

# **SEG Awards Level 1 Award, Certificate and Diploma in Practical Countryside Skills**

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## **Qualification Guidance**

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### **England**

**Level 1 Award – 600/7421/8**

**Level 1 Certificate – 600/7423/1**

**Level 1 Diploma – 600/7424/3**

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## Sources of Additional Information

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

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3.6	July 2022	Qualification guide created in new format
3.6	July 2022	New review date
3.7	July 2025	Qualification Wales designation ended – all reference removed Updated review date for the Level 1 Award and level 1 Certificate to 31/08/2028

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## Qualification Summary

### Level 1 Award/Certificate/Diploma in Practical Countryside Skills

<b>Qualifications</b>								
Level 1 Award in Practical Countryside Skills Level 1 Certificate in Practical Countryside Skills Level 1 Diploma in Practical Countryside Skills								
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.							
<b>Entry Requirements</b>	There are no formal entry requirements							
<b>Age Range</b>	Pre 16	✓	16-18	✓	18+	✓	19+	✓
<b>Regulated</b>	The qualifications identified above are regulated by Ofqual and CCEA Regulation							
<b>Assessment</b>	Internal assessment, internal and external moderation							
<b>Type of Funding Available</b>	See FaLE (Find a learning aim)							
<b>Grading</b>	Pass/Fail							
<b>Operational Start Date</b>	01/01/2013							
<b>Review Date</b>	Level 1 Award - 31/08/2028 Level 1 Certificate - 31/08/2028							
<b>Operational End Date</b>								
<b>Certification End date</b>								
<b>Guided Learning (GL)</b>	Level 1 Award - 90 Level 1 Certificate - 180 Level 1 Diploma - 340							
<b>Total Qualification Time (TQT)</b>	Level 1 Award - 100 Level 1 Certificate - 200 Level 1 Diploma - 370							
<b>Credit Value</b>	Level 1 Award - 10 Level 1 Certificate - 20 Level 1 Diploma - 37							
<b>Skills and Education Group Awards Sector</b>	Land Based							
<b>Ofqual SSA Sector</b>	03.2 Horticulture and Forestry							
<b>Stakeholder Support</b>	This qualification is supported by Lantra, the Sector Skills Council for the Environmental and Land Based Sector							
<b>Administering Office</b>	See Skills and Education Group Awards web site							

# SEG Awards Level 1 Award/Certificate/Diploma in Practical Countryside Skills – Rules of Combination

## Level 1 Award in Practical Countryside Skills

Learners must achieve a minimum of 10 credits. This must include 6 credits from Group A Level 1 units. The remaining credits may be made up of any other units from Groups A, B or C.

## Level 1 Certificate in Practical Countryside Skills

Learners must achieve a minimum of 20 credits. This must include 12 credits from Group A Level 1 units. The remaining credits may be made up of any other units from Groups A, B or C.

## Level 1 Diploma in Practical Countryside Skills

Learners must achieve a minimum of 37 credits. This must include 20 credits from Group A Level 1 units. The remaining credits may be made up of any other units from Groups A, B or C.

Units	Level	Credit Value	GL
<b>Group A - Level 1 Units</b>			
<b>Animal Care</b>			
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
<b>Horticulture and Conservation</b>			
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
<b>Floristry</b>			
Identify flowers, foliages 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
<b>Agriculture</b>			
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
<b>Farm Animal</b>			
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

Units	Level	Credit Value	GL
<b>Group B – Entry Level 3 Units</b>			
<b>Animal Care</b>			
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

<b>Horticulture and Conversation</b>			
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
<b>Floristry</b>			
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
<b>Agriculture</b>			
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

Units	Level	Credit Value	GLH
<b>Group C - Level 2 Units</b>			
<b>Animal Care</b>			
Provide feed and water to animals [D/502/1473]	2	3	23
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Prepare feed for animals [L/502/1467]	2	2	15
Select and prepare accommodation for animals [R/502/1521]	2	3	23
Maintain animal accommodation [Y/502/1522]	2	3	23
<b>Horticulture and Conservation</b>			
Establishing plants or seeds in soil [A/502/1223]	2	4	30
Plant nomenclature, terminology and identification [A/502/1979]	2	5	38
Levelling and preparing sites for landscaping [D/502/0467]	2	4	30
Establishing crops or plants in growing medium [F/502/0946]	2	4	30
Clearing horticultural and landscaping sites [H/502/0468]	2	3	23
Preparing ground for seeding and planting [K/502/0990]	2	4	30
Identify and report the presence of pests, diseases and disorders [K/502/1511]	2	3	23
Carry out habitat management work to maintain suitable site conditions for wetland [K/502/3260]	2	3	23
Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland [M/502/3258]	2	3	23

Carry out habitat management work to maintain suitable site conditions for woodlands [M/502/3261]	2	3	23
Carry out habitat management work to maintain suitable conditions for grassland [M/502/3289]	2	3	23
Carry out habitat management work to maintain suitable site conditions for moorland [T/502/3259]	2	3	23
Carry out management work to maintain suitable site conditions for heathland [T/502/3262]	2	3	23
Carry out habitat management [Y/502/1472]	2	7	53
Carry out habitat management work to maintain suitable coastal site conditions [Y/502/3254]	2	3	23
<b>Floristry</b>			
Plan, prepare and construct tied floristry designs [H/501/7702]	2	6	45

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 3 units and supporting information can be found in:  
Entry Level 3 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**

**All Level 2 units and supporting information can be found in:  
Level 1 Award/Certificate/Diploma in Practical Countryside Skills  
Qualification Guide**

## Introduction

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The Level 1 Awards/Certificates/Diplomas 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

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The SEG Awards Level 1 Award/Certificate/Diploma 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

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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

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On completion of the Level 1 qualifications, learners may wish to broaden their learning and undertake additional Countryside qualifications once in employment to gain a promotion to a more senior position within existing employment or progress into an Apprenticeship in the sector.

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

## Assessment

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

## Teaching Strategies and Learning Activities

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

## Tutor/Assessor Requirements

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

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

## Language

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These specifications and associated assessment materials are in English only.

## Unit Details

## Assist With the Exercise of Animals

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<b>Unit Reference</b>	<b>A/502/5160</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	Exercise is a key element to health and wellbeing of animals and this unit will give learners an insight into the importance of different types of exercise available to animal species. They will cover a range of techniques and equipment required to assist with carrying this out safely and effectively
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Select exercise equipment and area for health and safety	<b>1.1</b> Identify types of exercise and equipment for a named animal  <b>1.2</b> Check and maintain exercise equipment and area  <b>1.3</b> List the need for exercise and why this might vary  <b>1.4</b> List the types of exercise that animals can take  <b>1.5</b> List potential hazards and maintenance required for exercise areas  <b>1.6</b> State how to record and monitor exercise on a record chart

<p><b>2.</b> Use correct equipment to exercise an animal</p>	<p><b>2.1</b> Demonstrate the correct usage and fit of equipment for a named animal</p> <p><b>2.2</b> Exercise a named animal (to include aftercare of the animal)</p> <p><b>2.3</b> Monitor and record exercise activity</p> <p><b>2.4</b> Name the equipment used for exercising and check it for maintenance and safety (as appropriate to the species)</p> <p><b>2.5</b> State how to fit equipment</p> <p><b>2.6</b> State how to prepare an animal for exercise</p> <p><b>2.7</b> State how much exercise a healthy animal requires</p>
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# Supporting Unit Information

## A/502/5160 Assist with the exercise of animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Select exercise equipment and area for health and safety***

**1.1** Identify types of exercise and equipment for a named animal – examples include: Dogs – walking with a lead and collar, fetch using a ball/Frisbee and ball launcher, Agility tasks using material tunnels and hurdles. Cats – moving food from high to low areas during feeding time using the usual bowl and food, using laser pointers to encourage the cat to chase. Rabbits/Guinea Pigs – placing in a wooden and mesh run in a secured area.

**1.2** Check and maintain exercise equipment and area – Ensure the equipment is safe and has no faults that could cause injury to animals

**1.3** List the need for exercise and why this might vary

**1.4** List the types of exercise that animals can take

**1.5** List potential hazards and maintenance required for exercise areas

**1.6** State how to record and monitor exercise on a record chart

#### ***Learning Outcome 2. Use correct equipment to exercise an animal***

**2.1** Demonstrate the correct usage and fit of equipment for a named animal

**2.2** Exercise a named animal (to include aftercare of the animal)

**2.3** Monitor and record exercise activity

**2.4** Name the equipment used for exercising and check it for maintenance and safety (as appropriate to the species)

**2.5** State how to fit equipment

**2.6** State how to prepare an animal for exercise

**2.7** State how much exercise a healthy animal requires

### Teaching Strategies And Learning Activities

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



## Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

## Minimum requirements when assessing this unit

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

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

## Evidence Of Achievement

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment

- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With Feeding and Watering Animals

<b>Unit Reference</b>	<b>D/502/5149</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the basic requirements and principles for a learner to feed and water animals and to clean and maintain the equipment used to do this. Learners should be familiar with using various watering and feeding systems. Learners should have access to be able to feed individuals or groups of animals
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.9)</b> <b><i>The learner can</i></b>
<b>1.</b> Select and maintain suitable equipment for feeding and watering animals	<b>1.1</b> Select the correct equipment for feeding and watering individual or groups of animals  <b>1.2</b> Check feeding and watering equipment for cleanliness, operation and suitability for the species  <b>1.3</b> Recognise why animals require food and water  <b>1.4</b> State the procedure to follow if equipment is found to be damaged or faulty  <b>1.5</b> State how to use different feeding and watering systems suitable for different animal species

	<p><b>1.6</b> State how to maintain and clean different feeding and watering systems</p> <p><b>1.7</b> State when food and water should be provided for animals</p> <p><b>1.8</b> State why it is important to ensure health and safety and the importance of hygiene in maintaining equipment</p>
<p><b>2.</b> Prepare and present food and water to animals</p>	<p><b>2.1</b> Weigh and measure food and water</p> <p><b>2.2</b> Present food and water in the correct manner to a named species</p> <p><b>2.3</b> Wash and store all equipment used and dispose of waste</p> <p><b>2.4</b> State the importance of following instructions and recording relevant information</p> <p><b>2.5</b> State how and where to store excess feedstuffs</p> <p><b>2.6</b> State the ways of disposing of any waste from feeding safely and correctly</p> <p><b>2.7</b> State the procedure for reporting any variations in normal feeding and watering habits</p> <p><b>2.8</b> State what signs can occur if animals are fed incorrectly</p> <p><b>2.9</b> State how to maintain the health and safety of the animals and self during the work</p>

# Supporting Unit Information

## D/502/5149 Assist with feeding and watering animals – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With Maintaining the Health and Well-Being of Animals

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<b>Unit Reference</b>	<b>H/502/5119</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the main principles of maintaining the health and wellbeing of animals and enabling learners to assist and recognise potential animal emergency situations
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.8)</b> <i>The learner can</i>
<b>1.</b> Assess (visually) the physical state of an animal	<b>1.1</b> Identify the visual signs of health in animals <b>1.2</b> Identify the visual signs of ill health in animals <b>1.3</b> Record the health status of animals <b>1.4</b> State the procedures, and to whom, the health status of animal should be reported <ul style="list-style-type: none"> <li>• routine</li> <li>• animal is sick or injured</li> </ul> <b>1.5</b> State the records to be kept to help maintain the health of animals <b>1.6</b> List signs of stress or pain in an animal
	<b>2.1</b> Administer preventative care to animals



<p><b>2. Administer preventative care to animals</b></p>	<p><b>2.2</b> Check animals for signs of ecto-parasites</p> <p><b>2.3</b> Restrain animals for preventative care</p> <p><b>2.4</b> Work in a way which complies with health and safety legislation, including PPE</p> <p><b>2.5</b> List the routes for administering preventative care</p> <p><b>2.6</b> State how to dispose of waste</p> <p><b>2.7</b> State the importance of following instructions and reporting damaged/faulty equipment</p>
<p><b>3. Deal with different potential animal emergency situations</b></p>	<p><b>3.1</b> Assist in an animal's emergency situation</p> <p><b>3.2</b> Identify the visual signs of an animal emergency</p> <p><b>3.3</b> Identify and report potential hazards</p> <p><b>3.4</b> Identify the correct location of safety equipment</p> <p><b>3.5</b> State the procedures, and the importance of following procedures, in the event of</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• sick/injured animals</li> <li>• escaped animal</li> </ul> <p><b>3.6</b> State the procedure to follow if there are potential hazards or damaged equipment</p> <p><b>3.7</b> Identify the location of both human and animal emergency and safety equipment</p> <p><b>3.8</b> State how to ensure health, safety and wellbeing to self, others and animals when dealing with animal emergencies</p>

# Supporting Unit Information

## H/502/5119 Assist with maintaining the health and well-being of animals – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Movement, Handling and Accommodation of Animals

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<b>Unit Reference</b>	<b>J/502/5131</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	Animal movement, restraint and handling are key elements of working with animals. Correct techniques ensure that the welfare of animals and the health and safety of the individual are maintained. This unit will cover a range of techniques and equipment and can be tailored to specific species and/or systems
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.6)</b> <b><i>The learner can</i></b>
<b>1. Move animals</b>	<p><b>1.1</b> Assist with the movement and transport of animals</p> <p><b>1.2</b> Work in a way which complies with health and safety legislation, including PPE</p> <p><b>1.3</b> List the effects of poor handling</p> <p><b>1.4</b> State examples of possible problems and action to take</p> <p><b>1.5</b> List the checks to be made on the transport vehicle</p> <p><b>1.6</b> List the animal welfare legislation relevant to loading and unloading</p>

<p><b>2. Handle and restrain animals</b></p>	<p><b>2.1</b> Handle and restrain animals safely</p> <p><b>2.2</b> Name the different systems of animal identification</p> <p><b>2.3</b> Give examples of stress conditions/symptoms which may occur during handling and restraint</p> <p><b>2.4</b> List possible risks to the operator when handling animals</p>
<p><b>3. Clean and maintain animal accommodation</b></p>	<p><b>3.1</b> Clean animal accommodation</p> <p><b>3.2</b> Prepare animal accommodation</p> <p><b>3.3</b> State how to promote animal health and wellbeing</p> <p><b>3.4</b> State how to dispose of organic and inorganic waste</p> <p><b>3.5</b> List possible hazards in accommodation and appropriate action to take</p> <p><b>3.6</b> List different types of bedding</p>

# Supporting Unit Information

## J/502/5131 Assist with the movement, handling and accommodation of animals

### – Level 1

#### **Indicative Content**

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

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

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

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

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

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

#### **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted



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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Handling and Restraint of Animals

<b>Unit Reference</b>	<b>J/502/5159</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	<p>Most animals will require handling and restraining at some stage in their life.</p> <p>This unit covers how to assist a supervisor when handling, moving and restraining an animal</p>
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Identify the temperament of a named animal species	<b>1.1</b> Assess behaviour of animals through their body language  <b>1.2</b> Identify normal behaviour for a species  <b>1.3</b> Use animal records to identify signs of stress  <b>1.4</b> List the facial expressions and body postures used by animals to indicate their emotional state  <b>1.5</b> List signs of abnormal behaviour in captivity  <b>1.6</b> List signs of stress  <b>1.7</b> State how an animal's behaviour may change with its environment  <b>1.8</b> List the use of animal records

<p><b>2. Identify handling and restraint equipment</b></p>	<p><b>2.1</b> Select handling and restraining equipment</p> <p><b>2.2</b> Check that handling and restraint equipment is suitable and safe for use</p> <p><b>2.3</b> List the protective equipment required when handling and restraining</p> <p><b>2.4</b> List the health and safety implications of handling animals</p>
<p><b>3. Demonstrate correct methods of handling and restraint</b></p>	<p><b>3.1</b> Show how to use and fit restraining equipment safely</p> <p><b>3.2</b> Restrain a named species for either grooming or health check</p> <p><b>3.3</b> State when animals require restraint</p> <p><b>3.4</b> List health and safety hazards</p>

# Supporting Unit Information

## J/502/5159 Assist with the handling and restraint of animals – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Preparation and Maintenance of Animal Accommodation

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<b>Unit Title</b>	<b>K/502/5154</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the basic requirements and principles for the learner to select, prepare and maintain animal accommodation
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Select suitable housing, fixtures and fittings for individuals or groups of animals	<b>1.1</b> Identify correct equipment for individuals or groups of animals  <b>1.2</b> Identify correct fixtures and fittings for individuals or groups of animals  <b>1.3</b> State the checks to be made on fixtures and fittings prior to putting them in the accommodation  <b>1.4</b> State the procedure to follow if equipment is found to be damaged or faulty
<b>2.</b> Prepare accommodation for individuals and groups of animals	<b>2.1</b> Check accommodation for health and safety of a new animal  <b>2.2</b> Select accommodation, bedding/substrate for individuals or groups of animals

	<p><b>2.3</b> Prepare accommodation for individuals or groups of animals</p> <p><b>2.4</b> State why it is important to ensure health and safety with regards to the animal(s), self and others whilst preparing the accommodation</p> <p><b>2.5</b> List the advantages and disadvantages of different bedding/substrate material</p> <p><b>2.6</b> List the types of accommodation available and give advantages and disadvantages of these for individuals or groups of animals</p>
<p><b>3.</b> Clean out and maintain accommodation for individuals or groups of animals</p>	<p><b>3.1</b> Select cleaning equipment and cleaning agent</p> <p><b>3.2</b> Prepare and use cleaning agent with regards health and safety</p> <p><b>3.3</b> Clean animal accommodation following instructions from supervisor, return animal(s) and report to supervisor</p> <p><b>3.4</b> State the importance of following the manufactures guidelines when using cleaning agents</p> <p><b>3.5</b> State how he/she can ensure the health, safety and welfare of both him/herself and the animal(s) whilst cleaning is in progress</p> <p><b>3.6</b> State why it is important to use the correct cleaning routine and why it is important that accommodation is cleaned out</p> <p><b>3.7</b> State the procedure to follow for reporting incidents or accidents or if equipment is found to be damaged or faulty</p>
<p><b>4.</b> Dispose of waste from cleaning out or maintaining</p>	<p><b>4.1</b> Identify waste disposal methods</p>



<p>accommodation for individuals or groups of animals</p>	<p><b>4.2</b> Dispose of waste with due regard to health and safety</p> <p><b>4.3</b> Leave the workplace and equipment clean and tidy</p> <p><b>4.4</b> State why it is important to leave the work area and equipment clean and tidy</p>
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# Supporting Unit Information

## **K/502/5154 Assist with the preparation and maintenance of animal accommodation**

### **– Level 1**

#### **Indicative Content**

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

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

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

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

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

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#### **Methods Of Assessment**

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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
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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.

