Wildlife Area

Unit Reference	R/502/0935
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to plant young trees
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.6) <i>The learner can</i>
1. Be able to greet and show visitors around a wildlife area	1.1 Present self appropriately 1.2 Conduct self appropriately 1.3 State why visitors should be greeted politely 1.4 Greet visitors and show visitors around an area of habitat, conservation or wildlife 1.5 State why visitors should not trample on plants 1.6 Identify plants, trees and animals to visitors

Supporting Unit Information

R/502/0935 Show visitors around a wildlife area - Entry Level 3

Indicative Content

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

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Additional Information

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Control Weeds in a Planted Area

Unit Reference	T/502/0619
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to control weeds in a planted area correctly and safely
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.7) <i>The learner can</i>
1. Be able to control weeds in a planted area	<p>1.1 Recognise the weeds to be removed in the planted area</p> <p>1.2 Collect tools and equipment</p> <p>1.3 Name a method of weed control</p> <p>1.4 Carry out activities to weed an area</p> <p>1.5 State types of material suitable for use as a mulch</p> <p>1.6 List soil conditions when mulch should not be applied</p> <p>1.7 Use, clean and store PPE, tools and equipment safely</p>

Supporting Unit Information

T/502/0619 Control weeds in a planted area - Entry Level 3

Indicative Content

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, goose grass, 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.

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Additional Information

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Construct a Composter

Unit Reference	T/502/1026
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to construct a composter
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to construct a composter	<p>1.1 Identify tools to prepare site and for construction of composter</p> <p>1.2 Identify suitable materials</p> <p>1.3 State why it is necessary to use well preserved timber in the construction process</p> <p>1.4 Carry out activities to construct a composter</p> <p>1.5 State why it is important to allow air into the composter</p> <p>1.6 Give a reason for composting materials</p> <p>1.7 Dispose of waste</p> <p>1.8 Use, clean and store PPE, tools and equipment safely</p>

Supporting Unit Information

Indicative Content

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.

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Additional Information

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Recognise Trees and Plants and Their Importance to Wildlife

Unit Reference	Y/502/0824
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Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise trees and plants commonly found in woodland and hedgerows in the local area and their importance to wildlife
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.6) <i>The learner can</i>
1. Be able to recognise common trees and plants	<p>1.1 Recognise common trees</p> <p>1.2 Recognise common plants</p> <p>1.3 Recognise constituent parts of a tree or plant</p> <p>1.4 Identify the functions of constituent parts of trees or plants</p> <p>1.5 State the benefits of trees to wildlife</p> <p>1.6 State the difference between deciduous and evergreen trees</p>

Supporting Unit Information

Y/502/0824 Recognise trees and plants and their importance to wildlife - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to recognise common trees and plants

- 1.1 Recognise common trees** - Examples could include Ash, Oak, Cherry, Common Beech, Holly, Willow, Birch.
- 1.2 Recognise common plants - 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:
Shrub e.g. buddleia (butterfly bush), lilac, fuchsia
Vegetable e.g. potato, carrot, onion
Fruit e.g. apple, plum, strawberry
- 1.3 Recognise constituent parts of a tree or plant** - flower, leaf, stem, roots. Learners could identify constituent parts of live specimens, work from photographs or label diagrams of plants
- 1.4 Identify the functions of constituent parts of trees or plants** – candidates should state the role of different parts of a tree and a plant e.g. the leaf, roots, stem, flower etc.
- 1.5 State the benefits of trees to wildlife** – e.g. offer shelter, nesting, food, area for resting etc
- 1.6 State the difference between deciduous and evergreen trees** – candidates should state differences between their leaves/needles, colouring, shape between both trees.

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Additional Information

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

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

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

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.

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Sow Seed Indoors In Containers

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

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

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

Indicative Content

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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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

Identify Plants

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

<p>3. Be able to identify plants</p>	<p>3.1 Recognise two or more plants from each of the following</p> <ul style="list-style-type: none">• Trees• Shrubs• Perennials• Annuals <p>3.2 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

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

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Methods Of Assessment

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Evidence Of Achievement

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- Reports/notes

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Additional Information

See Skills and Education Group Awards website for further information

Make a Single Flower Buttonhole

Unit Reference	D/502/0808
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	To enable learners to demonstrate their ability to make a single flower buttonhole correctly and securely
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.9) <i>The learner can</i>
1. Be able to make a single flower buttonhole	<p>1.1 Recognise all materials and accessories</p> <p>1.2 Check tools are safe to use</p> <p>1.3 Carry out activities to make a single flower buttonhole</p> <p>1.4 Give a reason for wiring the flower and foliage</p> <p>1.5 State why it is necessary to cover the flower stem with stem tape</p> <p>1.6 Attach fastening under supervision</p> <p>1.7 Give a reason for spraying the completed buttonhole with water</p> <p>1.8 Dispose of waste and store unused materials</p> <p>1.9 Maintain own safety and hygiene</p>

Supporting Unit Information

D/502/0808 Make a single flower buttonhole - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to make a single flower buttonhole

- 1.1 Recognise all materials and accessories** Identify suitable materials and accessories that would be used in the construction of buttonholes e.g. wires, tape, flower, foliage, jewels and bows.
- 1.2 Check tools are safe to use** Carry out a risk assessment / training plan and carry out visual checks e.g. to include scissors, knife, wire cutters.
- 1.3 Carry out activities to make a single flower buttonhole** Demonstrate construction techniques suitable to produce a buttonhole e.g. wiring and taping techniques.
- 1.4 Give a reason for wiring the flower and foliage** Explain the importance of using the correct wire gauges and the reasons for doing so e.g. flexibility, security in design.
- 1.5 State why it is necessary to cover the flower stem with stem tape** Discuss the different types of flower tape available e.g. guttacol, parafilm, explain the importance of wrapping wires e.g. presentation, protection, lock in hydration.
- 1.6 Attach fastening under supervision** Discuss different attachment fastenings available to include pins, corsage magnets.
- 1.7 Give a reason for spraying the completed buttonhole with water** Explain the importance of keeping wired designs hydrated e.g. lock in the moisture – wrap design in damp tissue/cellophane.
- 1.8 Dispose of waste and store unused materials** Demonstrate an awareness of waste disposal and the consequences of incorrect waste disposal on the environment e.g. recycling, green waste.
- 1.9 Maintain own safety and hygiene** Explain the appropriate safety and hygiene levels, use of tools/wires etc safely

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Additional Information

See Skills and Education Group Awards website for further information

Recognise Materials Used In Floristry

Unit Reference	L/502/0805
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	To enable learners to demonstrate their ability to recognise materials used in floristry
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.4) <i>The learner can</i>
1. Be able to recognise materials used in floristry	1.1 Recognise floristry materials 1.2 Recognise floristry accessories 1.3 Give a reason for using the correct materials 1.4 State why it is important to handle and store materials correctly and safely

Supporting Unit Information

L/502/0805 Recognise materials used in floristry - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to recognise materials used in floristry

- 1.1 Recognise floristry materials** Identify a range of different cut materials and their stem types. The range should cover flowers, foliage and berried material and stem types should include woody, soft and sappy.
- 1.2 Recognise floristry accessories** Identify a range of different accessories e.g. crystals, beads, butterflies, decorative wire etc. Suggest the suitability of the accessories in practical floristry.
- 1.3 Give a reason for using the correct materials** Suggest the type of practical work that the materials identified in 1.1 could be used, giving a reason for the use.
- 1.4 State why it is important to handle and store materials correctly and safely** Discuss unpacking and handling techniques, how to look after a variety of stem types. Discuss conditioning methods and the importance of following good hygiene in conditioning stock. Ensure that the Health and safety issues are addressed to include safe use of tools, possible pests and diseases etc.

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Additional Information

See Skills and Education Group Awards website for further information

Gift Wrap a Single Flower

Unit Reference	R/502/0806
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise, select and prepare materials to gift wrap a single flower for presentation
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to gift wrap a single flower	<p>1.1 Recognise all materials and accessories</p> <p>1.2 Check tools are safe to use</p> <p>1.3 Give a reason for gift wrapping fresh plant material</p> <p>1.4 Carry out activities to gift wrap a single flower</p> <p>1.5 State why it is necessary to handle plant material with care</p> <p>1.6 Decorate gift wrapped flower as appropriate</p> <p>1.7 State why it is important to secure materials correctly</p> <p>1.8 Dispose of waste and store unused materials</p>

Supporting Unit Information

R/502/0806 Gift wrap a single flower - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to gift wrap a single flower

- 1.1 Recognise all materials and accessories** Identify suitable materials and accessories that would be used in the presentation of single flowers e.g. cellophane, boxes, ribbon, jewels.
- 1.2 Check tools are safe to use** Carry out a risk assessment / training plan and carry out visual checks e.g. scissor joints secure, knife blades sharp.
- 1.3 Give a reason for gift wrapping fresh plant material** Explain presentation and protection issues, e.g. to protect from elements, presentation for customers.
- 1.4 Carry out activities to gift wrap a single flower** Discuss the process of gift wrapping and different options e.g. boxes, wraps, cellophane, in a vase.
- 1.5 State why it is necessary to handle plant material with care** Demonstrate safe handling of fresh materials e.g. to minimise damage to materials.
- 1.6 Decorate gift wrapped flower as appropriate** Use a variety of different gift wrapping materials e.g. cello, boxes, ribbons.
- 1.7 State why it is important to secure materials correctly** Discuss the fact that the materials are to be securely attached for safety reasons, customer satisfaction.
- 1.8 Dispose of waste and store unused materials** Demonstrate an awareness of waste disposal and the consequences of incorrect waste disposal on the environment e.g. recycling, green waste.

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Additional Information

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Condition Floristry Plant Material

Unit Reference	T/502/0636
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise, prepare and condition fresh plant material
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.7) <i>The learner can</i>
1. Be able to condition plant material	<p>1.1 Unpack fresh flowers and foliages</p> <p>1.2 Recognise materials and tools and check for safe use</p> <p>1.3 Carry out activities to condition plant materials</p> <p>1.4 Give a reason for storing plant material in cool dry shady conditions</p> <p>1.5 State why it is important to check that plant material is healthy and not damaged</p> <p>1.6 Give a reason for flower food to be added to water</p> <p>1.7 Store tools and unused materials safely</p>

Supporting Unit Information

T/502/0636 Condition floristry plant material - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to condition plant material

- 1.1 Unpack fresh flowers and foliages** Demonstrate a safe and methodical method of unpacking fresh materials. Discuss the importance of seasonal priorities e.g. delicate material first, soft stemmed material over woody stemmed material.
- 1.2 Recognise materials and tools and check for safe use** Identify suitable conditioning tools, discuss hand tools that could be used, mechanical options. Carry out a simple risk assessment e.g. visual checks.
- 1.3 Carry out activities to condition plant materials** Draw up a plan of conditioning various stem types e.g. woody, semi-woody, soft, sappy, waxy.
- 1.4 Give a reason for storing plant material in cool dry shady conditions** Discuss storage options and the benefits of correct use. Demonstrate correct methods e.g. prolonging life of materials, store out of draughts etc.
- 1.5 State why it is important to check that plant material is healthy and not damaged** Carry out visual checks and discuss various ailments that materials can have e.g. explain the importance of clean water/buckets etc.
- 1.6 Give a reason for flower food to be added to water** Discuss the benefits of using flower food, e.g. explain the different stages of development and the options available to the florist.
- 1.7 Store tools and unused materials safely** Demonstrate an awareness of waste disposal and the consequences of incorrect waste disposal on the environment e.g. recycling, green waste.