## Animals in the Wild and In Society

<b>Unit Reference</b>	<b>R/502/6147</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit enables learners to increase their knowledge about the species of wild and companion animals and how people and animals interact
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.5)</b> <b><i>The learner can</i></b>
<b>1.</b> Identify the main features of animals in the wild	<b>1.1</b> Classify a range of animals  <b>1.2</b> Identify key characteristics of named groups of wild animals  <b>1.3</b> Define terms that can be applied in relation to the natural diet, thermoregulation, reproduction and behaviour patterns  <b>1.4</b> Give the main types of food and feeding habits of wild animals  <b>1.5</b> Give the main behavioural habits and physical adaptations of different wild animal species  <b>1.6</b> State the gestation period and method of reproduction of different wild animal species
	<b>2.1</b> Identify responsible pet ownership

<p><b>2. Identify animal and people relationships</b></p>	<p><b>2.2</b> Present facts about a named domestic pet</p> <p><b>2.3</b> State the considerations that pet owners should take when choosing a pet</p> <p><b>2.4</b> Describe the roles and responsibilities of a named organisation from animal-related establishments</p> <p><b>2.5</b> Identify a range of jobs within the animal care industry</p>
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# Supporting Unit Information

## R/502/6147 Animals in the wild and in society – Level 1

### Indicative Content

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### 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.

# Principles of Dealing with Feedstuffs for Small Animals

<b>Unit Reference</b>	<b>Y/600/0471</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe how to receive, store and prepare animal feedstuffs and meet all health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to receive and store animal feed	<p><b>1.1</b> State the process used for ordering stocks of feed, and the types of records kept</p> <p><b>1.2</b> State the purpose of checking the quantity and quality of received feed and the possible consequences of not doing this</p> <p><b>1.3</b> State why the feed received and used is recorded and what to do if any shortfalls are identified</p> <p><b>1.4</b> State how to identify feed that is not acceptable, and what to do about it</p> <p><b>1.5</b> List types of feed and the possible consequences of incorrectly storing feed</p> <p><b>1.6</b> State the principles of stock rotation and why this is done</p>

	<p><b>1.7</b> List the signs of possible pest infestation and the action to take if these are found</p>
<p><b>2.</b> Know how to prepare feed for animals</p>	<p><b>2.1</b> State why hygiene (including hand washing) and health and safety in preparing animal feed are important</p> <p><b>2.2</b> List the different types of feed that are available and how they are prepared, including fresh, frozen, dried and tinned feed</p> <p><b>2.3</b> Outline the processes and procedures in preparing animal feed and why they are important</p> <p><b>2.4</b> List the equipment and utensils that are used in preparing animal feed and state what they are used for and how to use them safely</p> <p><b>2.5</b> State how to comply with legislation regarding the preparation of feed</p> <p><b>2.6</b> State how and where to dispose of waste</p>

# Supporting Unit Information

## Y/600/0471 Principles of dealing with feedstuffs for small animals – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### **Evidence Of Achievement**

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### **Additional Information**

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# Principles of the Movement and Handling of Small Animals

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<b>Unit Reference</b>	<b>L/502/5714</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to describe the movement and handling of animals and relevant health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to move animals on a site	<p><b>1.1</b> State the correct methods of handling the animals concerned</p> <p><b>1.2</b> State normal and abnormal behaviour in the animals concerned</p> <p><b>1.3</b> State the normal pace or movement for the animals concerned</p> <p><b>1.4</b> State why it is important to approach animals in a calm manner which promotes confidence</p> <p><b>1.5</b> State the risks that there are when moving animals and how they can be minimised</p> <p><b>1.6</b> State how to settle animals in a new place, and why this is important</p> <p><b>1.7</b> State the organisational health and safety and animal welfare policy in relation to moving animals</p>

	and their responsibility under health and safety and animal welfare legislation
<b>2. Know how to handle animals</b>	<p><b>2.1</b> State how and where to obtain information about the temperament and usual behaviour patterns of an animal</p> <p><b>2.2</b> List safe and effective methods of handling animals</p> <p><b>2.3</b> State why it is important to monitor an animal's response to handling, signs of negative responses, why and to whom these should be reported</p> <p><b>2.4</b> State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour</p> <p><b>2.5</b> List the different factors that can affect an animal's behaviour and what to do if these are observed</p> <p><b>2.6</b> State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p>



# Supporting Unit Information

## L/502/5714 Principles of the movement and handling of small animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to move animals on a site***

##### **1.1 State the correct methods of handling the animals concerned.**

Methods of handling to move animals on site e.g. dog - put on lead and walk or load into mobile kennel and tow to new quarters.

##### **1.2 State normal and abnormal behaviour in the animals concerned.**

Normal behaviour e.g. dog - interest in surroundings, eating, barking, grooming, urination/ defecation. Abnormal e.g. dog - not eating/drinking, drooling, heavy panting, repetitive movements jumping against/chewing kennel/cage partition, barking, biting self.

##### **1.3 State the normal pace of movement for the animals concerned**

e.g. animals should be moved at a pace that gives them a chance to adjust to bends, up or down movements and acceleration/deceleration. When being moved they cannot see what is coming and anticipate it so movement needs to be slow, steady and considerate.

##### **1.4 State why it is important to approach animals in a calm manner which promotes confidence**

e.g. in order not to frighten animals and trigger the fight or flight response - animal may run away /attack handler and it will be more difficult and stressful to catch them - contrary to the Five Freedoms principle of freedom from fear and distress.

##### **1.5 State the risks that there are when moving animals and how they can be minimised.**

Risks e.g. inconsiderate movement - being thrown about in carrier; wrong size carrier - movement restricted; being left in carrier without food/water, hot or cold conditions. Minimising e.g. carrier with sharp parts/rough edges that might cause injury - carefully check carrier, file/hammer down/mask any sharp/rough bits.

##### **1.6 State how to settle animals in a new place, and why this is important.**

Settle animals e.g. dog - provide food, water and bedding, place bedding in desired sleeping area and ensure secure/free of drafts, old familiar toys. Important e.g. minimise stress of move to new quarters; ensure animal does not develop abnormal behaviours; satisfy the requirements of the Five Freedoms - freedom from discomfort, hunger and thirst.

### **1.7 State the organisational health and safety and animal welfare policy in relation to moving animals and their responsibility under health and safety and animal welfare legislation.**

Organisational policies e.g. summarise briefly key points of general statement of intent (the summary at front of full policies. Own responsibility e.g. Health and Safety at Work Act - responsibility to ensure own health and safety and that of others who might be affected by own activities, responsibility to co-operate with employer's health and safety measures/precautions. Animal Welfare Act e.g. Duty of Care to animals - responsibility to take reasonable steps to ensure animal's needs are met and responsibility not to cause unnecessary suffering to any animal.

### ***Learning Outcome 2. Know how to handle animals***

#### **2.1 State how and where to obtain information about the temperament and usual behaviour patterns of an animal**

Temperament e.g. breeders records, pet suppliers/shops, access internet. Usual behaviour patterns e.g. access internet, books on small animal husbandry of species concerned, own enterprise records.

#### **2.2 List safe and effective methods of handling animals** e.g. voice control – commands for dogs/ soothing talk - calm nervous animal; use of hands/correct method of holding; leash/slip lead; wrap animal in towel to catch/return to cage/reduce animal's excitability.

#### **2.3 State why it is important to monitor an animal's response to handling, signs of negative responses, why and to whom these should be reported** Why important e.g. awareness of causing stress/what aspects of handling are causing stress. Signs of negative responses e.g. guinea pig - irritable, not comfortable being handled. Report signs to e.g. Supervisor, site manager ASAP. Why e.g. nervous animal may act in unpredictable way and animal welfare and staff/public safety may be compromised.

#### **2.4 State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour** Potential consequences e.g. injury to handlers/public if animal bites; harm to animal from repetitive behaviour - chewing/biting self; delay in noticing/treating disease or weight/condition loss due to continuing poor appetite; delay in rectifying factors that affect animal's behaviour - draughts, drinker not working properly.

#### **2.5 List the different factors that can affect an animal's behaviour and what to do if these are observed** e.g. injury, disease, changes in feeding or watering methods proximity of males to other males or females on heat/about to give birth, environment - heating, amount/type of bedding. What to do - note exact form of behaviour,

how many animals/where, and obvious causal factors. Report promptly to supervisor/site manager.

**2.6 State their responsibility for safe and effective animal handling under relevant legislation and codes of practice.** Human safety e.g. Health and Safety at Work Act - responsibility to ensure own health and safety/that of others affected by own activities. Animal Welfare Act e.g. responsibility not to cause unnecessary suffering to any animal and Duty of Care to animals - responsibility to take reasonable steps to ensure animal's needs are met. Codes of Practice - Dogs / Cats, Five Freedoms.

## **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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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Movement and Handling of Small Animals

<b>Unit Reference</b>	<b>T/502/5710</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to assist with the movement and handling of animals and comply with health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Assist with moving animals on a site	<p><b>1.1</b> Approach the animals calmly, confidently and in a way that is likely to minimise stress</p> <p><b>1.2</b> Assist with moving animals in accordance with instructions</p> <p><b>1.3</b> Assist with moving animals without damage to the health, safety and well-being of the animal or self</p> <p><b>1.4</b> Help to settle the animals in the new location in accordance with instructions</p> <p><b>1.5</b> Maintain health and safety, and the welfare of the animals, during their work</p>
<b>2.</b> Assist with handling animals	<b>2.1</b> Approach animals in accordance with instructions

	<p><b>2.2</b> Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress</p> <p><b>2.3</b> Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment</p> <p><b>2.4</b> Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay</p> <p><b>2.5</b> Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice</p>
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# Supporting Unit Information

## T/502/5710 Assist with the movement and handling of small animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Assist with moving animals on a site***

- 1.1 Approach the animals calmly, confidently and in a way that is likely to minimise stress** Calmly/confidently e.g. let animals see/talk soothingly during approach, slow movements. Minimise stress e.g. make approach appropriate to animal; watch/be sensitive to animal's and own body language - ready to withdraw/slow down.
- 1.2 Assist with moving animals in accordance with instructions** Follow instructions of supervisor for e.g. correct animals to move; method of movement - lead and walked, loaded in carrier to be manually carried, loaded in carriers to be moved on manual/ powered barrow/cart; assist in attaching lead/loading animals; move animal - walk dog along desired route, pull/drive barrow/cart, hand/shoulder carry animal to destination; offload animal at destination - walk dog into new kennel, release animal from carrier(s) into new home, clean, tidy, store transport equipment.
- 1.3 Assist with moving animals without damage to the health, safety and well-being of the animal or self** Animal health and safety e.g. ensure carrier is suitable size and safe - no sharp parts; smooth movement giving animals time to adjust. Well-being e.g. ensure adequate air flow/heating, provide bedding, food, water as appropriate, minimise confinement period. Health and safety of self e.g. wear appropriate PPE; safe manual handling - lift crates/cages safely, manually carry animals within personal limits with respect to weight/distance; carriers/cages secure on barrow/cart; avoid scratches/bites. Well-being e.g. allow sufficient time; hygiene - effective hand wash routine at all stages.
- 1.4 Help to settle the animals in the new location in accordance with instructions** e.g. ensure new location clean/dry, provide bed/bedding/sleeping quarters/food/water/toys, ensure placement minimises disturbance of animals/soiling of food/water/desired toilet areas are used, provide shelter/security, company of same species as instructed.
- 1.5 Maintain health and safety, and the welfare of the animals, during their work** Health and safety - refer to LO 1.3. Welfare - ensure that animals are moved in a way that minimises infringement

of the five freedoms - freedom from hunger and thirst; discomfort; pain, injury or disease; to express normal behaviour; fear and distress. For example, to minimise fear and distress do not chase animals, move suddenly, make a lot of noise/disturbance/shout, and restrain tightly, drop animals.

## ***Learning Outcome 2. Assist with handling animals***

**2.1 Approach animals in accordance with instructions.** Refer to LO1.1.

**2.2 Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress.** Promote co-operation by good handling technique when catching/holding/picking up as instructed by supervisor e.g. when approaching a dog to put lead on, offer fist for dog to sniff first and if accepted stroke chest gradually moving up to collar and attachment of lead which will be associated with a pleasant experience; encourage co-operation by offering treats. Minimise possibility of distress e.g. avoid frighteners - sudden movements, loud noises, holding too tightly.

**2.3 Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment** Risks e.g. to animal - being held too securely/dropped/picked up inappropriately. Risks to self-e.g. being bitten/scratched, disease, physical injury when picking up animal. Risks to other animals e.g. being attacked/chased/eaten. Risks to other people e.g. being tripped/bitten/scratched or disease transmission.  
Minimising risks to animal e.g. handling technique appropriate to needs of species, correct holding/support/security as instructed; sensitivity to animals reaction; to people e.g. PPE - refer to LO1.3; safe manual handling, effective personal hygiene, awareness/interpretation of animals response to handling; to other animals e.g. guard against escape, maintain separation predator/prey species; to other people e.g. warning notices if animal escaped to avoid tripping/stepping on, verbal warning of how animal may respond to handling.

**2.4 Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay.** Monitor behaviour e.g. turning away from approach, growling, hissing, ears flattening, eyes narrow, tail down/lashing. Problems e.g. animal very aggressive/attacks, frightened/shakes, dropped and may have been injured. Report to appropriate person e.g. to supervisor or site manager - verbally ASAP or refer to Standard Operating Procedure.



## **2.5 Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice.**

Handling methods e.g. refer to LO2.1, LO2.2 and LO2.3. Consistent with relevant legislation e.g. The Animal Welfare Act, Pet Animals Act, Codes of practice for the Welfare of Cats and Dogs.