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Additional Information

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Make a Country Basket Arrangement

Unit Reference	Y/502/0807
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	To enable learners to demonstrate their ability to make a country basket arrangement using plant material
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to make a country basket arrangement	<p>1.1 Recognise all materials and accessories</p> <p>1.2 Check tools are safe to use</p> <p>1.3 Carry out activities to make a country basket arrangement</p> <p>1.4 Give a reason for cutting flower/ leaves to correct length</p> <p>1.5 Give a reason for positioning flowers/ leaves in floral foam securely and correctly</p> <p>1.6 State why it is important to cover all of the floral foam</p> <p>1.7 Provide water for arrangement as appropriate</p> <p>1.8 Dispose of waste and store unused materials</p>

Supporting Unit Information

Y/502/0807 Make a country basket arrangement - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to make a country basket arrangement

- 1.1 Recognise all materials and accessories** Identify suitable materials and accessories that would be used in the construction of a country basket arrangement e.g. basket, flowers, foliage, accessories such as jewels, butterflies etc.
- 1.2 Check tools are safe to use** Carry out a risk assessment / training plan and carry out visual checks e.g. knives are sharp, scissor joints secure.
- 1.3 Carry out activities to make a country basket arrangement** Construct a country style basket design, correct preparation and suitable selection to meet requirements e.g. birthday, gift.
- 1.4 Give a reason for cutting flower/ leaves to correct length** Discuss construction methods and why it is important to plan stem length before cutting e.g. discuss profile, recession.
- 1.5 Give a reason for positioning flowers/ leaves in floral foam securely and correctly** Explain the importance of inserting materials into the foam securely e.g. take up of water, lasting quality, customer satisfaction.
- 1.6 State why it is important to cover all of the floral foam** Explain principles of design, workmanship e.g. professional finish.
- 1.7 Provide water for arrangement as appropriate** Discuss the importance of soaking the foam correctly first but also providing care instructions for customer for after care e.g. provide a watering hole in design.
- 1.8 Dispose of waste and store unused materials** Demonstrate an awareness of waste disposal and the consequences of incorrect waste disposal on the environment e.g. recycling, green waste.

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Evidence Of Achievement

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Additional Information

See Skills and Education Group Awards website for further information

Care of Farm Animals

Unit Reference	M/502/4538
Level	Entry 3
Credit Value	6
Guided Learning Hours	60
Unit Summary	The learner will develop confidence and skills that are required on a daily basis on livestock farms through a range of tasks associated with observation, safe moving, treating, cleaning and preparing a new environment for farm animals. In this unit, use of the term 'farm animals' relates to cattle or sheep or pigs
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.2) <i>The learner can</i>
1. Know different farm animal gender types	1.1 Recognise different farm animal gender types
2. Know signs of health in farm animals	2.1 Recognise signs of health in farm animals
3. Be able to assist with moving farm animals safely	3.1 Assist with moving farm animals from one place to another

<p>4. Be able to assist with basic treatment of farm animals</p>	<p>4.1 Assist with basic treatment of farm animals</p>
<p>5. Be able to assist with feeding and watering farm animals</p>	<p>5.1 Assist with preparing food for farm animals</p> <p>5.2 Assist with feeding and watering farm animals</p>
<p>6. Be able to assist with cleaning out and preparing new accommodation for farm animals</p>	<p>6.1 Assist with cleaning out a pen used to accommodate farm animals</p> <p>6.2 Assist with preparing a pen used to accommodate farm animals</p>
<p>7. Be able to work safely with farm animals</p>	<p>7.1 Maintain a safe and tidy working environment</p> <p>7.2 Identify hazards when working with farm animals in order to reduce risks</p>

Supporting Unit Information

M/502/4538 Care of farm animals - Entry Level 3

Indicative Content

Learning Outcome 1. Know different farm animal gender types

1.1 Recognise different farm animal gender types – candidates should be able to recognise a range of farm animals by gender

Learning Outcome 2. Know signs of health in farm animals

2.1 Recognise signs of health in farm animals – ill health – unusual behaviour, loss of weight, lack of appetite. Good health – glossy skin/coat, full stomach, bright eyes

Learning Outcome 3. Be able to assist with moving farm animals safely

3.1 Assist with moving farm animals from one place to another – examples could include helping to plan journeys, checking fitness of animals prior to move, checking vehicle facilities for loading, unloading and transporting to ensure they are suitable and safe.

Learning Outcome 4. Be able to assist with basic treatment of farm animals

4.1 Assist with basic treatment of farm animals – Help to provide adequate food, water, air, shelter, comfort and freedom to move and express normal behaviours

Learning Outcome 5. Be able to assist with feeding and watering farm animals

5.1 Assist with preparing food for farm animals – Help to provide an adequate quantity and quality of food.

5.2 Assist with feeding and watering farm animals – Provide adequate water and food to animals in a suitable format e.g. food/water in troughs/bowls/water bottles and provide enough to account for the animals nutritional requirements.

Learning Outcome 6. Be able to assist with cleaning out and preparing new accommodation for farm animals

6.1 Assist with cleaning out a pen used to accommodate farm animals – examples could include - removing dirty litter and replacing with new, disinfecting spaces, ensuring the area is dry before allowing animals to return

6.2 Assist with preparing a pen used to accommodate farm animals – candidates should help to ensure that the pen is a suitable environment for the specific animal, has sufficient facilities to provide food/water, secure so that wild animals or strays cannot gain access.

Learning Outcome 7. Be able to work safely with farm animals

7.1 Maintain a safe and tidy working environment - safe e.g. ensure areas are well ventilated when using cleaning chemicals, use correct PPE. Tidy e.g. keep animal areas clear of tools.