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

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### **Methods Of Assessment**

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

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports

- Oral/written questions and answers
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With Feedstuffs for Small Animals

<b>Unit Reference</b>	<b>H/600/0473</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to receive, store and prepare animal feedstuffs and comply with the health and safety requirement
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.8)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with receiving and storing animal feed	<p><b>1.1</b> Work in a healthy and safe way which complies with legislation</p> <p><b>1.2</b> Check report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition</p> <p><b>1.3</b> Move, store and handle 2 types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage</p> <p><b>1.4</b> Store animal feed safely according to instructions, in the order in which it is to be used</p> <p><b>1.5</b> Check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away</p> <p><b>1.6</b> Check stock levels regularly and tell the appropriate person if stocks are low</p>

<p><b>2.</b> Be able to assist with preparing feed for animals</p>	<p><b>2.1</b> Wash their hands effectively before and after handling animal feed</p> <p><b>2.2</b> Obtain the equipment and materials needed to prepare and serve animal feed</p> <p><b>2.3</b> Clean work surfaces, utensils and equipment effectively before and after use</p> <p><b>2.4</b> Identify the type and quantity of animal feed required for each animal from feeding plans</p> <p><b>2.5</b> Prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage</p> <p><b>2.6</b> Use the appropriate utensils in a hygienic way according to instructions</p> <p><b>2.7</b> Work in a healthy and safe way that complies with legislation</p> <p><b>2.8</b> Dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely</p>
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# Supporting Unit Information

## H/600/0473 Assist with feedstuffs for small animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with receiving and storing animal feed***

##### **1.1 Work in a healthy and safe way which complies with legislation**

e.g. safe manual handling of bags/trays of tins etc; appropriate PPE; careful stacking; cleanliness of storage facilities. Complies with legislation e.g. Health and Safety at Work Act, Manual Handling Regulations, RIDDOR, Pet Animals Act, and Animal Boarding Establishments Act.

##### **1.2 Check report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition**

e.g. check number bags/tins/ weight, correct feed stuff matching delivery note and what was ordered. Acceptable condition e.g. no split bags, crushed tins, product going off, dusty/mouldy seed mix/hay.

##### **1.3 Move, store and handle 2 types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage.**

Move e.g. manually carry or use sack/power barrow. Store e.g. packs of tins stacked on pallets, dry foods stored in air tight containers. Handle e.g. opened tins stored in fridge, contents transferred to non-metal containers that do not leak, opened hay stored/moved in bins and handled using gloves and dust mask to prevent itching/allergies - refer to LO2.1.

##### **1.4 Store animal feed safely according to instructions, in the order in which it is to be used.**

Store e.g. pallets, shelves, cupboards, bins, and fridge/freezer. Safely e.g. dry/cool storage area; pest proof containers; away from potential contaminants; on structures that can safely hold the weight. According to instructions e.g. detailed in organisation's Standard Operating Procedures (SOP's) as directed by supervisor - type of storage to be used, oldest stock used next, frequently used stock closest/easiest to access.

##### **1.5 Check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away**

Check e.g. back of shelves, under pallets or bins. Signs e.g. mouse/rat droppings, holes being gnawed in bags, dead or living cockroaches under feed bins/pallets, caked feed mixes, small

beetles/weevils/ worms in feed. Report to e.g. supervisor/responsible section manager - verbally ASAP.

- 1.6 Check stock levels regularly and tell the appropriate person if stocks are low.** Check stock levels e.g. count bags, tins etc, and record on stock sheet/computerised system. Regularly e.g. weekly/more frequently as appropriate to numbers/ species kept type of food/need for fresh/organic food, rate of sales, shelf life. Report e.g. by passing/emailing stock report to supervisor/responsible section manager.

***Learning Outcome 2. Be able to assist with preparing feed for animals***

- 2.1 Wash their hands effectively before and after handling animal feed** e.g. wash hands using liquid soap and warm running water, lathering soap well and washing between fingers and under nails, use designated sink for staff (not for washing utensils) and dry thoroughly with own towel, turn tap off with towel.
- 2.2 Obtain the equipment and materials needed to prepare and serve animal feed** e.g. scales, spoons, graduated scoops. Serve e.g. feed bowls, drop feeders, hay rack.
- 2.3 Clean work surfaces, utensils and equipment effectively before and after use** clean work surfaces e.g. remove residues, wash surface, use approved disinfectant - concentration/period, rinse off. Utensils/equipment e.g. dedicated sink, disinfect using approved disinfectant, rinse thoroughly, and dry in clean non-contaminated area.
- 2.4 Identify the type and quantity of animal feed required for each animal from feeding plans.** Rabbit e.g. complete food pellets - 60 grams; mixed vegetables - 2 cups full of carrots/cauliflower/celery/kale; wild plant leaves - dandelion leaves, comfrey, chickweed - one cup full; hay ad lib.
- 2.5 Prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage.** Instructions e.g. with reference to LO2.4 - carefully weigh 60 grams of pellets, cut carrots /cauliflower/celery into slices, present kale as leaves, freshly pick wild plant leaves, refill hay rack. Minimise wastage e.g. roll over top of complete feed pellet bag and place in air tight container in cool dry room, fill cups as vegetables chopped and ensure variety, any part used vegetables stored in fridge for next day, hay taken to rack in bin, rack filled without dropping hay.
- 2.6 Use the appropriate utensils in a hygienic way according to instructions** e.g. use clean scoop to serve complete pellets, chopping board and knife to prepare vegetables. Hygienic e.g. refer to LO2.1 and LO2.3, do not use same knife and chopping board to prepare

meat products followed by vegetables or fruit. Instructions e.g. follow organisation SOP's for food preparation as directed by supervisor.

### **2.7 Work in a healthy and safe way that complies with legislation**

e.g. use appropriate PPE, only prepare animal food in facilities, maintain effective hygiene, use two sinks with hot and cold water - one for washing food preparation/animal eating/drinking equipment, a separate one for staff to wash their hands, provide refrigeration facilities if fresh/cooked meats to be stored, avoid food contamination. Legislation e.g. Health and Safety at Work Act, COSHH, the Pet Animals Act, Animal Boarding Establishments Act.

### **2.8 Dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely.**

Dispose e.g. according to Local Authority requirements/ Animal By-Products Regulations categories as directed by supervisor. Green waste disposed of in compost bin - uneaten carrot, kale etc, uneaten/old/spoiled food products in plastic bags, secured and placed in the rubbish bin. Utensils/equipment put away safely e.g. dried, stacked on clean shelf/hung up, touched only with clean hands.

## **Teaching Strategies And Learning Activities**

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### **Additional Information**

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## Assist With the Care of Animals

<b>Unit Reference</b>	<b>A/502/4588</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to assist with the care of animals, including monitoring the health and condition of the animals and providing feed and water. All work will take place in a supervised context and must meet appropriate health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.6)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with monitoring and caring for the health and well-being of animals	<b>1.1</b> Treat animals according to relevant legislation <b>1.2</b> Minimise any likelihood of stress and injury to the animals <b>1.3</b> Optimise the health and well-being of animals during their work <b>1.4</b> Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction <b>1.5</b> Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others

	<p><b>1.6</b> Monitor and report on the animal's environment</p> <p><b>1.7</b> Maintain health and safety, and the welfare of animals, during work</p>
<p><b>2.</b> Be able to assist with providing food and water for animals</p>	<p><b>2.1</b> Feed animals in accordance with instructions</p> <p><b>2.2</b> Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions</p> <p><b>2.3</b> Monitor and report on the animal's feeding and drinking habits</p> <p><b>2.4</b> Clean and maintain equipment ready for use and store it safely and securely in an appropriate place</p> <p><b>2.5</b> Dispose of any waste from feeding in the correct manner and place</p> <p><b>2.6</b> Maintain health and safety, and the welfare of animals, during work</p>

# Supporting Unit Information

## A/502/4588 Assist with the care of animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with monitoring and caring for the health and well-being of animals***

- 1.1 Treat animals in accordance to relevant legislation:** Calves must be cared for well, in a manner that optimises their health and productivity (see Defra's Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts). All types of cattle must have a suitable environment (place to live) e.g. calves need a hygienic, draft free, well bedded, warm, but well-ventilated area. A suitable diet e.g. If weaned from their mother, calves need (dependant on age) fresh water, milk substitute fed via a suitable feeding system, concentrate feed specifically designed and balanced for age of calf, and a source of quality fibre hay, haylage or straw. They must be able to exhibit normal behaviour i.e. move normally play and clean themselves properly, be housed with suitable mates, and be protected from stress (caused by lack of feed/water/fibre, frightened, too hot or too cold), or pain (caused by bad handling pulling by the ear, leg or neck), injury (inflicted by bad handling, poor environment, incorrect veterinary procedures, such as can occur during dehorning and castration), and disease (E.G. ringworm, pneumonia, scour). I.e. The five freedoms.
- 1.2 Minimise stress and injury to the animals:** Signs of stress in calves: Environmental stress i.e. too hot too cold, too dry too wet, lack of or too much food can be sometimes worse than stress from fear of people and unusual noises and occurrences; this type of stress can be observed at different levels e.g. Tail swishing, defecating, starey eyed and increased vocalisation (snorting); too ultimately, if stressors are not removed by flight and or aggression, illness and even death, putting animals and people in danger. Ref LO1.1.
- 1.3 Work with the animals to optimise their health and well-being:** Care for calves can range from providing correct food water, bedding and ventilation, to provision of colostrums to the new born calf and electrolytes to young calves suffering from stress of transport to new environments, and vaccinations e.g. blue tongue, pneumonia and for the older calves at grass using a correct worming regime for the herd.
- 1.4 Give the animal's time to show natural behaviour** e.g. how it behaves, looks, stands and moves, urinates and defecates, and how it

interacts/fails to interact with people and other livestock: Animals need time to show natural behaviour (scratching, licking and grooming themselves), eating and drinking correctly to maintain healthy and be fit for purpose. They need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible Ref LO1.1.

**1.5 Watch and report the physical condition behaviour and general well-being of animals to others:**

This will enable a correct prognosis of the animals' health. How it behaves, is it chewing its cud, vocalising, and breathing normally; does it look alert with bright eyes, shiny coat, damp nose; does it stand and move correctly, i.e. standing with weight evenly on all legs, walking and running without limping and nodding its head, moving at an appropriate speed for the situation), can it urinate and defecate normally without scouring or becoming constipated and without pain, is the urine faeces the correct colour and smell., does it interacts or fail to interact with people or other livestock (playing with its mates, fighting with its peers or standing on its own which usually indicates illness or calving if appropriate) Report the finding clearly and accurately to the correct person. (Farmer, yard manager, owner, teacher or person in charge).

**1.6 Monitor and report on the animals' environment:** Calves need draught free accommodation with as low humidity as possible to prevent pneumonia. They need good bedding and a reasonably sized pen and if individually penned they need to see other cattle. They can withstand low temperatures if they have adequate feed and water. They need colostrum as soon after birth as possible followed by adequate but not too much milk or milk substitute, (mother's milk is best), water and a proprietary calf mix, blend or concentrate. Report the findings gained of the calves' environment from LO1.3 and LO1.4 clearly and accurately to the correct person. Ref 1.5.

**1.7 Keep people and animals safe and healthy whilst working:**

Responsibilities as regards Health and Safety and Animal Welfare: Know who to report to if unsure about own roles, and queries as regards H & S and animal health and welfare (farmer, yard manager, owner, or teacher). Know current legislation Ref LO1.1 e.g. Animal Health Acts, Health and Safety Acts, PUWER, Environmental Protection Acts, COPs as applicable. Know the risks relating to the animals that will be cared for, for example one calf might be older and more excitable than the others, and learners will need to know to take more care when caring for certain highlighted individuals or groups. Use of risk assessments can be a good teaching and learning tool. Learners should be aware of the five freedoms: (Freedom from: - discomfort, hunger and thirst, pain injury and disease, fear and distress, and free

to show normal behaviour. To enable them to be content, thrive and grow well.

***Learning Outcome 2. Be able to assist with providing food and water for animals***

- 2.1 Feed animals as instructed** Assist in providing milk substitute, and/or hard feed and roughage, as applicable to the calf or calves following instructions, from person in charge. Ref LO1.5 and or as detailed from the milk substitute mixing guidelines (usually detailed on bag). Roughage must always be available.
- 2.2 Supply water to the animals in the correct amount and sourced as instructed** Assist in providing drinking water either by bucket in the correct amount and place, or clean and check automatic drinking system as instructed Water can be given ad lib to calves but this is not essential and sometimes not desirable but should be available and provided as instructed by the correct person Ref LO1.5.
- 2.3 Report on animals feeding and drinking habits** Watch the calves feeding and drinking, and report to person in charge (Ref LO1.5) any variations from the norm so to identify the start of illness and disease. The first signs of illness especially scour and pneumonia is for the calves to go off their food. Any bucket fed calves that fail to drink their normal amount in the usual time must be reported to the person in charge as soon as possible. Alternatively calves who over eat milk or concentrates may also make themselves ill with scour (gastro enteritis).
- 2.4 Clean and maintain equipment after use and store securely in the correct place as instructed** it is important that all equipment involved in mixing and feeding milk or milk substitute is cleaned using hot water to prevent a build-up of bacteria that may cause calves to scour. They must then be stored securely and correctly in readiness for the next feeding time any damage and breakages should either be repaired or reported so the equipment is ready to use, as it can be very stressful for the calves and those involved in the feeding process if feeding time gets delayed.
- 2.5 Dispose of any waste from feeding in the correct manner and place** All animal waste including feed, should be removed and disposed of correctly in the muck heap, which must be situated on a concrete or solid base to ensure that no run off can occur, which may pollute nearby water courses. The importance of not feeding contaminated feed and water should be highlighted and its immediate removal and disposal, in a dirty water system or muck heap highlighted. The importance of environmental issues when disposing of all categories of livestock waste products.

Which as well as organic waste may include inorganic waste including paper, glass, metal and plastic waste which must be recycled or disposed of in the municipal bins as instructed by person in charge. Ref LO1.5.

**2.6 Keep people and animals healthy and safe whilst working** Ref LO1.7. All animals are potentially dangerous especially when excited during the feeding process and it is important that learners know which animals are safe for them to handle. They must be aware of the flight zone of the animals and how they can be hurt by for example cattle bolting, kicking, butting, or most usually by crushing. Also that animals can damage each other if upset or frightened.

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## Principles of the Care of Animals

<b>Unit Reference</b>	<b>F/502/4589</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to describe the care of animals, including monitoring the health and condition of the animals and providing feed and water, including appropriate health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Know how to monitor and care for the health and well-being of animals	<p><b>1.1</b> Describe how to promote the health and well-being of animals and minimise any stress or injury</p> <p><b>1.2</b> State their responsibility under health and safety and animal welfare legislation</p> <p><b>1.3</b> State why animals need exercise and how the type and amount of this varies between different species and different animals</p> <p><b>1.4</b> State how animals optimise their own physical functioning and appearance</p> <p><b>1.5</b> Describe signs of health in different animal species in relation to appearance, posture and movement, behaviour, bodily functioning, social interaction</p>



	<p><b>1.6</b> State signs which indicate potential problems with an animal's health and well-being and state appropriate actions which could be taken when this occurs</p> <p><b>1.7</b> List signs of stress in animals</p> <p><b>1.8</b> Give examples of preventative care which is designed to maintain the health and well-being of animals</p> <p><b>1.9</b> State how the environment may be adjusted to maintain the animal's health</p> <p><b>1.10</b> State how to recognise an animal health emergency and what should be done if this occurs</p> <p><b>1.11</b> State why it is important to report unusual signs</p>
<p><b>2.</b> Know how to provide food and water to animals</p>	<p><b>2.1</b> State an appropriate method and system for feeding three types of animals</p> <p><b>2.2</b> Describe the normal feeding habits of the animals</p> <p><b>2.3</b> State the hygiene requirements for feeding and watering of animals</p> <p><b>2.4</b> State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p> <p><b>2.5</b> State why waste should be disposed of in a safe manner and place</p>

# Supporting Unit Information

## F/502/4589 Principles of the care of animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to monitor and care for the health and well-being of animals***

**1.1 How stress and injury can be minimised and the health of animals being cared for can be maximised** Cattle must be cared for well, in a manner that optimises their health and productivity (see Defra's Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts). All types of cattle must have a suitable environment (place to live) e.g. calves need a hygienic, draft free, well bedded, warm, but well-ventilated area. A suitable diet e.g. If weaned from their mother, calves need (dependant on age) fresh water, milk substitute fed via a suitable feeding system, concentrate feed specifically designed and balanced for age of calf, and a source of quality fibre hay, haylage or straw. They must be able to exhibit normal behaviour i.e. move normally play and clean themselves properly, be housed with suitable mates, and be protected from stress (caused by lack of feed/water/fibre, frightened, too hot or too cold), or pain (caused by bad handling pulling by the ear, leg or neck), injury (inflicted by bad handling, poor environment, incorrect veterinary procedures, such as can occur during dehorning and castration), and disease (E.G. Ringworm, pneumonia, scour). I.e. The five freedoms.

**1.2 Responsibilities as regards Health and Safety and Animal Welfare** know who to report to if unsure about own roles and queries as regards H & S and animal health and welfare (farmer, yard manager, owner, or teacher). Know current legislation Ref LO1.1 e.g. Animal Health Acts, Health and Safety Acts, PUWER, Environmental Protection Acts, COPs as applicable. Know the risks relating to the animals that will be cared for, for example one calf might be older and more excitable than the others, and learners will need to know to take more care, when caring for certain highlighted individuals or groups. Use of risk assessments can be a good teaching and learning tool. Learners should be aware of the five freedoms: (Freedom from: - discomfort, hunger and thirst, pain injury and disease, fear and distress, and free to show normal behaviour). To enable them to be content, thrive and grow well.

**1.3 How exercise promotes health and is important for different species and different animals depending on use required, or stage within the production cycle** Exercise promotes health; e.g. to facilitate easy calving, in calf cows need more exercise than feeding cattle, as they need to be fit not fat. Stabled horses need more exercise than horses at grass; lambs need more exercise than ewes.

**1.4 How animals optimise their own physical functioning and appearance** Animals need time to show natural behaviour (scratching, licking and grooming themselves), eating and drinking correctly to maintain healthy and be fit for purpose. Ref LO1.3. They need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible Ref LO1.1.

**1.5 Signs to look for in different animal species that indicate health, in regards to appearance, posture and movement, behaviour, bodily functioning and social interaction** After observing behaviour as described in LO1.4 it will enable a correct prognosis of the animals' health. How it behaves, is it chewing its cud, vocalising, and breathing normally; does it look alert with bright eyes, shiny coat, damp nose; does it stand and move correctly, i.e. standing with weight evenly on all legs, walking and running without limping and nodding its head, moving at an appropriate speed for the situation, can it urinate and defecate normally without scouring or becoming constipated and without pain, is the urine and faeces the correct colour and smell; does it interact or fail to interact with people or other livestock (playing with its mates, fighting with its peers or standing on its own which usually indicates illness or calving if appropriate) Report the finding from clearly and accurately to the correct person. Ref LO1.2.

**1.6 Signs that indicate potential ill health and state actions which could be taken** Monitor and report the findings from LO1.5 that could indicate problems such as changes in behaviour; lack of cudding can indicate a variety of diseases in older calves and cattle, incorrect vocalising can indicate pain, and rapid breathing is a sign of pneumonia; poor coat, sunken eyes, dry nose are signs of a raised temperature and dehydration; lameness is a sign of deformity, disease, or injuries; incorrect bodily functions Ref LO1.5 can be signs of malfunctions such as eating disorders. All signs of ill health must be reported a.s.a.p. to the appropriate person listed in LO1.2 and appropriate remedial action will be investigated. E.g. Calves scouring; supply medication and/or change diet contact veterinary surgeon.

**1.7 Signs of stress in cattle** Environmental stress i.e. too hot too cold, too dry too wet, lack of or too much food can be sometimes worse than stress from fear of people and unusual noises and occurrences;

stress can be observed at different levels e.g. Tail swishing, defecating, starey eyed and increased vocalisation (snorting); too ultimately if stressors are not removed by flight and or aggression which can put animal and people in danger.. Ref LO1.1/LO1.2.

**1.8 Preventative care designed to maintain health and well-being of animals** Preventative care for calves can range from providing correct food water, bedding and ventilation, to provision of colostrums to the new born calf and electrolytes to young calves suffering from stress of transport to new environments, and vaccinations e.g. blue tongue, pneumonia and for the older calves at grass using a correct worming regime for the herd.

**1.9 How environmental changes can help maintain the animals' health** Environmental changes can range from cleaning out of soiled, wet bedding and waste material, to changes in the rate of ventilation, and reducing or increasing stocking density which can have an effect in the humidity of the air and resulting levels of bacterial or viral infections. Low temperatures rarely have an adverse effect on calves unless they are inadequately fed or ill, however high temperatures and high humidity can be fatal.

**1.10 How to recognise an animal health emergency and what to do** Animal health emergencies can be illness, injury or escape and must be reported immediately to the person in charge, so he can sort or ring, the vet or police, if applicable as soon as possible. E.g. a calf with scour (diarrhoea) must have electrolytes and probably antibiotics a.s.a.p. to prevent further deterioration and may well need veterinary attention.

**1.11 Importance of reporting unusual signs** unusual signs need to be reported as soon as possible to the person in charge. Ref LO1.2 to prevent further problems, illness and even death. Ref LO1.1 & LO1.5.

## ***Learning Outcome 2. Know how to provide food and water to animals***

**2.1 Know method and system for feeding three types of animal** For example feeding bucket reared young calves. Provide milk substitute to the young calf by mixing as instructed to the right strength and temperature, provide correct volume in bucket at the right height and place, depending on age of calf, and as instructed. Silage fed in ring feeders to out wintered breeding ewes, fed to demand and placed in ring feeder by tractor with front end loader, after removal of wrap. Horses fed hayledge in hay net which is filled by hand then tied up in stable at an appropriate height to prevent horse getting its feet in net but not too high so horse has difficulty reaching.

**2.2 Describe the normal feeding habits of the animals** Watch the animals feeding, and describe normal feeding behaviour to the

appropriate person Ref LO1.2.

Calves are very greedy and when taught how to drink from a bucket will guzzle the milk as fast as possible.

Out wintered ewes will always rush to new bales of silage and may fight for access, they must have enough feed face to enable all the shy feeders to be able to have adequate access time during the day for them to keep their body condition for lambing.

Stabled horses need enough hayledge in their hay nets to keep them occupied during the day and also enable them to get enough roughage intakes.

**2.3 Hygiene requirements for feeding and watering animals** clean all buckets and utensils, used in the feeding process, and replace correctly in readiness for the next feed time. Mend or report any damage to the equipment used. Provide drinking water, either by bucket in the correct amount and place, or clean and check automatic drinking system as instructed.

**2.4 State responsibility for keeping safe when handling animal's** ref LO1.2.

It is important that learners know which animals are safe for them to handle. They must be aware of the flight zone of the animals and how they can be hurt by for example cattle kicking or butting, or most usually by crushing.

**2.5 Disposal of waste:** All animal waste including feed should be removed and disposed of correctly in the muck heap which must be situated on concrete or solid base to ensure that no run off can occur, which may pollute nearby water courses. The importance of not feeding contaminated feed and water should be highlighted and its immediate removal and disposal, in a dirty water system or muck heap. The importance of environmental issues when disposing of all categories of livestock waste products. Which as well as organic waste may include inorganic waste including paper, glass, metal and plastic waste which must be recycled or disposed of in the municipal bins as instructed. Ref LO1.2.

## Teaching Strategies And Learning Activities

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

## Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

### Minimum requirements when assessing this unit

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

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

## Evidence Of Achievement

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules

- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Principles of Dealing with Animal Accommodation

<b>Unit Reference</b>	<b>D/600/0469</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to describe the preparation and cleaning of animal accommodation and relevant health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
<b>1.</b> Know how to clean animal accommodation	<b>1.1</b> State how to prepare equipment and materials ready for cleaning  <b>1.2</b> Outline how to prepare the accommodation for cleaning  <b>1.3</b> State the correct procedures for cleaning the animal accommodation  <b>1.4</b> Describe the condition in which accommodation must be left after cleaning
<b>2.</b> Know how to maintain animal accommodation	<b>2.1</b> State the welfare requirements and describe how to promote the health and well-being of animals  <b>2.2</b> List the materials which animals need within their accommodation to maintain their health and well-being



	<p><b>2.3</b> List the hazards which may arise in the animal's accommodation, and to whom they should be reported</p>
<p><b>3.</b> Know relevant health and safety precautions to be observed</p>	<p><b>3.1</b> State how and where to dispose of waste safely</p> <p><b>3.2</b> State their responsibilities under animal welfare and health and safety legislation</p> <p><b>3.3</b> State how and where to dispose of waste safely</p> <p><b>3.4</b> State their responsibilities under animal welfare and health and safety legislation</p>

# Supporting Unit Information

## D/600/0469 Principles of dealing with animal accommodation – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to clean animal accommodation***

##### **1.1 State how to prepare equipment and materials ready for**

**cleaning** Equipment/materials required, bedding of type used in stable concerned, e.g. straw, shavings, paper, and peat. Equipment needs to be clean, safe and in good repair, any defects reported to person in charge (stable manager, horses' owner or teacher), e.g. Wheelbarrow -check tyres body and frame; brush, fork, skip, muck sheet and shovel check shafts, security of heads, breakages and wear, if electrical or powered equipment is used e.g. pressure washers ensure person in charge is qualified to and has checked ability of operator, status of machine, power supply and circuit breakers. Materials selected e.g. Water, disinfectant, whitewash, petrol and prepared as instructed by person in charge.

##### **1.2 Outline how to prepare the accommodation for cleaning** Stable needs to be well lit, preferably unoccupied, either horse tied, preferably outside or in exercise paddock or being exercised. Stable is empty of feed equipment and materials etc, apart from equipment and materials required for cleaning process.

##### **1.3 State the correct procedures for cleaning the animal**

**accommodation** As instructed by stable manager, horses' owner or teacher in charge, procedure could follow a variety of systems Ref LO1.4 the most common being fully bedded day and night beds - All clean and dry bedding placed around side to facilitate drying of floor during day, and uncovering soiled, wet and dirty material which is placed in barrow, to be taken to muck heap, dirt from floor brushed up and also placed in barrow for disposal on muck heap. Floor may be hosed, and or pressure washed at specific intervals, as and when required and requested by person in charge. Clean all buckets and utensils used in the feeding process and replace correctly as instructed in readiness for the next feed time. Also mend or report to stable manager, horses' owner or teacher in charge, any damage to facilities and the equipment used at start, during and at end of procedure.

##### **1.4 State the correct procedures for cleaning the animal**

**accommodation** Stables should be left as instructed by person in charge Ref LO1.3 but usually either; banked to walls in empty stable to facilitate drying, as a day bed (mainly banked to side with thin covering

on floor), or with a full bed down, and banked against walls to help prevent injury, or some horses have deep litter, where only the dropping are removed to provide a deeper bed. Drinking water provided either by clean bucket in the correct amount and place, or clean and check automatic drinking system as instructed.

## ***Learning Outcome 2. Know how to maintain animal accommodation***

**2.1 State the welfare requirements and describe how to promote the health and well-being of animals** Horses must be cared for well, in a manner that optimises their health and fitness, see Defra's Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts. All types of horses must have a suitable environment (place to live) a suitable diet, be able to exhibit normal behaviour, housed with suitable mates, be protected from stress, pain, injury, and disease. (I.e. Five freedoms) however learners do not need to know the intricacies of these laws but they do need to know cleanliness, feed bedding and ventilation requirements.

**2.2 List the materials which animals need within their accommodation to maintain their health and well-being** Horses need bedding as instructed. Ref LO1.2 and water and a source of roughage hay or haylage. Concentrate feeding of horses will not be part of this unit as it is a highly skilled operation and will be the responsibility of the person in charge. Ref 1.3.

**2.3 List the hazards which may arise in the animal's accommodation, and to whom they should be reported** Hazards need to be identified (basic risk assessments are a useful method of identifying hazards) and reported to person in charge. Ref LO1.3. Examples should be identified and listed. E.g. Equipment left in wrong place, water hazard from leaking water bowl or spillages, broken equipment, or damaged infrastructure, electric wiring faults. Zoonosis e.g. ringworm. Know your responsibility for keeping safe when handling horses as the horses are probably the most significant hazard in this environment.

## ***Learning Outcome 3. Know relevant health and safety precautions to be observed***

**3.1 State how and where to dispose of waste safely** All animal waste including feed should be removed and disposed of correctly in the muck heap or muck trailer which must be situated on concrete or solid base to ensure that no run off can occur, which may pollute nearby water courses. The importance of not feeding contaminated feed and water should be highlighted and its immediate removal and disposal in a dirty water system or muck heap highlighted. The importance of

environmental issues when disposing of all categories of livestock waste products. Which as well as organic waste may include inorganic waste including paper, glass, metal and plastic waste which must be recycled or disposed of in the municipal bins as instructed. Ref LO1.3

**3.2 State their responsibilities under animal welfare and health and safety legislation.** Ref LO2.1, 2.3. All animal environments are inherently dangerous and the learners must know their responsibilities for themselves, others and the animals under their care. Ref 1.1,1.2,1.4

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

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## **Evidence Of Achievement**

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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With Animal Accommodation

<b>Unit Reference</b>	<b>R/600/0470</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to assist with preparing and cleaning animal accommodation and comply with health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with cleaning animal accommodation	<b>1.1</b> Prepare the equipment and materials for the work  <b>1.2</b> Prepare the animal accommodation ready for cleaning  <b>1.3</b> Clean the animal's accommodation in accordance with instructions  <b>1.4</b> Leave the animal accommodation in the appropriate condition after cleaning  <b>1.5</b> Maintain health and safety, and the welfare of the animals, during their work
<b>2.</b> Be able to assist with maintaining animal accommodation	<b>2.1</b> Check the animal accommodation in accordance with instructions  <b>2.2</b> Keep the animal accommodation safe and secure

	<p><b>2.3</b> Correctly identify and report any hazards</p> <p><b>2.4</b> Dispose of waste in a safe manner and place</p>
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# Supporting Unit Information

## R/600/0470 Assist with animal accommodation – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with cleaning animal accommodation***

- 1.1 Prepare the equipment and materials for the work** Equipment and materials collected as instructed by person in charge (e.g. stable manager, farmer, horses' owner or teacher). Bedding for end of process as needed identified prior to start of cleaning operation. Equipment checked clean, safe and in good repair, any defects reported to person in charge, e.g. Wheelbarrow -check tyres body and frame, brush, fork, skip, muck sheet and shovel check shafts, security of heads and breakages and wear, if electrical or powered equipment is used e.g. pressure washers ensure person in charge has checked ability of operator, status of machine, power supply and circuit breakers. Materials selected e.g. Water, disinfectant, whitewash, petrol and prepared as instructed by person in charge.
- 1.2 Prepare the animal accommodation ready for cleaning** Stable light on if needed, horse haltered, removed and tied safely preferably outside stable or in exercise paddock or being exercised. The learners are not necessarily expected to remove the horse or pony themselves. Remove feed, water buckets, and any other equipment or movable objects to a safe place outside the stable being cleaned.
- 1.3 Clean the animal's accommodation in accordance with instructions** Follow instructions by person in charge Ref LO1.1 for example an unoccupied stable used only at night; clean and dry bedding (new bedding supplied as instructed at end of process) placed around side, all wet, dirty material and floor sweepings placed in barrow, this type of bed facilitate drying of floor during day. Manure, soiled bedding and floor sweepings placed in barrow and taken and tipped in muck heap or muck trailer, which must be banded to prevent seepage into water courses. Floor may be hosed and or pressure washed at specific intervals (certainly not each time stable is cleaned, usually weekly or even monthly as instructed and not a requirement of this unit). Ref LO1.1. Clean all buckets and utensils used in the feeding process and replace correctly in readiness for the next feed time,(as instructed in stable, feed room, tack room etc) also mend or report any damage to facilities and the equipment to person in charge.



Ref 1.1.Ensure contaminated water resulting in the cleaning process of dirty barrows shovels etc cannot seep into water courses.

**1.4 Leave the animal accommodation in the appropriate condition after cleaning** Stables left as instructed Ref LO1.1 For example. Day bed with bed heaped up by walls to facilitate floor to dry and a little bedding on floor for horse to lie or urinate on if required, or full deep bed with bed down over whole stable, raised against walls(banked) to prevent injury and casting (horse stuck after rolling). Provide drinking water either by clean bucket in the correct amount and place as instructed in the stable, or clean and check automatic drinking system as instructed. Hay or hayledge provided in hay net or rack or on floor. Doors/windows cleaned and secured as instructed

**1.5 Maintain health and safety, and the welfare of the animals, during their work,** work safely as instructed according to current legislation e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, COPs as applicable, risk assessment and any other additional requirements. However learners do not need to know the intricacies of these laws, but may well carry out simple risk assessments to enable them to identify hazards easily. Horses must be cared for well, in a manner that optimises their health and fitness, see Defra's Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts. All types of horses must have a suitable environment (place to live) a suitable diet, be able to exhibit normal behaviour, housed with suitable mates, be protected from stress pain injury and disease. (I.e. Five freedoms) however, learners do not need to learn all of these. Horses and ponies are probably the biggest hazard in this workplace and it is not a requirement of this unit that learners have to handle the horses and ponies.

## ***Learning Outcome 2. Be able to assist with maintaining animal accommodation***

**2.1 Check the animal accommodation in accordance with instructions** Check accommodation ready for use as instructed by person in charge (e.g. stable manager, farmer, horses' owner or teacher) Ref LO1.4 Ensure all bedding, food and water is in place and is fresh and clean for when the horse returns to its stable.