7.2 Identify hazards when working with farm animals in order to reduce risks – examples could include – risk of crushing working with cattle, upsetting the herd when isolating an animal, bites/kicks, disease spread from animal to humans.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Move and Prepare Farm Animal Pens

Unit Reference	D/502/0727
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to clean and prepare housing for different species of farm animal
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to dismantle, move and set up farm animal pens	1.1 Dismantle farm animal pens 1.2 Move pens to new destination 1.3 State why farm animal pens need to be moved and must be secure 1.4 Construct pen and check it provides adequate shelter 1.5 Give reasons for safe lifting techniques 1.6 Set up pen with clean bedding, water and feed 1.7 Introduce animal to new pen 1.8 Maintain own safety and hygiene

Supporting Unit Information

D/502/0727 Move and prepare farm animal pens - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to dismantle, move and set up farm animal pens

- 1.1 Dismantle farm animal pens** Clear animal(s) from pen e.g. move animal(s) on to next production stage/secure holding point. Dismantle pen walls e.g. remove any securing devices to hutches/weaner housing or between pen sections/hurdles, store these safely for next use, with assistance if necessary move pen sections to new position/trailer for transport. Fixtures/fittings e.g. clean hutch/housing - calves/weaner pigs, feeders, water trough/bowls/header tank as instructed.
- 1.2 Move pens to new destination** Load pen sides/fixtures and fittings e.g. use hand cart for short distances, load on trailer for longer moves - pen sections/hurdles/troughs may be heavy and awkward to carry so ask for help and use whatever mechanical assistance is available - LO1.8 safe manual handling, wear steel toe capped safety boots. Load securely e.g. stack sections carefully and secure.
- 1.3 State why farm animal pens need to be moved and must be secure** Why pens need to be moved e.g. to prevent disease, muck building up - move to fresh station on completion each animal/batch. Secure e.g. to prevent escape/mixing of animals, to ensure that sections do not fall on the animal or stockperson.
- 1.4 Construct pen and check it provides adequate shelter** Construct pen e.g. place hutch/shed, secure hurdles/pen sections to hutch/housing, reassemble hurdles/pen sections, assemble/attach fittings. Adequate shelter - check positioning/direction of facing with respect to prevailing wind/indoor drafts, ventilation set up properly, cracks/ gaps that may cause uncomfortable drafts.
- 1.5 Give reasons for safe lifting techniques** e.g. to avoid weakening/damage to back or joints - knees/elbows, repeated unsafe lifting may lead to long term damage, reduce fatigue, avoid dropping heavy equipment on self or others - refer to LO1.8.
- 1.6 Set up pen with clean bedding, water and feed** e.g. place feed trough/feeders/hay racks and provide feed as directed by supervisor, place/fill water troughs or set up watering system linking header tank to water bowl and check it works, provide bedding appropriate to season and weather conditions.

1.7 Introduce animal to new pen e.g. move/handle animal(s) calmly, quietly and confidently, introduce all animals into pen at same time, leave undisturbed to settle in but watch out for animals being bullied/fighting/signs of poor settling, provide plenty of distraction in form of deep bedding/toys for pigs to minimise quarrelling

1.8 Maintain own safety and hygiene PPE e.g. steel toe cap safety/Wellington boots to protect feet if pen section falls and with good tread to avoid slipping, overalls to keep clothes clean, gloves to protect hands when lifting pen sections/hurdles, dust mask if working inside kennels/hutches. Safe manual handling technique e.g. lift with straight back, within capacity, avoid carrying heavy/awkward sections over rough terrain, use mechanical aids where available. Secure loads when moving. Set up new pens so that they are stable and secure. Hygiene e.g. keep PPE clean, wash hands with soap/water after moving/handling pen sections/animals

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Feed Young Farm Animals

Unit Reference	D/502/0730
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit enables learners to demonstrate their ability to feed milk substitute to young farm animals
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Be able to feed milk substitute to young farm animals	<p>1.1 Collect and check feeding equipment is safe to use</p> <p>1.2 State why feeding equipment should be checked for safety/cleanliness before use</p> <p>1.3 Prepare milk substitute to feed to young farm animals</p> <p>1.4 Prepare feeding equipment</p> <p>1.5 Feed milk substitute to young farm animals</p> <p>1.6 Maintain own safety and hygiene during operations</p>
2. Know why milk substitute is fed to young farm animals	2.1 Give a reason for feeding milk substitute to young farm animals

Supporting Unit Information

Indicative Content

Learning Outcome 1. Be able to feed milk substitute to young farm animals

- 1.1 Collect and check feeding equipment is safe to use** Collect e.g. mixing container, scoop, whisk, buckets, bowls, bottles, teats. Check safe to use e.g. cleanliness of all equipment - free of muck, saliva or milk substitute deposits, teat hole open - not blocked with residues of milk substitute, no traces of disinfectant/bleach, no cracks in glass, sharp edges on buckets/handles.
- 1.2 State why feeding equipment should be checked for safety/cleanliness before use** e.g. to minimise transfer of bacteria that cause disease from feeding equipment to young animals, to ensure that there is nothing on the feeding equipment that will make the milk substitute taste bad - animal less likely to drink, good flow of milk through teats, to avoid personal injury - cuts/scrapes that could lead to infection.
- 1.3 Prepare milk substitute to feed to young farm animals** Measure milk substitute e.g. fill scoop - ensure level/weigh accurately for every measure, mix ingredients accurately if applicable. Mix thoroughly e.g. use whisk. Ensure mix is at correct temperature e.g. measure temperature with thermometer if mix to be fed at blood heat.
- 1.4 Prepare feeding equipment** e.g. clean and disinfect buckets, bottles and all mixing equipment after every use, allow to dry before next use, attention to preventing milk substitute build up in teats.
- 1.5 Feed milk substitute to young farm animals.** Feeding schedule e.g. twice per day for calves, more frequently for weaker animals, every 3-4 hours for piglets. Training e.g. young farm animals may need to be trained to drink from bucket/bowl - as instructed. Feeding e.g. place buckets, bowls or provide individual bottle feeding as instructed. Check feeding e.g. when remove buckets for cleaning note any wastage - animal fed too much or sign of illness?
- 1.6 Maintain own safety and hygiene during operations** PPE e.g. rubber gloves, waterproof apron, clean overalls, steel toe capped Wellington boots. Safe manual handling e.g. lifting/moving milk substitute containers, batches of buckets and moving prepared milk substitute. Safe equipment - refer to LO1.1. Tripping hazards - buckets, slipping hazards - wet patches near mixing area. Hygiene - wash hands with soap and water, dry with paper towels, do not eat, drink or smoke until hands are washed, protect cuts/scratches with waterproof dressing.