**2.2 Keep the animal accommodation safe and secure** safe and secure doors, and windows secured, Hazards removed and put away e.g. barrows brushes etc as listed in LO1.1 and Ref LO1.4. Bedding in place to correct depth and scaled properly as instructed by person detailed in LO1.

**2.3 Correctly identify and report any hazards,** Hazards as identified in LO2.2 and LO1.5 must be reported to person in charge (stable

manager, farmer, horses' owner or teacher) Examples could be- water hazard from leaking water bowl or spillages, broken equipment, or damaged infrastructure, Zoonosis e.g. ringworm. Or more usually simply equipment left lying around. Learners must know their responsibility for keeping safe and reducing the risks to themselves and others(Safety at Work Acts)

**2.4 Dispose of waste in a safe manner and place** Animal waste including feed should be removed and disposed of correctly as instructed, in muck heap or muck trailer. The importance of not feeding contaminated feeds and disposing of it as organic waste should be highlighted; also the importance of environmental issues ref LO1.5 when disposing of all categories of livestock waste products. Waste water should be disposed in a dirty water system. Inorganic waste e.g. paper feed bags and polyethylene bottles should be disposed of appropriately; recycled if possible, or placed in municipal waste bins as instructed by person in charge.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

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## Assist With the Movement of Animals

<b>Unit Reference</b>	<b>D/502/4101</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to assist with the movement of animals, between different locations, and including loading and unloading the animals from transport vehicles. All work will take place in a supervised context and must meet appropriate health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.8)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with moving animals from one place to another	<b>1.1</b> Communicate effectively with their colleagues <b>1.2</b> Approach the animals quietly, calmly and confidently <b>1.3</b> Handle and restrain animals safely <b>1.4</b> Move animals to the correct place and re-establish them as instructed <b>1.5</b> Maintain the health and safety of themselves and others at all times <b>1.6</b> Maintain the well-being of the animals at all times <b>1.7</b> Report any problems to the appropriate person

<p><b>2.</b> Be able to assist with the loading and unloading of animals for transport</p>	<p><b>2.1</b> Prepare animals for transport as instructed</p> <p><b>2.2</b> Prepare the transport vehicle so that it is safe for animals to travel</p> <p><b>2.3</b> Load and unload the animals as instructed</p> <p><b>2.4</b> Establish the animals in the new area as instructed</p> <p><b>2.5</b> Maintain the health and safety of themselves and others at all times</p> <p><b>2.6</b> Maintain the well-being of the animals at all times</p> <p><b>2.7</b> Communicate effectively with their colleagues</p> <p><b>2.8</b> Report any problems to the appropriate person</p>
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# Supporting Unit Information

## D/502/4101 Assist with the movement of animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with moving animals from one place to another***

- 1.1 Communicate effectively with their colleagues** before commencing any livestock movement activities it is essential that there is a project leader who will be a farmer, shepherd, or teacher who is experienced in the movement of the animals concerned. Communication will be primarily verbally, however other methods (written memos notes posters, or electronic phone email) may be incorporated if applicable to ensure the whole team know what is happening with the sheep being moved. E.g. where to, how, roles and responsibilities of individuals
- 1.2 Approach the animals quietly, calmly and confidently** The sheep must be approached confidently from the correct angle so they do not get startled, calmly to reduce panic and stress, and carefully to reduce and prevent injury and undue excitement, using their flocking instincts, flight zone and blind spot to minimise problems.
- 1.3 Handle and restrain animals safely** Sheep need to be restrained by placing one hand under the neck and one behind the rump, without pulling the wool. Sheep must be held firmly to prevent struggling and so minimise the chance of damaging themselves, handlers or the pens. Sheep can be handled to ascertain fitness by touching the loin, shoulder and tail or just for redirection when being sorted or moved.
- 1.4 Move animals to the correct place and re-establish them as instructed** Follow instructions from farmer, shepherd, or teacher and place the sheep into the allocated penning area making sure the gates are shut securely, and the sheep are safe.
- 1.5 Maintain the health and safety of themselves and others at all times** Work activities carried out consistently with current legislation e.g. Health and Safety, PUWER, Environmental Protection Acts, COPs as applicable, risk assessment and any other additional requirements however learners do not need to know the intricacies of these laws. Sheep can be very dangerous if excited especially if left on their own or even in twos and threes; depending on breed and age. It is good practice to ensure penning is of the correct size, not too big so sheep can run into the sides of the pens and/or people, and inflict damage, or too small so they are crushed and stressed.

**1.6 Maintain the well-being of the animals at all times** Give the sheep time to show natural behaviour in a way that enables a correct prognosis of the animal's health, before starting movement operation, ensuring they are kept fit and healthy throughout the operation by using sensible correct procedures.

See code of welfare recommendations for sheep. Ref LO1.5. Sheep are notorious for inflicting injuries on self, workers and equipment care must be taken at all times.

**1.7 Report any problems to the appropriate person** Learner to report the finding from LO1.1 to LO1.6 clearly and accurately to the correct person (farmer, shepherd, or teacher).

## ***Learning Outcome 2. Be able to assist with the loading and unloading of animals for transport***

**2.1 Prepare animals for transport as instructed** Sheep batched up as instructed in appropriate groups for vehicle being used e.g. small separate from large, ewes separate from lambs (young lambs must only be transported as individuals with their own mother), different species if applicable, Male and females of breeding age. Ref. Defras' Guidance notes for the Transport of Livestock.

**2.2 Prepare the transport vehicle so that it is safe for animals to travel** Correctly prepare the livestock vehicle for animals to be transported: Ensure livestock container has partitions set so to provide a safe environment for the number and sizes of sheep being transported, to prevent for example: - crushing injuries (too little space so sheep go down and get trampled) and impact injuries (too much space so sheep get smashed into the side when braking, accelerating or cornering). Bedding supplied sawdust, shavings and possibly straw for very young lambs. Sheep need to be penned to ensure vehicle is well balanced approximately 55% over and in front of point of balance of vehicle.

**2.3 Load and unload the animals as instructed** Ref LO1.1-LO1.4. Walk the sheep into and out of the container as instructed, adjusting allocated space if needed. Making sure the load is balanced correctly for the vehicle concerned before moving. Ref LO2.2.

**2.4 Establish the animals in the new area as instructed** Establishing animals in new environment: Check new environment is correct with farmer, shepherd, or teacher as instructed before unloading. Shut the gate securely following instructions checking the sheep have got adequate food water and space for length of stay indicated. Ensure new environment is safe for category of sheep e.g. pen bars can let small lambs through. Many fields are not sheep proof.

**2.5 Maintain the health and safety of themselves and others at all times** As well as persons listed Ref LO1.5.it is essential that great

awareness of the dangers imposed with the use of the transport vehicles.

**2.6 Maintain the well-being of the animals at all times** the length of journey can affect well-being of animals and space allowances may need to be adapted for the longer journeys. However the learners are not expected to know any of the legislation for journeys over 8hrs. Keeping the animals safe for short journeys with correct bedding, penning and ventilation is adequate. Ref LO1.5 and LO1.6.

**2.7 Communicate effectively with their colleagues** Communication with colleagues required for transportation: Good communication is paramount to keeping people and livestock safe and ensuring good systems of work during transportation. Ref LO1.1 Completion of legislative (e.g. Animal Movement Licence) and none legislative (e.g. business records, auction entry documentation) agreed and completed prior to movement by responsible person listed in LO1.1.

**2.8 Report any problems to the appropriate person** Before commencing any livestock transport activities it is essential that there is a project leader who will be a farmer, shepherd, or teacher who is experienced in the transport of the animals concerned. All problems must be reported to him as soon as they are identified. Ref 1.7.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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



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

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

## **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

# Principles of the Movement of Animals

<b>Unit Reference</b>	<b>Y/502/4100</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe the movement of animals, between different locations, and including loading and unloading the animals from transport vehicles and appropriate health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
<b>1.</b> Know how to move animals from one place to another	<b>1.1</b> State how to approach, handle and restrain animals correctly  <b>1.2</b> State how to move and establish animals in new areas safely  <b>1.3</b> State how to maintain health and safety while moving animals  <b>1.4</b> State which problems should be reported, when and to whom  <b>1.5</b> State how to recognise and respond to concerns about animal health and behaviour
<b>2.</b> Know how to load and unload animals for transport	<b>2.1</b> State how to maintain the well-being of animals

	<p><b>2.2</b> Describe how to get animals ready for loading and unloading</p> <p><b>2.3</b> Describe how to make the transport vehicle ready for animals including: cleanliness, health and safety, security and removal of hazards</p> <p><b>2.4</b> State how animals are loaded and unloaded safely</p> <p><b>2.5</b> State which problems should be reported, when and to whom</p> <p><b>2.6</b> List the relevant legislation which applies to loading and unloading animals</p> <p><b>2.7</b> State how to recognise and respond to concerns about animal health and behaviour</p>
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# Supporting Unit Information

## Y/502/4100 Principles of the movement of animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to move animals from one place to another***

##### **1.1 State how to approach, handle and restrain animals correctly**

sheep must be approached calmly and carefully, so to reduce stress, and undue excitement, minimising the chance of injury, using their flocking instincts, flight zone and blind spot to minimise problems. Method chosen is suitable for sheep being handled or restrained, taking into account the behaviour, temperament, health and well-being of the sheep e.g. prime lamb or ewe going to slaughter or ewes and lambs going to new grazing. Sheep restrained if needed, by hand under neck and behind rump without pulling the wool, use of shepherds legs can be useful, as can be holding the sheep firmly against pen; see Defra's code of recommendations for livestock. Sheep must be held firmly to prevent struggling and so minimise the chance of damaging themselves, handlers or the pens.

##### **1.2 State how to move and establish animals in new areas safely**

Areas for holding sheep prior during and after movement need to be identified and method of best movement selected, e.g. walk, land rover and trailer, bike and trailer, use of sheep dogs or ATV (see note on under 16s) sheep must be approached and handled as in LO1.1 with due regard to H and S as detailed in LO1.3.

##### **1.3 State how to maintain health and safety while moving animals**

Work activities carried out consistently with current legislation e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, COPs as applicable, risk assessment and any other additional requirements; however learners do not need to know the intricacies of these laws. They need to know how to use the flight zone to prevent panicking the flock and causing a risk of injury to people, sheep and property.

##### **1.4 State which problems should be reported, when and to whom**

Signs of recalcitrance(flight, fight or stubbornness) , disease (e.g. pneumonia, foot rot, scab) , injury and emaciation etc need to be reported to person in charge of sheep ( farmer, shepherd, teacher) as soon as it is correct to do so.

##### **1.5 State how to recognise and respond to concerns about animal health and behaviour** Methods of recognising ill health and

behavioural problems. Allow sheep to show natural behaviour, to help develop a correct prognosis of the animal's health before starting movement operations; ensuring they are kept fit and healthy throughout the movement operation. Take into account the behaviour, temperament, health and well-being of the sheep.

See code of welfare recommendations for sheep. Report the finding from observation clearly and accurately to the correct person. Ref LO1.4.

## ***Learning Outcome 2. Know how to load and unload animals for transport***

- 2.1 State how to maintain the well-being of animals** Identify sheep not fit to travel Sheep e.g. lame, injured diseased emaciated, exhausted disabled identify need to batched up properly to enable them to travel as well as possible e.g. rams separate from ewes, small separate from large. Ref. Defras' Guidance notes for the Transport of Livestock.
- 2.2 Describe how to get animals ready for loading and unloading** how to batch sheep up into appropriate groups to travel. Ref LO2.1. How to hold sheep in an appropriate area (sheep pens loading docks) to facilitate loading and unloading to keep the sheep safe. Ref LO1.2.
- 2.3 Describe how to make the transport vehicle ready for animals including cleanliness, health and safety, security and removal of hazards** Ensure livestock container is placed to ease the loading and unloading, a loading ramp is available at no more than 25°, it has partitions if needed set so to provide a safe environment for the number and sizes of sheep being transported to prevent for example crushing trampling injuries and also impact injuries, It is clean to prevent the spread of disease and there are no escape hazards that may pose a risk to livestock or people.. Sheep are loaded to correctly balance trailer for travel. (Approximately 55% in front and over axle to prevent snaking).
- 2.4 State how animals are loaded and unloaded safely** sheep go at their own pace into and out of the container stress free, use of loading aids such as rolled bags to ease loading may be used if required. Ensure sheep are not harmed in any way; repeat loading of sheep to enable repeat assessments must be avoided. The ethos of this unit is that of good teamwork and communication, making sure the load is balanced correctly for the vehicle concerned, ref LO2.4 and the livestock are handled to a high level of animal welfare.
- 2.5 State which problems should be reported, when and to whom** problems highlighted above Ref LO2.4 reported to person in charge Ref LO1.4 as soon as possible.

**2.6 List the relevant legislation which applies to loading and unloading animal** ref LO1.3 with particular reference to Defra's Guidance notes on the transport of livestock.

**2.7 State how to recognise and respond to concerns about animal health and behaviour** ref LO1.5 and LO1.4.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

## **Evidence Of Achievement**

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

- Product evidence

- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
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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.



## Plant Selection

<b>Unit Reference</b>	<b>T/504/5343</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The unit introduces the knowledge required to make appropriate selection of plants for garden design
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Know the characteristics of plants	<b>1.1</b> Identify aesthetic characteristics of plants <b>1.2</b> Identify functional characteristics of plants
<b>2.</b> Know the uses of plants	<b>2.1</b> Identify different categories of plants for specific purposes
<b>3.</b> Be able to select plants for specific uses and locations	<b>3.1</b> Identify plants suitable for different locations <b>3.2</b> Identify plants for a given specific function or aesthetic purpose
<b>4.</b> Understand the establishment and maintenance needs of plants	<b>4.1</b> State the establishment needs of specific plants <b>4.2</b> State routine maintenance needs of specific plants

# Supporting Unit Information

## T/504/5343 Plant selection – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

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### **Evidence Of Achievement**

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- Site risk assessment
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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.

## Understanding Organic Horticulture

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<b>Unit Reference</b>	<b>A/504/5344</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	This unit introduces the knowledge required to understand the benefit of organic techniques as well as an understanding of the principles that support them
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
<b>1.</b> Know the difference between organic and conventional growing systems	<b>1.1</b> Define the term organic as applied to sustainable growing systems  <b>1.2</b> Identify three advantages of organic growing methods  <b>1.3</b> Identify three disadvantages of organic growing techniques  <b>1.4</b> State three potential environmental benefits of organic growing methods
<b>2.</b> Know organic soil management techniques	<b>2.1</b> Identify common methods of improving soil fertility  <b>2.2</b> State the purpose of composting  <b>2.3</b> Define the term green manure

	<b>2.4</b> Give three examples of green manures
<b>3.</b> Be able to carry out organic soil management techniques	<b>3.1</b> Enrich soil with appropriate manure for organic gardening  <b>3.2</b> Enrich soil with appropriate fertilisers for organic gardening
<b>4.</b> Know organic crop protection techniques	<b>4.1</b> State three benefits of using natural methods of pest and disease control  <b>4.2</b> List three natural predators and the pests they control  <b>4.3</b> Describe three organic methods of pest control
<b>5.</b> Be able to protect crops using organic techniques	<b>5.1</b> Demonstrate an organic method of pest control

# Supporting Unit Information

## A/504/5344 Understanding organic horticulture – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

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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 Garden Design

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<b>Unit Reference</b>	<b>M/504/5342</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	This unit introduces the knowledge and understanding required in garden design
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Know the principle styles of garden design	<b>1.1</b> State the major features of a range of different styles of garden  <b>1.2</b> Describe the differences between formal and informal garden styles  <b>1.3</b> Source information on design ideas in differing formats
<b>2.</b> Be able to produce a simple design for a garden	<b>2.1</b> Experiment with shapes and patterns in garden design  <b>2.2</b> Identify features to be included in a design  <b>2.3</b> Produce a simple garden design using basic shapes and features

# Supporting Unit Information

## M/504/5342 Introduction to garden design – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know the principle styles of garden design***

##### **1.1 State the major features of a range of different styles of garden, e.g. cottage gardens, Japanese gardens, English Landscape gardens, formal French gardens:**

Cottage gardens e.g. informal mixture of ornamental and edible plants, fruit trees, vegetables, and herbs, herbaceous perennials e.g. peonies, delphiniums, rustic items (e.g. willow arches, seats) and winding cobbled, tiled or bricked paths. Japanese Gardens e.g. formal, within small walled enclosures, formal clipped plants and hedges, symbolic rocks, rakes gravel or sand.

##### **1.2 Describe the differences between formal and informal garden styles**

Informal – e.g. cottage garden style, influenced by nature of site and personal preference, flowing and curved lines, full of mixed planting including lightly pruned shrubs, climbers, herbs, annual and herbaceous plants, hard landscape features softened by planting, Formal e.g. Japanese and classic gardens, symmetrically, geometrical shapes, structured by straight walls, paths or terracing, fewer plants, more controlled, clipped or pruned tightly (e.g. topiary), sense of control.

##### **1.3 Source information on design ideas in differing formats e.g. books, horticultural shows, magazines**

Ideas for e.g. layout, planting, features, management

Sources; books e.g. John Brookes *Garden Design*, RHS *Encyclopaedia of Garden Design*, various plant encyclopaedias, Alan Titchmarsh *How to garden; Garden Design*.

Shows e.g. Chelsea Flower Show, Tatton Park Show, Harrogate Show, Gardeners World, Malvern or local shows and exhibitions

Magazines – e.g. Gardeners World, House and Garden, Garden Design Journal, Amateur Gardening.

Other sources – visits to public and heritage gardens, National Garden Scheme.

## ***Learning Outcome 2. Be able to produce a simple design for a garden***

**2.1 Experiment with shapes and patterns in garden design** e.g. use of sketches, mood boards, models, computer aided design packages.

**2.2 Identify features to be included in a design, e.g. patio, path, seat etc**

Patio, paths e.g. shape, edging or surrounds, material (e.g. decking, block paving, coloured, patterned or textured surfaces)

Fences, buildings, seats, arches pergolas – location, size, function, design, material (e.g. rustic wood, hardwood, wrought iron, stainless steel, plastic)

Beds and Borders – e.g. formal, informal, shape, location, height, width, colour.

**2.3 Produce a simple garden design using basic shapes and features**

Draw – e.g. formal drawing on paper (plain or squared), computer aided

Styles – refer to LO1.1 and LO1.2, Features refer to LO2.2.

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

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### **Methods Of Assessment**

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

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Lay Turf By Hand

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<b>Unit Reference</b>	<b>D/504/0184</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills and knowledge required to carry out the final preparation of the surface, handle turf without damage and lay turf to the required specification
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lay turf by hand	<b>1.1</b> State the tasks involved in laying turf by hand
<b>2.</b> Be able to lay turf by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to lay turf by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0184 Lay turf by hand – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted



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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prepare and Plant a Hanging Basket

<b>Unit Reference</b>	<b>J/504/0146</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare and plant up a hanging basket for decorative display, using a variety of plant types
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare and plant a hanging basket	<b>1.1</b> State how to prepare a hanging basket for planting  <b>1.2</b> State how to plant a hanging basket
<b>2.</b> Be able to prepare and plant a hanging basket	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidelines  <b>2.2</b> Prepare a hanging baskets for planting using correct tools and equipment  <b>2.3</b> Prepare work area for planting a hanging basket  <b>2.4</b> Plant a hanging basket using correct tools and equipment

	<p><b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.6</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## J/504/0146 Prepare and plant a hanging basket – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

### **Evidence Of Achievement**

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- Product evidence
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- Reports/notes
- Worksheets/job sheets/workbooks
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prune Deciduous Spring-Flowering Shrubs

<b>Unit Reference</b>	<b>Y/504/0152</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune deciduous spring-flowering shrubs, maintaining their health and vigour
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prune deciduous spring-flowering shrubs	<b>1.1</b> State the tasks involved in pruning deciduous spring-flowering shrubs
<b>2.</b> Be able to prune deciduous spring-flowering shrubs	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to prune deciduous spring-flowering shrubs using correct tools, equipment and techniques to specification  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## Y/504/0152 Prune deciduous spring-flowering shrubs – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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



The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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- Product evidence
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- Reports/notes
- Worksheets/job sheets/workbooks
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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.

## Cultivate Land by Single Digging or Forking

<b>Unit Reference</b>	<b>K/504/0012</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use primary cultivation hand techniques to prepare ground to a coarse crumb, leaving the soil ready for weathering and free from weeds and large debris
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to cultivate land by single digging or forking	<b>1.1</b> State how to cultivate land by single digging or forking
<b>2.</b> Be able to cultivate land by single digging or forking	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance  <b>2.2</b> Turn soil using appropriate tools and methods to meet requirements  <b>2.3</b> Remove debris and weeds from site correctly  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## K/504/0012 Cultivate land by single digging or forking – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
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- Reports/notes
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- Taped evidence (video or audio)
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Support Individual Stems

<b>Unit Reference</b>	<b>D/504/0153</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to support individual stems. This can be done in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to support individual stems	<b>1.1</b> State the tasks involved in supporting individual stems
<b>2.</b> Be able to support individual stems	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to support individual stems  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0153 Support individual stems – Level 1

### Indicative Content

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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



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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.

## Identify Trees and Shrubs

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<b>Unit Reference</b>	<b>Y/504/0846</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify trees and shrubs using nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know tree and shrub species	<b>1.1</b> Identify trees and shrubs by nationally accepted common or botanical names

# Supporting Unit Information

## Y/504/0846 Identify trees and shrubs – Level 1

### Indicative Content

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

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

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

### **Evidence Of Achievement**

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Lift, Divide and Plant Herbaceous Perennials

<b>Unit Reference</b>	<b>M/504/0156</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to lift, divide and plant herbaceous perennials. This can be carried out in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lift, divide and plant herbaceous perennials	<b>1.1</b> State the tasks involved in lifting, dividing and planting herbaceous perennials
<b>2.</b> Be able to lift, divide and plant herbaceous perennials	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to lift, divide and plant herbaceous perennials  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## M/504/0156 Lift, divide and plant herbaceous perennials – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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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.

## Prune Hedges by Hand

<b>Unit Reference</b>	<b>Y/504/0149</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune hedges using hand shears, loppers and secateurs
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prune hedges by hand	<b>1.1</b> Identify the tasks involved in pruning hedges by hand
<b>2.</b> Be able to prune hedges by hand	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to trim hedges by hand using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## Y/504/0149 Prune hedges by hand – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prepare Ground For Sowing or Planting Under Supervision

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<b>Unit Reference</b>	<b>J/504/0003</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare land for sowing and planting, using secondary cultivations, i.e. raking to a level surface, appropriate consolidation to ensure aeration and water holding, and the production of a suitable tilth. Primary cultivations are not included in this unit
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prepare the ground for sowing or planting	<b>1.1</b> State the steps for preparing the ground for sowing or planting  <b>1.2</b> Identify problems that can occur if the tilth is too fine or coarse  <b>1.3</b> State reasons for the importance of correct consolidation of the soil
<b>2.</b> Be able to prepare the ground for sowing or planting	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

	<p><b>2.2</b> Prepare the ground using appropriate equipment and techniques under supervision</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## J/504/0003 Prepare ground for sowing or planting under supervision – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to prepare ground for sowing or planting***

##### **1.1 State the steps for preparing the ground for sowing or planting**

e.g. raking out, consolidating, producing tilth.

##### **1.2 Identify the problems that can occur if the tilth is too fine or coarse**

fine tilth e.g. may form a crust in light rain, may be washed away in heavy rain, strong wind may blow surface away. Coarse tilth e.g. may lead to uneven sowing depths and patchy germination, may prevent some germinating seeds from reaching the surface of the soil.

##### **1.3 State reasons for the importance of correct consolidation of the soil**

level e.g. to help even spacing and depth of sowing or planting, to avoid washing / collection of seeds in depressions or seeds being blown away from raised areas and causing uneven germination. Consolidated e.g. to help water retention, to avoid air pockets and to help the roots to make close contact with the soil to obtain water and nutrients.

### **LO2 is the key area of achievement for this unit**

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

##### **2.1 Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance**

comply with health and safety guidance e.g. responsibility to take care of own and others' health and safety at work demonstrated by wearing appropriate PPE e.g. steel toe-capped boots, overalls, gloves. Tools and equipment e.g. fork, rake, wheelbarrow identified and selected by collecting from storage or vehicle as instructed by supervisor.

##### **2.2 Prepare the ground using appropriate equipment and techniques under supervision**

NB - light forking may be necessary to break up the surface prior to raking.

**raking out level** e.g. by running teeth of rake backward and forward through soil and across soil if necessary, no mounds or depressions left in surface.

**consolidating appropriately** e.g. by using a light roller or treading before raking or walking over planks / sheets of wood placed on bed after raking.

**producing suitable tilth** e.g. top 1 - 1.5 cm of soil broken into fine, even crumbs.

**2.3 Dispose of waste and debris in accordance with health and safety guidance and site requirements waste disposed of appropriately** e.g. organic - green vegetation\*, twigs, branches or inorganic - stones, plastic bags disposed of by recycling / reuse or bag / bin and dispose of according to Local Authority guidance as directed by supervisor. \*Green vegetation may be composted - care not to introduce seeds or roots of pernicious weeds such as couch grass or ground elder - bag or bin these.

**2.4 Leave the site clean and tidy** .g. tools and equipment tidied away / stored, vegetation and debris cleared, paths swept, aesthetic appearance restored.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Sow Seed Indoors In Containers

<b>Unit Reference</b>	<b>A/504/0158</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds indoors, broadcast into containers, to the correct depth and density and to water the containers effectively after sowing
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to sow seed indoors in containers	<b>1.1</b> State the tasks involved in sowing seeds indoors in containers
<b>2.</b> Be able to sow seed indoors in containers	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to sow seed indoors in containers  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0158 Sow seed indoors in containers – Level 1

### **Indicative Content**

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

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

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

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

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

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

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

### **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
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- Worksheets/job sheets/workbooks
- Witness statements
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Care for a Planted Area

<b>Unit Reference</b>	<b>R/504/0148</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to recognise and remove unwanted weeds, leaves or other debris, cultivate the soil surface and maintain an acceptable visual appearance
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Know how to care for a planted area	<b>1.1</b> Identify the tasks involved in caring for a planted area
<b>2.</b> Be able to care for a planted area	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Remove undesired plants from area  <b>2.3</b> Cultivate soil surface using correct tools and methods  <b>2.4</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.5</b> Leave the site clean and tidy



# Supporting Unit Information

## R/504/0148 Care for a planted area – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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

See Skills and Education Group Awards website for further information.

## Pot Up Rooted Cuttings, Large Seedlings or Plugs By Hand

<b>Unit Reference</b>	<b>A/504/0161</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to pot up rooted cuttings, large seedlings or plugs by hand, maintaining plant health throughout the process
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to pot up rooted cuttings, large seedlings or plugs by hand	<b>1.1</b> State the tasks involved in potting up rooted cuttings, large seedling or plugs by hand
<b>2.</b> Be able to pot up rooted cuttings, large seedlings or plugs by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to pot up rooted cuttings, large seedlings or plugs by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0161 Pot up rooted cuttings, large seedlings or plugs by hand – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to pot up rooted cuttings, large seedlings or plugs by hand***

**1.1** State the tasks involved in potting up rooted cuttings, large seedling or plugs by hand

- selecting pots
- potting mix
- dibbing holes
- placing and spacing plants into holes
- firming compost
- keeping plants at correct levels of humidity, heat and light
- removing unhealthy cuttings

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

**2.1** Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

- use of gloves
- use of tools
- possible risks and hazards (e.g. use of chemical fertilizers, sharp knives)
- possible consequences of not complying with health and safety guidance

**2.2** Carry out activities to pot up rooted cuttings, large seedlings or plugs by hand

- selecting pots
- making the potting mix
- dibbing holes
- placing and spacing plants into holes
- firming compost
- keeping plants at correct levels of humidity, heat and light
- removing unhealthy cuttings

(See AC1.1)

**2.3** Dispose of waste and debris in accordance with health and safety guidance and site requirements

- identifying unhealthy plants caused by:

- pests
- rot
- disease
- controlling the spread of pests and diseases
- hygienic waste disposal procedures and facilities

## **2.4 Leave the site clean and tidy**

- layout of the facility and storage facilities
- care of tools
- risk of contamination and spread of diseases

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

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

## **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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## **Evidence Of Achievement**

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- Product evidence
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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Plant Flower Bulbs for Naturalisation or Bedding

<b>Unit Reference</b>	<b>F/504/0145</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to plant flower bulbs correctly, ensuring optimum depth and spacing. This unit can be taken in the context of naturalisation or bedding
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to plant flower bulbs for naturalisation or bedding	<b>1.1</b> State how to use flower bulbs for naturalisation or bedding
<b>2.</b> Be able to plant flower bulbs naturalisation or bedding	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Prepare site for planting of bulbs  <b>2.3</b> Check bulbs are suitable for planting  <b>2.4</b> Plant bulbs using correct tools, equipment and techniques to job specification  <b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.6</b> Leave the site clean and tidy



# Supporting Unit Information

## F/504/0145 Plant flower bulbs for naturalisation or bedding – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### **Evidence Of Achievement**

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

See Skills and Education Group Awards website for further information.

## Prune Bush Roses

<b>Unit Reference</b>	<b>L/504/0150</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune large or cluster flowered bush roses, maintaining health and vigour
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prune bush roses	<b>1.1</b> Identify the tasks involved in pruning bush roses
<b>2.</b> Be able to prune bush roses	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to prune and shape bush roses using a correct tools, equipment and techniques to specification  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0150 Prune bush roses – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

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

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### **Evidence Of Achievement**

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

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

See Skills and Education Group Awards website for further information.

## Maintain and Protect Metal Surfaces

<b>Unit Reference</b>	<b>J/504/0180</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare metal surfaces and apply surface treatment in order to preserve the surfaces and improve their visual appearance
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to maintain and protect metal surfaces	<b>1.1</b> State the tasks involved in maintaining and protecting metal surfaces
<b>2.</b> Be able to maintain and protect metal surfaces	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain and protect metal surfaces  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy



# Supporting Unit Information

## J/504/0180 Maintain and protect metal surfaces – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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- Product evidence
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- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Maintain Hand Tools

<b>Unit Reference</b>	<b>D/504/0198</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to maintain a range of hand tools
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to maintain hand tools	<b>1.1</b> State the tasks involved in maintaining hand tools
<b>2.</b> Be able to maintain hand tools	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain hand tools  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0198 Maintain hand tools – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Identify Weeds

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<b>Unit Reference</b>	<b>D/504/0847</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify weeds using nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know weed species	<b>1.1</b> Identify weeds by nationally accepted common or botanical names



# Supporting Unit Information

## D/504/0847 Identify weeds – Level 1

### Indicative Content

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Remove Dew from Fine Turf

<b>Unit Reference</b>	<b>T/504/0188</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to remove surface dew in order to maintain plant health and facilitate further operations
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to remove dew from fine turf	<b>1.1</b> State the tasks involved in removing dew from fine turf
<b>2.</b> Be able to remove dew from fine turf	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to remove dew from fine turf  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0188 Remove dew from fine turf – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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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.