LO2 is the key area of knowledge for this unit

Learning Outcome 2. Know why milk substitute is fed to young farm animals

1.1 Give a reason for feeding milk substitute to young farm animals e.g. prevents diseases passing from mother to young animal in the milk/on teats, it is less costly, convenient - fits in with animal husbandry plans - easy to include vitamins and additives – antibiotics.

Teaching Strategies And Learning Activities

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Additional Information

See Skills and Education Group Awards website for further information

Disinfect Poultry Accommodation

Unit Reference	D/502/0775
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to disinfect poultry accommodation
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.2) <i>The learner can</i>
1. Be able to disinfect poultry accommodation	<p>1.1 Prepare poultry accommodation for disinfection</p> <p>1.2 Prepare tools, equipment and materials for use</p> <p>1.3 State why it is important to mix disinfectant to the correct strength</p> <p>1.4 Disinfect poultry accommodation ensuring adequate ventilation throughout the process</p> <p>1.5 Restore the accommodation for bird use</p> <p>1.6 Use, clean and store PPE, tools and equipment safely</p> <p>1.7 Maintain the safety of self, others and animals during the operation</p>
2. Know how to maintain the health and safety of people	2.1 State why PPE needs to be worn

and birds when disinfecting poultry accommodation	2.2 State why birds should be removed from the accommodation prior to disinfection
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Supporting Unit Information

D/502/0775 Disinfect poultry accommodation - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to disinfect poultry accommodation

- 1.1 Prepare poultry accommodation for disinfection** Remove poultry, remove all moveable equipment such as feeders, drinkers, and nest boxes. Turn off water and power supplies if applicable. Provide clear access for equipment. Provide good lighting, natural or electric if needed.
- 1.2 Prepare tools, equipment and materials for use** Correct PPE to be worn e.g. boots, overalls, gloves, respiratory protective equipment if used. Pressure washer if used placed in optimal position for filling with water and power. Checked for faults e.g. breaks in the wire, hoses etc, PAT checked yearly, and checked by competent person before use. Alternatively brushes, watering cans, buckets, measuring jugs etc checked for cleanliness and faults prior to use. Disinfectant sourced etc.
- 1.3 State why it is important to mix disinfectant to the correct strength** Disinfectant too strong can be harmful to human and bird health, or if too weak, will not kill the targeted bacteria and mites.
- 1.4 Disinfect poultry accommodation ensuring adequate ventilation throughout the process** Disinfect using either brushes and hand sprays or pressure washer with integral disinfectant pipe. Ensuring correct PPE worn, ref LO1.2 and through draft to remove fumes.
- 1.5 Restore the accommodation for bird use** When dry replace all fixtures and fittings, and provide feed, bedding and water as previously supplied.
- 1.6 Use, clean and store PPE, tools and equipment safely** Use PPE etc ref LO1.2, dry and clean check for faults, repair or report to farmer or supervisor, then put away in the correct storage area.
- 1.7 Maintain the safety of self, others and animals during the operation** Hazards include slips, trips, and scratches and bruises from poultry. Select PPE as required e.g. gloves, boots overalls, launder after each day's work. Poultry houses can also be very dusty, and disinfectants can cause respiratory problems so respiratory protective equipment (RPE) should be worn. Consider tetanus immunisation and lung diseases such as asthma. Poultry houses harbour diseases such as E. Coli and Salmonella, which can cause stomach upsets. Zoonosis such as Leptospirosis (Weil's disease), which is potentially fatal if not diagnosed early, so it is important that learners are encouraged to

wash properly after handling poultry and launder clothing after work. They also need to understand that they can catch diseases from poultry houses, and the problems associated with using electricity near water if applicable.

Learning Outcome 2. Know how to maintain the health and safety of people and birds when disinfecting poultry accommodation

2.1 State why PPE needs to be worn Ref LO 1.6 and 1.7

2.2 State why birds should be removed from the accommodation prior to disinfection Ref LO1.1 to ensure the birds does not get poisoned and if left in the way they can be a hazard in themselves by flapping and charging around in fright.

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Additional Information

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Poultry Housing and Bedding

Unit Reference	F/502/0770
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise types of suitable housing for poultry and select suitable bedding material
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.6) <i>The learner can</i>
1. Be able to recognise suitable accommodation for poultry	<p>1.1 Recognise types of housing for poultry</p> <p>1.2 Recognise the features of poultry accommodation</p> <p>1.3 Recognise types of suitable bedding for poultry</p> <p>1.4 State why suitable bedding needs to be provided for poultry</p> <p>1.5 State why adequate ventilation is required for poultry accommodation</p> <p>1.6 State why poultry accommodation needs to be situated in a suitable position</p>

Supporting Unit Information

F/502/0770 Poultry housing and bedding - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to recognise suitable accommodation for poultry

- 1.1 Recognise types of housing for poultry** Provide access to a range of poultry housing, at least one type of which must be being used to house poultry and with the range being made up by additional housing types, photographs or pictures e.g. types of houses / coops / arks / floating shelters/commercial buildings. Ask learners to recognise and state what types of poultry the housing would be suitable to accommodate for two different types of poultry e.g. chickens, turkeys, ducks, or geese.
- 1.2 Recognise the features of poultry accommodation** Provide access to a poultry house or use photographs or pictures showing different features of poultry houses and ask learners to recognise four features and state what they are e.g. nest box/laying area, perch, ventilation flaps/openings, entry/exit door, outside run, drinkers, feeders.
- 1.3 Recognise types of suitable bedding for poultry** Provide access to different types of bedding that would be suitable for poultry e.g. white wood shavings, wood chips, straw, chopped cardboard, shredded paper and ones which would be unsuitable such as sawdust or hay. Ask learners to recognise three types of bedding that would be suitable and one that would not.
- 1.4 State why suitable bedding needs to be provided for poultry** e.g. to absorb the moisture from droppings/drinkers and make cleaning out easier, to reduce birds contact with droppings, to allow them to behave naturally by scratching, pecking and making a nest using the bedding.
- 1.5 State why adequate ventilation is required for poultry accommodation** e.g. to maintain the right temperature for the birds, to bring fresh air into the accommodation for the birds to breathe and remove stale, foul smelling, dusty air.
- 1.6 State why poultry accommodation needs to be situated in a suitable position** e.g. it must be positioned to enable the poultry to be best protected from draughty/windy conditions or to keep them away from permanently wet conditions, to allow them to scratch and find food in new positions, to protect them from predators - foxes or vermin rats.

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Additional Information

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Clean Farm Animal Housing

H/502/0728

Unit Reference	
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit enables learners to demonstrate their ability to clean out the pen or housing for a farm animal and then bed it down
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Be able to clean out farm animal pen/housing and bed down	1.1 Prepare to clean farm animal housing 1.2 Check that tools and equipment are safe to use 1.3 Clean out farm animal housing 1.4 Use, clean and store PPE, tools and equipment safely 1.5 Maintain own safety and personal hygiene during operations 1.6 List safety procedures to follow during cleaning
2. Know why farm animal housing needs cleaning	2.1 State reasons for cleaning farm animal housing

Supporting Unit Information

H/502/0728 Clean farm animal housing - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to clean out farm animal pen/housing and bed down

- 1.1 Prepare to clean farm animal housing** e.g. identify pens to be cleaned; gather PPE - steel toe cap Wellington boots, overalls, gloves, dust mask; gather tools - squeegee, brush, fork, shovel, wheelbarrow.
- 1.2 Check that tools and equipment are safe to use** Tools e.g. brush/squeegee - check head firmly attached to handle, check for splinters/cracks on handles. Equipment e.g. PPE - check that boots do not leak, no holes in gloves, tears in overalls; wheelbarrow -check tyres properly inflated, wheel turns smoothly.
- 1.3 Clean out farm animal housing** e.g. shut animals into sleeping quarters/away from cleaning operations if possible, squeegee slurry/dung into dung channels, fork mucky straw into wheelbarrow or tractor trailer and dispose of on nearest muck heap.
- 1.4 Use, clean and store PPE, tools and equipment safely** Use PPE, tools, equipment e.g. refer to LO1.2. Clean e.g. wash muck off boots/fork/shovel, disinfect if required, hose out wheelbarrow. Store e.g. cleaned boots on pegs/in clothes locker, tools stood/hung in tool shed or designated part of livestock building, wheelbarrow turned upside down and parked off access routes. Safely e.g. PPE - refer to LO1.2; tools - safe working distance if using fork/shovel; equipment e.g. do not overload wheelbarrow.
- 1.5 Maintain own safety and personal hygiene during operations** Safety e.g. safe manual handling technique - lift forkfuls of muck/straw with straight back, within capacity and avoid carrying heavy forkfuls over slippery/uneven surfaces; safe use of tools - do not lean on brush/scrapper when pushing piles of waste materials, safe working distances; awareness of catching hands on fixtures/fittings; awareness of farm animals - closeness and behaviour; tripping/slipping hazards - animals, piles of muck or formation of slippery areas due to routine washing/scrapping; wheelbarrow - follow safe route to muck heap; care when accessing pens/yards - close gates, wear dust mask as instructed. Hygiene e.g. maintain good personal hygiene after operations - wash hands/dry with clean towel, clean muck splashes away from eyes immediately.
- 1.6 List safety procedures to follow during cleaning** Procedures for example: Check/wear suitable PPE - steady footing, maintain personal cleanliness, respiratory Tools and equipment - refer to LO1.2. Best practice guidance on how to make animals aware of cleaner's

presence, how to approach animals, which animals not to approach - male animals, females with young. Know/leave escape routes. Moving muck out through pen gates, working with machinery - tractor and scraper.

LO2 is the key area of knowledge for this unit

Learning Outcome 2. Know why farm animal housing needs cleaning

2.1 State reasons for cleaning farm animal housing e.g. to keep muck/mucky straw and bedding from building up, make the housing more pleasant for the animals to live in and for people to work in, reduce dust, smells, flies and vermin, reduce disease.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Evidence Of Achievement

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- Pictorial identifications
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- 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.

Grading Poultry Eggs

Unit Reference	H/502/0776
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit enables learners to demonstrate their ability to grade and pack eggs by weight
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Grade poultry eggs by weight	<p>1.1 Prepare equipment for grading poultry eggs</p> <p>1.2 State why eggs need to be weighed</p> <p>1.3 Sort and grade eggs by weight</p> <p>1.4 Pack eggs into marked boxes and store</p> <p>1.5 State why eggs should be stored correctly before sale</p> <p>1.6 Give a reason for marking eggs with a best before date</p> <p>1.7 State why dirty eggs should not be washed</p> <p>1.8 Maintain own safety and hygiene throughout operations</p>

Supporting Unit Information

H/502/0776 Grading poultry eggs - Entry Level 3

Indicative Content

Learning Outcome 1. Grade poultry eggs by weight

- 1.1 Prepare equipment for grading poultry eggs** A proprietary grading machine if used needs to be checked for faults, cleanliness, and switched on ready for the eggs to be placed on the intake. This candles the eggs so they can be checked for cracks etc prior to weighing and sorting them. Alternatively a small set of weigh scales can be used either electronic or balance. Check they are in working order and the relevant weights available Ref LO1.3.
- 1.2 State why eggs need to be weighed** So they can be sold in even lots and the housewife knows how large they are and therefore how many to put in her recipes.
- 1.3 Sort and grade eggs by weight** Eggs weighed and sorted into groups as in table below

Size	Weight range
Very Large	73grams +
Large	63g-73g
Medium	53g-63g
Small	Less than 53g