## Repair Area of Damaged Turf with Seed

<b>Unit Reference</b>	<b>Y/504/0037</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to restore surface levels and repair a damaged area of turf with seed
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to repair area of damaged turf with seed	<b>1.1</b> State the tasks involved in repairing area of damaged turf with seed
<b>2.</b> Be able to repair area of damaged turf with seed	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to repair area of damaged turf with seed  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy



# Supporting Unit Information

## Y/504/0037 Repair area of damaged turf with seed – Level 1

### Indicative Content

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports
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- Reports/notes
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prepare and Plant a Container for Display

<b>Unit Reference</b>	<b>L/504/0147</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare and plant up a container to provide a decorative display
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare and plant a container for display	<b>1.1</b> State how to prepare a container for display <b>1.2</b> State how to plant a container
<b>2.</b> Be able to prepare and plant a container for display	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance <b>2.2</b> Prepare a container for planting using correct tools and equipment <b>2.3</b> Prepare work area for planting a container <b>2.4</b> Plant a hanging basket using correct tools and equipment <b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements <b>2.6</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0147 Prepare and plant a container for display – Level 1

### Indicative Content

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### 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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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Sow Grass Seed by Hand

<b>Unit Reference</b>	<b>M/504/0187</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to calculate the area to be sown, mark it out, weigh out the grass seed and sow it evenly
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to sow grass seed by hand	<b>1.1</b> State the tasks involved in sowing grass seed by hand
<b>2.</b> Be able to sow grass seed by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to sow grass seed by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy



# Supporting Unit Information

## M/504/0187 Sow grass seed by hand – Level 1

### Indicative Content

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

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

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

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### **Evidence Of Achievement**

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### **Additional Information**

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## Use a Wheeled Rotary Mower

<b>Unit Reference</b>	<b>T/504/0191</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a wheeled rotary mower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a wheeled rotary mower	<b>1.1</b> State the tasks involved in using a wheeled rotary mower
<b>2.</b> Be able to use a wheeled rotary mower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use a wheeled rotary mower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0191 Use a wheeled rotary mower – Level 1

### Indicative Content

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

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

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### 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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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prune Deciduous Shrubs Flowering on Current Season's Growth

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<b>Unit Reference</b>	<b>J/504/0020</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune deciduous shrubs flowering on the current season's growth, maintaining health and vigour of the plants
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prune deciduous shrubs flowering on current seasons growth	<b>1.1</b> State the tasks involved in pruning deciduous shrubs flowering on current season's growth
<b>2.</b> Be able to prune deciduous shrubs flowering on current season's growth	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities to prune deciduous shrubs flowering on current seasons growth using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>



# Supporting Unit Information

## J/504/0020 Prune deciduous shrubs flowering on current season's growth – Level 1

### Indicative Content

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

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

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

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Set Out Pots, Modules or Trays Following Potting or Pricking Out

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<b>Unit Reference</b>	<b>L/504/0035</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to set out pots, modules or trays, following potting or pricking out. This includes preparation of the area, transporting the containers and setting them out on the bench or standing ground
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to set out pots, modules or trays following potting or pricking out	<b>1.1</b> State the tasks involved in setting out pots, modules or trays following potting or pricking out
<b>2.</b> Be able to set out pots, modules or trays following potting or pricking out	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to set out pots, modules or trays following potting or pricking out  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

## Supporting Unit Information

### L/504/0035 set out pots, modules or trays following potting or pricking out – Level 1

#### Indicative Content

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

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

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

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

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

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Collect and Prepare Produce or Plant Material for Transport

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<b>Unit Reference</b>	<b>H/504/0171</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the skills required to collect and prepare produce or plant material for transport. This can be carried out with a variety of produce e.g. pot plants, salads, top/soft fruit, vegetables or flowers
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to collect and prepare produce or plant material for transport	<b>1.1</b> State the tasks involved in collecting and preparing produce or plant material for transport
<b>2.</b> Be able to collect and prepare produce or plant material for transport	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to collect and prepare produce or plant material for transport  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy



# Supporting Unit Information

## H/504/0171 Collect and prepare produce or plant material for transport – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Lay Paving Slabs

<b>Unit Reference</b>	<b>J/504/0177</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to lay paving slabs on a prepared base, maintaining surface levels against fixed points. The paving may be laid using mortar spots or on a dry mortar base
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to lay paving slabs	<b>1.1</b> State the tasks involved in laying paving slabs
<b>2.</b> Be able to lay paving slabs	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to lay paving slabs  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## J/504/0177 Lay paving slabs – Level 1

### **Indicative Content**

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

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

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

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

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

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

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

### **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prepare Soil and Apply Organic Mulch

<b>Unit Reference</b>	<b>R/504/0005</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills in the application of organic mulch to an appropriate and consistent thickness
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.6)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prepare soil and apply organic mulch	<b>1.1</b> State reasons for applying organic mulch <b>1.2</b> State soil conditions when mulching should not take place <b>1.3</b> Identify mulching materials <b>1.4</b> State reasons for cleaning and storing tools <b>1.5</b> State steps to prepare soil and apply mulch
<b>2.</b> Be able to prepare soil and apply organic mulch	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance <b>2.2</b> Remove surface weeds and debris <b>2.3</b> Prepare soil surface for application of organic mulch



	<p><b>2.4</b> Apply organic mulch to soil using correct techniques and specifications without damaging crop/ border plants</p> <p><b>2.5</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.6</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## R/504/0005 Prepare soil and apply organic mulch – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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

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

See Skills and Education Group Awards website for further information.

## Establish an Even Gradient or Level between Two Fixed Points

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<b>Unit Reference</b>	<b>D/504/0136</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to establish an even gradient or level between two fixed points
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to establish an even gradient or level between two fixed points	<b>1.1</b> Know how to establish an even gradient or level between two fixed points
<b>2.</b> Be able to establish an even gradient or level between two fixed points	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to establish an even gradient or level between two fixed points  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0136 Establish an even gradient or level between two fixed points – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Propagate By Stem Cuttings

<b>Unit Reference</b>	<b>T/504/0160</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to propagate by stem cuttings. These may be soft or semi-ripe; nodal or inter-nodal
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to propagate by stem cuttings	<b>1.1</b> State the tasks involved in propagating by stem cuttings
<b>2.</b> Be able to propagate by stem cuttings	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to propagate by stem cuttings  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0160 Propagate by stem cuttings – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
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- Case studies/assignments/projects
- Interview/professional discussion
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- Tool / equipment inventory lists / maintenance schedules
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- Internet research / copies of items with relevant knowledge highlighted

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Scarify Turf By Hand

<b>Unit Reference</b>	<b>H/504/0185</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to scarify turf, using hand tools and to collect and dispose of the resultant debris
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to scarify turf by hand	<b>1.1</b> State the tasks involved in scarifying turf by hand
<b>2.</b> Be able to scarify turf by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to scarify turf by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0185 Scarify turf by hand – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Identify Annuals and Herbaceous Perennials

<b>Unit Reference</b>	<b>H/504/0848</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify annuals and herbaceous plants by nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know annuals and herbaceous perennials species	<b>1.1</b> Identify annuals and herbaceous perennials by nationally accepted common or botanical names

# Supporting Unit Information

## H/504/0848 Identify annuals and herbaceous perennials – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know annuals and herbaceous perennials species***

**1.1** Identify annuals and herbaceous perennials by nationally accepted common or botanical names - Learners should be able to identify 15 annuals/herbaceous perennials from which the. These may be growing in situ or in containers. The plants may be all annuals, all herbaceous perennials or any combination; all should be familiar to the learner. They may be identified at any time of year but must be clearly identifiable.

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

### Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Use a Cylinder Mower

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<b>Unit Reference</b>	<b>F/504/0193</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a cylinder mower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a cylinder mower	<b>1.1</b> State the tasks involved in using a cylinder mower
<b>2.</b> Be able to use a cylinder mower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use a cylinder mower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## F/504/0193 Use a cylinder mower – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Plant Container Grown Plants

<b>Unit Reference</b>	<b>L/504/0004</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to plant container grown plants in a prepared area of soil and understand the requirements for their establishment. A variety of plant types may be used for this unit to accommodate the abilities of a wide range of candidates and the context in which the unit is carried out
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.5)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to plant container grown plants	<b>1.1</b> State reasons for removing damaged material before planting  <b>1.2</b> State conditions when planting should not take place  <b>1.3</b> State problems that can occur when plants are planted at incorrect depth  <b>1.4</b> State reason for firming plants into container properly after planting
<b>2.</b> Be able to plant container grown plants	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance



	<p><b>2.2</b> Prepare container and plants for planting</p> <p><b>2.3</b> Plant container plants to correct depth, site requirements and plant requirements</p> <p><b>2.4</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.5</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## L/504/0004 Plant container grown plants – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to plant container grown plants***

- 1.1** State reasons for removing damaged material before planting
- control of pests and disease
  - prevention of root growth and establishment
- 1.2** State conditions when planting should not take place
- to enable fast root development (i.e. when temperatures are ambient)
  - possible consequences of autumn planting
- 1.3** State problems that can occur when plants are planted at incorrect depth
- correct depth for different kinds of plant
  - proportion of root ball
  - lack of flowers
  - plant wilting
  - clematis wilt
  - legginess
- 1.4** State reason for firming plants into container properly after planting
- effect of air pockets/spread of rot and diseases
  - providing stability

#### ***Learning Outcome 2. Be able to plant container grown plants***

- 2.1** Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance
- use of gloves
  - use of tools
  - possible risks and hazards (e.g. use of chemical fertilizers, sharp knives)
  - possible consequences of not complying with health and safety guidance
- See A/504/0161 and T/504/0157
- 2.2** Prepare container and plants for planting
- planting depth appropriate to the plant
  - positioning plants
  - firming in
  - watering
  - feeding

- post planting care

**2.3** Plant container plants to correct depth, site requirements and plant requirements

- re-potting (when, why, choice of correct sized pot)
- size of the planting hole
- placing plants
- watering
- firming in
- staking

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

- identifying unhealthy plants caused by:
  - pests
  - rot
  - disease
- controlling the spread of pests and diseases
- hygienic waste disposal procedures and facilities

See A/504/0161 and T/504/0157

**2.5** Leave the site clean and tidy

- layout of the space and storage facilities
- care of tools
- risk of contamination and spread of diseases

See A/504/0161 and T/504/0157

## **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.

## Lay Paving Blocks on Sand

<b>Unit Reference</b>	<b>L/504/0178</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to lay paving blocks on sand, including cutting to fit and the application of sand to the joints
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to lay paving blocks on sand	<b>1.1</b> State the tasks involved in laying paving blocks on sand
<b>2.</b> Be able to lay paving blocks on sand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to Lay paving blocks on sand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0178 Lay paving blocks on sand – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to lay paving blocks on sand***

##### **1.1** State the tasks involved in laying paving blocks on sand

- preparation:
  - the specification, number and dimensions of layers required inc. requirements of a fall (inc. minimum gradient)
  - setting out
- sub-grade:
  - digging out to required depth
  - removing weeds (inc. the need for weed-killing treatments)
  - filling soft spots
  - use of geo-textiles
- requirements for kerbs (plain and decorative) and edge courses (inc. haunching, use of concrete)
- requirements of a sub-base (purpose and when needed, minimum depth)
- bedding layer:
  - permeability
  - materials
  - screeding
- laying blocks:
  - patterns (e.g. Herringbone) and matching blocks (e.g. brindle and banding)
  - bricks, blocks and setts
  - sequence of laying the main area and laying the perimeter
- block laying techniques inc.:
  - use of taut line
  - weight distribution
  - orientation
  - sequence
  - different sizes of block
  - joints and use of spacers
- compliance:
  - alignment
  - level accuracy
  - block quality
- cutting in

- compaction
- sealing

## ***Learning Outcome 2. Be able to lay paving blocks on sand***

**2.1** Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

- use of tools
- PPE:
  - gloves
  - dust masks
  - safety goggles
- reasons for using PPE (e.g. risk of pneumo-silicosis)

**2.2** Carry out activities to lay paving blocks on sand

- set out for groundworks
- check for services and utilities
- excavation and cart-away
- assessment of sub-grade
- confirmation of suitability of sub-base
- constructing edges
- pre-compact laying course
- screed laying course
- lay blocks
- check alignment
- cut in
- jointing and compaction
- compliance

**2.3** Dispose of waste and debris in accordance with health and safety guidance and site requirements

- clear surfaces of debris
- cart away
- procedures and facilities for disposal of waste and debris

**2.4** Leave the site clean and tidy

- topping up joints
- sweeping up sealants
- subsequent top-up brushing
- meeting the specification/client's expectations

## **Teaching Strategies And Learning Activities**

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## Methods Of Assessment

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

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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.

## Use a Leaf-Litter Blower

<b>Unit Reference</b>	<b>L/504/0195</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a hand held leaf/litter blower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a leaf-litter blower	<b>1.1</b> State the tasks involved in using a leaf-litter blower
<b>2.</b> Be able to use a leaf-litter blower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities use a leaf-litter blower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0195 Use a leaf-litter blower – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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### **Evidence Of Achievement**

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### **Additional Information**

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## Support Plants on Wires, Frames or Trellis

<b>Unit Reference</b>	<b>K/504/0155</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to support plants on wires, frames or trellis. This can be carried out in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to support plants on wires, frames or trellis	<b>1.1</b> State the tasks involved in supporting plants on wires, frames or trellis
<b>2.</b> Be able to support plants on wires, frames or trellis	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to support plants on wires, frames or trellis  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## K/504/0155 Support plants on wires, frames or trellis – Level 1

### Indicative Content

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

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

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

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### 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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### **Additional Information**

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## Maintain Wooden Structures with Water-Based Preservative

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<b>Unit Reference</b>	<b>K/504/0172</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare wooden structures and apply surface treatments with water-based preservative to prevent decay and maintain the visual appearance
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to maintain wooden structures with water-based preservative	<b>1.1</b> State the tasks involved in maintaining wooden structures with water-based preservative
<b>2.</b> Be able to maintain wooden structures with water-based preservative	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain wooden structures with water-based preservative  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## K/504/0172 Maintain wooden structures with water-based preservative – Level 1

### Indicative Content

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

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

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### 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.

## Aerate Turf By Hand

<b>Unit Reference</b>	<b>R/504/0182</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to aerate turf by hand to a specified depth and spacing. This may be carried out with a garden fork or hand aerator, on which any type of tine may be fitted
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to aerate turf by hand	<b>1.1</b> State the tasks involved in aerating turf by hand
<b>2.</b> Be able to aerate turf by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to aerate turf by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## R/504/0182 Aerate turf by hand – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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



The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Identify Indoor Plants

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<b>Unit Reference</b>	<b>K/504/0849</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge required to identify indoor plants using nationally accepted common names or botanical names
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know indoor plant species	<b>1.1</b> Identify indoor plants by nationally accepted common or botanical names

# Supporting Unit Information

## K/504/0849 Identify indoor plants – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know indoor plant species***

**1.1** Identify indoor plants by nationally accepted common or botanical names – Learners should be shown examples of plants or photographs of the plants. Examples could include – African Violet Plant, Aloe Vera Plant, Moth Orchid, Medusa's Head Plant, Busy Lizzie, Rose of China, and Bunny Ear Cactus.

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### Minimum requirements when assessing this unit

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Mix Mortar or Concrete

<b>Unit Reference</b>	<b>D/504/0203</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to mix mortar or concrete
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to mix mortar or concrete	<b>1.1</b> State the tasks involved in mixing mortar or concrete
<b>2.</b> Be able to mix mortar or concrete	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidelines  <b>2.2</b> Carry out activities to mix mortar or concrete  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0203 Mix mortar or concrete – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

### **Evidence Of Achievement**

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

See Skills and Education Group Awards website for further information.

## Maintain Paved Areas

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<b>Unit Reference</b>	<b>L/504/0181</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to maintain paved areas, including the clearance of weeds and debris from paved areas and grids, leaving them unobstructed and visually acceptable
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to maintain paved areas	<b>1.1</b> State the tasks involved in maintaining paved areas
<b>2.</b> Be able to maintain paved areas	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to maintain paved areas  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## L/504/0181 Maintain paved areas – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Sow Seed Outdoors In Drills by Hand

<b>Unit Reference</b>	<b>T/504/0157</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds outdoors in drills by hand, including final soil preparation, setting a taut line and sowing the seeds
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to sow seed outdoors in drills by hand	<b>1.1</b> State the tasks involved in sowing seed outdoors in drills by hand
<b>2.</b> Be able to sow seed outdoors in drills by hand	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to sow seed outdoors in drills by hand  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0157 Sow seed outdoors in drills by hand – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to sow seed outdoors in drills by hand***

##### **1.1** State the tasks involved in sowing seed outdoors in drills by hand

- clearing the site and hoeing weeds
- preparing the seedbed
- warming the soil inc. use of cloches and fleeces
- preparing seeds (inc. priming)
- sowing in drills:
  - making drills
  - watering
  - sowing
  - hoeing
- aftercare:
  - thinning out
  - dealing with unhealthy seedlings
  - transplanting

#### ***Learning Outcome 2. Be able to sow seed outdoors in drills by hand***

##### **2.1** Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

- use of gloves
- use of tools
- possible risks and hazards (e.g. use of chemical fertilizers, sharp knives)
- possible consequences of not complying with health and safety guidance

See A/504/0161

##### **2.2** Carry out activities to sow seed outdoors in drills by hand

- clear the site and prepare the seedbed
- prepare seeds
- making straight drills at appropriate depth
- sowing in drills (evenly, at appropriate thickness for seeds)

##### **2.3** Dispose of waste and debris in accordance with health and safety guidance and site requirements

- identifying unhealthy plants caused by:

- pests
- rot
- disease
- controlling the spread of pests and diseases
- hygienic waste disposal procedures and facilities

See A/504/0161

## **2.4 Leave the site clean and tidy**

- layout of the space and storage facilities
- care of tools
- risk of contamination and spread of diseases

See A/504/0161

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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## **Evidence Of Achievement**



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- Observation reports
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Use A Nylon Cored Strimmer

<b>Unit Reference</b>	<b>H/504/0039</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use a nylon cored strimmer safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use a nylon cored strimmer	<b>1.1</b> State the tasks involved in using a nylon cored strimmer
<b>2.</b> Be able to use a nylon cored strimmer	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use a nylon cored strimmer  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0039 Use a nylon cored strimmer – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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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.