- 1.4 Pack eggs into marked boxes and store** Eggs placed into trays or boxes as above then boxes or trays boxed or stored as instructed by farmer or supervisor. Care required keeping boxes of eggs safe and away from potential damage.
- 1.5 State why eggs should be stored correctly before sale** Eggs should be stored out of sunlight below 20°C to prevent them going rotten, in a safe place, handled carefully to reduce breakages.
- 1.6 Give a reason for marking eggs with a best before date** To make sure the oldest eggs get sold first and they are not kept too long before sale. Eggs sell by date is 21days after laying and best before date is 28 days after laying.
- 1.7 State why dirty eggs should not be washed** Washing destroys the protective membrane over the egg, therefore bacteria can get into the eggs easier, the sell by and best before dates are reduced and the eggs must be sold as seconds.
- 1.8 Maintain own safety and hygiene throughout operations** Hazards include slips, trips, Select PPE as required e.g. gloves, boots

overalls, launder after each day's work. Consider tetanus immunisation, and lung diseases such as asthma. Poultry houses harbour diseases such as E. Coli and Salmonella, which can cause stomach upsets. Zoonosis such as Leptospirosis (Weil's disease), which is potentially fatal if not diagnosed early so it is important that learners are encouraged to wash properly after handling poultry eggs, and launder clothing after work.

They also need to understand that they can catch diseases from poultry and poultry houses.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Weigh Farm Animals

Unit Reference	K/502/0729
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to weigh and record weights of a farm animal
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to weigh farm animals	1.1 Prepare to weigh farm animals 1.2 Move and load animal into weighing equipment 1.3 Give reasons for making sure the weigh area must be free from hazards 1.4 Weigh and record farm animal details 1.5 Release farm animal safely and return to pen 1.6 Clean weighing equipment and dispose of waste 1.7 Maintain own safety during operations 1.8 State why the weight of animals is recorded

Supporting Unit Information

K/502/0729 Weigh farm animals - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to weigh farm animals

- 1.1 Prepare to weigh farm animals** e.g. assist with moving weighing machine into position, check its gates open and close properly, switch on electronic weight indicator. Obtain weighing sheets, pens, marker pens or sprays, store out of rain.
- 1.2 Move and load animal into weighing equipment** e.g. move animals towards weighing machine firmly but calmly at animal's natural pace and with minimum shouting, contact or stress to animal or physical involvement of learner.
- 1.3 Give reasons for making sure the weigh area must be free from hazards** Injury to animal e.g. slipping may injure legs - this may lead to the animal suffering or reduce its growth rate. Injury to learner e.g. sharp projections may cut hands / arms when marking animals leading to infection.
- 1.4 Weigh and record farm animal details** Weighed e.g. wait for digital reading or needle on scales to settle, take reading. Recorded e.g. record weight , ear tag number of animal and whether animal is ready to be sent to market.
- 1.5 Release farm animal safely and return to pen** Check it is safe to open exit gate e.g. no other workers or visitors approaching. Open exit gate remotely or from safe position in case animal slams gate open. Take care not to get in way of exiting animal.
- 1.6 Clean weighing equipment and dispose of waste** Weighing equipment e.g. floor, sides and gates brushed, washed and disinfected as directed. Waste shovelled into wheelbarrow and disposed of at closest muck heap.
- 1.7 Maintain own safety during operations** Wear appropriate PPE as instructed e.g. overalls to keep clothes clean, steel toe capped working boots/Wellington boots to protect if animal treads on foot, protective gloves to keep hands free of dirt, germs and marker ink. Follow instructions of supervisor about where to stand and staying out of way of animals or gates that may be moved rapidly by animals. Wash hands thoroughly with soap and water on completion, do not eat, drink or smoke until hands are washed, protect cuts/scratches with waterproof dressing.
- 1.8 State why the weight of animals is recorded** e.g. weights recorded before animals sent to market so farmer knows how much

should be paid for them, to work out how fast animals are growing or to check they are healthy.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Additional Information

See Skills and Education Group Awards website for further information

Characteristics and Breeds of Poultry

Unit Reference	L/502/0769
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their understanding of breeds of poultry
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.4) <i>The learner can</i>
1. Be able to recognise breeds and characteristics of poultry	<p>1.1 Recognise breeds of poultry</p> <p>1.2 Give a reason for identifying different breeds of poultry correctly</p> <p>1.3 Recognise the characteristics of different breeds of poultry</p> <p>1.4 State the purpose of different breeds of poultry</p>

Supporting Unit Information

L/502/0769 Characteristics and breeds of poultry - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to recognise breeds and characteristics of poultry

- 1.1 Recognise breeds of poultry** Types such as chickens, hens, broilers, ducks, geese, guinea fowl, peafowl, pigeons, quail, turkeys and breeds within types e.g. hens - Leghorn, Rhode Island Red, Light Sussex, Marron. Breed charts for each type kept would be a useful teaching aid.
- 1.2 Give a reason for identifying different breeds of poultry correctly** To enable differentiation between birds for husbandry purposes and/or for sale for eating, laying or breeding purposes.
- 1.3 Recognise the characteristics of different breeds of poultry** To recognise the different breeds within each type, to know the variation in size, colour, patterns, vocalisation, movement e.g. Indian Runner Duck. Different food preferences between different breeds or types.
- 1.4 State the purpose of different breeds of poultry** See table below for examples

Breed	Type	Purpose
Indian Runner	Duck	Amenity
Rhode Island Red	Hen	Dual purpose
Aylesbury	Duck	Meat Production
Toulouse	Goose	Meat
Bronze	Turkey	Meat
Khaki	Campbell	Eggs

Teaching Strategies And Learning Activities

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Additional Information

See Skills and Education Group Awards website for further information

Recognise a Healthy Farm Animal

Unit Reference	Y/502/0726
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise a healthy farm animal
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Be able to recognise a healthy farm animal	<p>1.1 Recognise signs of health in farm animals</p> <p>1.2 Inspect animals for health</p> <p>1.3 List sign that indicate a farm animal is ill or unwell</p> <p>1.4 Report finding to supervisor</p> <p>1.5 Maintain personal safety and hygiene when inspecting animals</p>
2. Know why farm animals should be checked for health	2.1 State why farm animals should be regularly checked for health

Supporting Unit Information

Y/502/0726 Recognise a healthy farm animal - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to recognise a healthy farm animal

- 1.1 Recognise signs of health in farm animals.** Provide access to at least one live and healthy farm animal e.g. pig, sheep or cow. Ask learners to recognise and point out five different signs that the animal is healthy e.g. alert, interested in surroundings, bright clear eyes, ears pricked up, feeding well, keen to feed, moving freely, shiny healthy looking coat, normal posture for species, normal bowel movements/urination.
- 1.2 Inspect animals for health.** Under supervision inspect at least one live farm animal and verbally inform supervisor/make brief notes or complete check sheet and pass to supervisor, about anything that might indicate that the animal is ill or unwell e.g. refer to LO1.3. Inspection could be carried out from the sides of the animals pen or if the animal is docile and safe, closer inspection may be allowed at the discretion of the supervisor and taking every step to ensure that the animal is not stressed.
- 1.3 List signs that indicate a farm animal is ill or unwell.** List five different signs that an animal is unhealthy e.g. animal remains lying down/sleeping a lot, not interested in surroundings, not eating, dull eyes, drooping ears/tail, whole appearance drooping/listless, abnormal posture, signs of stiffness/pain, drooling, irregular bowel movements/urination, animal separates from herd, agitated, breathing rapidly/panting.
- 1.4 Report finding to supervisor** e.g. promptly report any signs of ill health to supervisor as indicated in LO1.2.
- 1.5 Maintain personal safety and hygiene when inspecting animals.** Personal safety e.g. if inspecting from pen sides - care when leaning on pen partitions/railings of sharp bits/projections or if in farm situation rats may have run along railings; if inspecting animals closely - follow guidance of supervisor, approach calmly and confidently and do not talk loudly or make sudden movements, know escape route from pen. Hygiene e.g. wear rubber gloves if handling animals/leaning on railings, protect cuts and scratches with a plaster, wash hands with soap and water after the inspection.

LO2 is the key area of knowledge for this unit

Learning Outcome 2. Know why farm animals should be checked for health

2.1 State why farm animals should be regularly checked for health

e.g. it is a legal requirement, if signs of ill health are recognised at an early stage it is usually much easier/less costly to help the animal get better, unhealthy animals spread disease to other animals, healthy animals grow more efficiently

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Additional Information

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Check That Poultry Are Healthy

Unit Reference	Y/502/0774
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise the parts of a bird to be checked and complete a health check on a bird assisted by a supervisor
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Be able to check poultry for health	1.1 Catch and hold poultry correctly 1.2 Identify areas on a bird to check for health 1.3 Recognise signs of health in poultry 1.4 Give a reason for observing bird behaviour 1.5 State why sick birds must be isolated from the flock 1.6 Maintain own safety and hygiene throughout operations
2. Know why poultry need to be checked for health	2.1 Give a reason for checking that a bird is healthy

Supporting Unit Information

Y/502/0774 Check that poultry are healthy - Entry Level 3

Indicative Content

Learning Outcome 1. Be able to check poultry for health

1.1 Catch and hold poultry correctly Different breeds have different catching requirements e.g. loose housed hens, moved into small area to eliminate chasing running etc or catch at night when perched and sleepy. Hens caught by both legs, flapping of wings reduced by resting bird's breast against handler's leg.

1.2 Identify areas on a bird to check for health See table below learners are not expected to know all of these

Part	Sign of health
Comb	Healthy good blood supply no rips tears etc
Wattle	
Eye	Bright and alert
Crop	Full of food but soft
Breast	Full of muscle strong and active
Thigh	
Wing	Strong trying to fly or flutter
Leg	Healthy scales no breaks
Vent	Clean and dry no signs of blood or faeces
Feathers	A full show of good healthy feathers especially on the tail
Fluff	Deep fluffy feathers especially on birds bottom

1.3 Recognise signs of health in poultry Ref LO1.2 Also recognise the behaviour of healthy birds unusual vocalising, reduced feeding, drinking excessively, interacting/not interacting with other birds, correct respiration and heart rate.

1.4 Give a reason for observing bird behaviour It is important to observe behaviour Ref LO1.3 as it is the first indication of changes in health. However being on their own may also indicate that birds are for example going to lay their eggs outside the hen house. Changes such as facing other birds scraping, jumping may indicate the start of a fight.

1.5 State why sick birds must be isolated from the flock To prevent the rest of the flock getting infected, or other birds from attacking and

mutilating the ill or injured bird, to enable it to be fed and cared for correctly.

1.6 Maintain own safety and hygiene throughout operations

Hazards include slips, trips, and scratches and bruises from poultry. Select PPE as required e.g. gloves, boots overalls, launder after each day's work. Poultry houses can also be very dusty so respiratory protective equipment (RPE) should be worn. Consider tetanus immunisation and lung diseases such as asthma. Poultry houses harbour diseases such as E. Coli and Salmonella, which can cause stomach upsets. Zoonosis such as Leptospirosis (Weil's disease) which is potentially fatal if not diagnosed early, so it is important that learners are encouraged to wash properly after handling poultry and launder clothing after work. They also need to understand that they can catch diseases from poultry and poultry houses.

Learning Outcome 2. Know why poultry need to be checked for health

2.1 Give a reason for checking that a bird is healthy To help keep them healthy and prevent them dying, to ensure that they do not pass infection throughout the flock. To ensure they do not start feather pecking or cannibalism. To ensure you are feeding them properly to reach their full potential.

Teaching Strategies And Learning Activities

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Recognition of Prior Learning (RPL), Exemption, Credit Transfer and equivalencies

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

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.

Glossary of Terms

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.