## Apply Fertiliser By Hand to Bare Ground

<b>Unit Reference</b>	<b>A/504/0144</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to weigh out and apply fertiliser accurately by hand and incorporate it into the soil surface ready for sowing/planting. Calculation of fertiliser requirement is not included
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Know how to apply fertiliser by hand to bare ground	<b>1.1</b> State reason for weighing out fertiliser accurately  <b>1.2</b> State how to apply fertiliser by hand to bare ground
<b>2.</b> Be able to apply fertiliser by hand to bare ground	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance  <b>2.2</b> Weigh out fertiliser accurately  <b>2.3</b> Apply fertiliser to site using suitable application methods  <b>2.4</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.5</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0144 Apply fertiliser by hand to bare ground – Level 1

### Indicative Content

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

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

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

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### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Edge and Rake Golf Bunkers

<b>Unit Reference</b>	<b>A/504/0189</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to edge and rake golf bunkers
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to edge and rake golf bunkers	<b>1.1</b> State the tasks involved in edging and raking golf bunkers
<b>2.</b> Be able to edge and rake golf bunkers	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to edge and rake golf bunkers  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0189 Edge and rake golf bunkers – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Support Herbaceous Perennials

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<b>Unit Reference</b>	<b>H/504/0154</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to support herbaceous perennials. This can be done in a decorative horticulture or production horticulture context
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to support herbaceous perennials	<b>1.1</b> State the tasks involved in supporting herbaceous perennials
<b>2.</b> Be able to support herbaceous perennials	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to support herbaceous perennials  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0154 Support herbaceous perennials – Level 1

### Indicative Content

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Over-Mark Sports Lines

<b>Unit Reference</b>	<b>D/504/0038</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to overmark existing straight and curved lines for sport
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to over-mark sports lines	<b>1.1</b> State the tasks involved in over-marking sports lines
<b>2.</b> Be able to over-mark sports lines	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to over-mark sports lines  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## D/504/0038 Over-mark sports lines – Level 1

### Indicative Content

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### 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.

## Dead-Head Rose Bushes, Rhododendrons or Other Suitable Shrubs

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<b>Unit Reference</b>	<b>A/504/0015</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to dead head rose bushes, rhododendrons or shrubs requiring similar treatment
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to dead-head rose bushes, rhododendrons or other shrubs	<b>1.1</b> Identify the tasks involved in dead-heading roses, rhododendrons or other shrubs
<b>2.</b> Be able to dead-head rose bushes, rhododendrons or other shrubs	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidelines  <b>2.2</b> Dead-head rose bushes, Rhododendrons or other shrubs using the correct tools, equipment and techniques to specification  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0015 Dead-head rose bushes, rhododendrons or other suitable shrubs – Level 1

### Indicative Content

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

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### Teaching Strategies And Learning Activities

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### **Additional Information**

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## Edge Turf with Shears

<b>Unit Reference</b>	<b>Y/504/0183</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to edge turf with shears, leaving a visually acceptable appearance
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to edge turf with shears	<b>1.1</b> State the tasks involved in edging turf with shears
<b>2.</b> Be able to edge turf with shears	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to edge turf with shears  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## Y/504/0183 Edge turf with shears – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### **Additional Information**

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## Place Sports Equipment

<b>Unit Reference</b>	<b>M/504/0190</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to place sports equipment safely and effectively to meet appropriate sport's governing body requirements
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to place sports equipment	<b>1.1</b> State the tasks involved in placing sports equipment
<b>2.</b> Be able to place sports equipment	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to place sports equipment  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## M/504/0190 Place sports equipment – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Water a Bed, Border or Area of Plants in Containers

<b>Unit Reference</b>	<b>T/504/0143</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills involved in providing sufficient water to plants, at the correct rate, and to recognise when plants are in need of water
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to water a bed, border or area of plants in containers	<b>1.1</b> Identify when plants need to be watered  <b>1.2</b> State problems that occur when watering plants
<b>2.</b> Be able to water a bed, border or area of plants in containers	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance  <b>2.2</b> Check plants and soil to be watered  <b>2.3</b> Water plants using correct tools and methods avoiding damage to plants and soil or localised flooding  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## T/504/0143 Water a bed, border or area of plants in containers – Level 1

### Indicative Content

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### Methods Of Assessment

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### **Additional Information**

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## Build a Sample Brick Wall

<b>Unit Reference</b>	<b>H/504/0137</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to build a simple brick wall
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to build a sample brick wall	<b>1.1</b> State the tasks involved in building a sample brick wall
<b>2.</b> Be able to build a sample brick wall	<b>2.1</b> Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to build a sample brick wall  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## H/504/0137 Build a sample brick wall – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to build a sample brick wall***

##### **1.1** State the tasks involved in building a sample brick wall

- use of building materials:
  - types of brick
  - mortar
  - patterns of brick wall
  - stretchers, headers and types of bonding
- the specification
- preparation:
  - concrete foundation
  - drying the footing
  - calculating volumes of brick and mortar needed
  - location and accessibility of materials
  - setting out
  - mixing mortar (materials, proportions, humidity)
- use of tools and equipment (inc. line and pegs, trowels, mortarboards, mixers, hods, spirit level, club hammer, bolster chisel)
- techniques for laying bricks
- cutting bricks
- finishing off
- checking levels and meeting the specification

#### ***Learning Outcome 2. Be able to build a sample brick wall***

##### **2.1** Select personal protective equipment (PPE) and tools in accordance with risk assessment and health and safety guidance

- use of tools
- PPE:
  - gloves
  - dust masks
  - safety goggles
- reasons for using PPE

See previous unit

##### **2.2** Carry out activities to build a sample brick wall

- prepare the area (foundation and dry footing)
- calculate volumes and types of materials needed

- prepare the mortar
- lay and cut bricks
- finish off
- check the specification has been met

**2.3** Dispose of waste and debris in accordance with health and safety guidance and site requirements

- clear surfaces of debris
- cart away
- procedures and facilities for disposal of waste and debris

See previous unit

**2.4** Leave the site clean and tidy

- meeting the specification/client's expectations (see previous unit)
- sweeping up and disposing of waste (see AC2.3 above)

## **Teaching Strategies And Learning Activities**

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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Prune Shrubs for Winter Stem Colour

<b>Unit Reference</b>	<b>R/504/0151</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prune shrubs for winter stem colour, maintaining the health and vigour of the plants
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prune shrubs for winter stem colour	<b>1.1</b> Identify the tasks involved in pruning shrubs for winter stem colour
<b>2.</b> Be able to prune shrubs for winter stem colour	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Carry out activities prune shrubs for winter stem colour using correct tools, equipment and techniques to specification</p> <p><b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.4</b> Leave the site clean and tidy</p>

# Supporting Unit Information

## R/504/0151 Prune shrubs for winter stem colour – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Use an Air Cushion Mower

<b>Unit Reference</b>	<b>A/504/0192</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to use an air cushion mower safely and effectively
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to use an air cushion mower	<b>1.1</b> State the tasks involved in using an air cushion mower
<b>2.</b> Be able to use an air cushion mower	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to use an air cushion mower  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## A/504/0192 Use an air cushion mower – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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



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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Prick Out Seedlings Singly

<b>Unit Reference</b>	<b>F/504/0159</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to prick out seedlings singly into 6-pack modules or standard trays. This includes the preparation of containers, selection and handling of seedlings and watering in
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Know how to prick out seedlings singly	<b>1.1</b> State the tasks involved in pricking out seedlings singly
<b>2.</b> Be able to prick out seedlings singly	<b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance  <b>2.2</b> Carry out activities to prick out seedlings singly  <b>2.3</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements  <b>2.4</b> Leave the site clean and tidy

# Supporting Unit Information

## F/504/0159 Prick out seedlings singly – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Photographic evidence
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- Pictorial identifications
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Determine Soil pH With Colour Indicator Test Kit under Supervision

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<b>Unit Reference</b>	<b>M/504/0013</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of the unit is to enable learners to develop the knowledge and skills required to test a sample of soil, using a colorimetric method, and to record its pH
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
<b>1.</b> Know how to determine soil pH with colour indicator kit	<b>1.1</b> State how to use a colour indicator test kit to determine soil pH
<b>2.</b> Be able to determine soil pH with colour indicator kit under supervision	<p><b>2.1</b> Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</p> <p><b>2.2</b> Take a soil sample using correct techniques without contamination or damage to equipment under supervision</p> <p><b>2.3</b> Use the pH indicator test kit correctly under supervision</p> <p><b>2.4</b> Identify soil pH using indicator chart</p>

	<p><b>2.5</b> Record soil pH</p> <p><b>2.6</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements</p> <p><b>2.7</b> Leave the site clean and tidy</p>
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# Supporting Unit Information

## **M/504/0013 Determine soil pH with colour indicator test kit under supervision**

### **– Level 1**

#### **Indicative Content**

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

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#### **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.

## Team Work in Environmental Studies

<b>Unit Reference</b>	<b>M/501/4883</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit explores effective communication to enable co-operative working when planning tasks and working towards achieving goals. Learners will also be asked to review their contributions and agree ways to improve work with others
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Understand objectives for group activities	<b>1.1</b> Confirm the given objectives and contribute to the planning of a specific group task  <b>1.2</b> Work co-operatively with colleagues and person in charge of the activity to achieve the group's objectives
<b>2.</b> Be able to reflect on performance	<b>2.1</b> Review their individual and the group's performance to identify how the objectives were met  <b>2.2</b> Identify how they could improve their performance when working in a team
<b>3.</b> Be able to communicate effectively	<b>3.1</b> Report unexpected findings to the person in charge of the activity  <b>3.2</b> Communicate with colleagues and person in charge to achieve the group's objectives

# Supporting Unit Information

## M/501/4883 Team work in environmental studies – Level 1

### Indicative Content

#### ***Learning Outcome 1. Understand objectives for group activities***

**1.1** Confirm the given objectives and contribute to the planning of a specific group task

- checking that they understand what has to be achieved together
- how the achievement of the team's objectives contributes to the achievement of organisational goals
- planning techniques
- use of targets and milestones to measure progress and achievements

**1.2** Work co-operatively with colleagues and person in charge of the activity to achieve the group's objectives

- identifying what needs to be done, their individual responsibilities and the arrangements for working together
- benefits of working collaboratively
- possible consequences of poor teamwork
- role and responsibilities of the person in charge

#### ***Learning Outcome 2. Be able to reflect on performance***

**2.1** Review their individual and the group's performance to identify how the objectives were met

- reviewing the group's and their individual performance to identify what went well, what went less well and how to suggest improvements
- 'plan, do, review' cycle
- what is criticism (positive and negative, constructive/destructive)
- acceptance of constructive criticism
- identifying successes and failures

**2.2** Identify how they could improve their performance when working in a team

- reviewing the group's and their individual performance to identify what went well, what went less well and how to suggest improvements (see Ac2.1 above)
- scope for improving performance
- identifying training and development needs
- communication and clarity of roles, responsibilities and expectations

### ***Learning Outcome 3. Be able to communicate effectively***

#### **3.1** Report unexpected findings to the person in charge of the activity

- what needs to be reported (unexpected things, mistakes, problems, changes in attitudes, team conflicts etc)
- lines of communication – who is responsible for what
- importance of prompt communication

#### **3.2** Communicate with colleagues and person in charge to achieve the group's objectives

- communicating clearly and effectively to all involved in the activity
- lines of communication – who is responsible for what (see AC3.1 above)
- importance of prompt communication (see AC3.1 above)

### **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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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Practical Skills for Grassland Areas

<b>Unit Reference</b>	<b>F/501/4886</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>40</b>
<b>Unit Summary</b>	This unit explores the steps needed to establish and maintain a new area of wild flower meadow. Learners will be involved in the practical tasks necessary to do this
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.5)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare new wild flower meadows	<b>1.1</b> Contribute, as part of a group activity, to the identification of an area to be established  <b>1.2</b> Contribute, as part of a group activity, to the identification and reporting of any plant species already present  <b>1.3</b> Prepare ground for sowing and planting, using appropriate hand tools and/or machinery as necessary
<b>2.</b> Be able to establish new wild flower meadows	<b>2.1</b> Introduce plant species  <b>2.2</b> Use appropriate methods to aid establishment  <b>2.3</b> Water in as necessary  <b>2.4</b> Remove arisings/debris from the area using

	correct methods of disposal, leaving the site clear, tidy, safe and in good condition
<b>3.</b> Know how to maintain wildflower meadow(s)/areas	<p><b>3.1</b> Contribute to the identification of an area to be maintained</p> <p><b>3.2</b> Contribute to the identification and reporting of any plant species already present, using simple reference materials</p> <p><b>3.3</b> Carry out hand weeding as instructed</p> <p><b>3.4</b> Cut sward to a specified height at the appropriate time of year, using appropriate hand shears or machinery</p> <p><b>3.5</b> Ensure cutting includes a distribution of seeds</p> <p><b>3.6</b> Repair any environmental damage</p> <p><b>3.7</b> Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition</p>
<b>4.</b> Know how to assist in the eradication of problem plants	<p><b>4.1</b> Contribute to the identification and reporting of all plant species present</p> <p><b>4.2</b> Carry out hand weeding as instructed</p> <p><b>4.3</b> Use hand tools and/or machinery safely where necessary</p> <p><b>4.4</b> Repair any environmental damage</p> <p><b>4.5</b> Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition</p>



# Supporting Unit Information

## F/501/4886 Practical skills for grassland areas – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Practical Skills for Pond and Wetland Areas

<b>Unit Reference</b>	<b>R/501/4889</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>40</b>
<b>Unit Summary</b>	This unit explores the steps needed to establish and maintain pond and wetland areas. Learners will be involved in the practical tasks necessary to do this
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to establish ponds and wetlands	<b>1.1</b> Contribute to identifying an area to be established  <b>1.2</b> Contribute to identifying and report any plants already present  <b>1.3</b> Prepare ground for sowing and planting, using appropriate hand tools or machinery  <b>1.4</b> Identify and introduce plant species  <b>1.5</b> Use appropriate planting methods to aid establishment  <b>1.6</b> Protect spare planting material  <b>1.7</b> Repair any environmental damage

	<p><b>1.8</b> Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition</p>
<p><b>2.</b> Know how to maintain/preserve pond and wetland habitat</p>	<p><b>2.1</b> Identify correct levels of water</p> <p><b>2.2</b> Maintain sluice gates or dam control as appropriate</p> <p><b>2.3</b> Identify potential sources of pollution</p> <p><b>2.4</b> Clear excess or unwanted vegetation, including overhanging branches if appropriate</p> <p><b>2.5</b> Excavate silted areas as needed and dispose of spoil as directed</p> <p><b>2.6</b> Repair any environmental damage</p> <p><b>2.7</b> Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition</p>

# Supporting Unit Information

## R/501/4889 Practical skills for pond and wetland areas – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
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- Reports/notes
- Worksheets/job sheets/workbooks
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- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Practical Skills for Footpath and Surfacing Work

<b>Unit Reference</b>	<b>D/501/4894</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>40</b>
<b>Unit Summary</b>	This unit explores how to prepare the area, construct and maintain a footpath. Learners will be involved in the practical tasks necessary to do this
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.6)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to lay a path	<b>1.1</b> Contribute to identifying the course of the path <b>1.2</b> Select appropriate tools <b>1.3</b> Identify and remove any debris, including plant species impeding the path line as directed <b>1.4</b> Accurately and clearly mark out the path line and width to specification <b>1.5</b> Excavate the path, removing any waste material as directed <b>1.6</b> Fit edging boards and revetment as required <b>1.7</b> Lay hardcore evenly to a specified thickness, levelling and consolidating as directed <b>1.8</b> Lay surface material evenly to a specified thickness and consolidate

	<p><b>1.9</b> Repair any environmental damage</p> <p><b>1.10</b> Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition</p>
<p><b>2.</b> Know how to maintain footpaths</p>	<p><b>2.1</b> Check the condition of footpath and structures for safety and condition</p> <p><b>2.2</b> Resurface a footpath as directed using appropriate tools and materials</p> <p><b>2.3</b> Clear drains of obstructing debris and vegetation to maintain correct fall</p> <p><b>2.4</b> Repair or replace edging as required</p> <p><b>2.5</b> Repair any environmental damage</p> <p><b>2.6</b> Remove arisings/debris from the area using correct methods of disposal leaving the site clear, tidy, safe and in good condition</p>

# Supporting Unit Information

## D/501/4894 Practical skills for footpath and surfacing work – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities.

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### Methods Of Assessment

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### **Additional Information**

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## Assist With Maintaining Structures and Surfaces

<b>Unit Reference</b>	<b>K/502/4098</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to maintain structures and surfaces by cleaning, rubbing-down and applying surface protection, using hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.10)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with maintaining structures and surfaces	<p><b>1.1</b> Correctly prepare the necessary tools and materials for the maintenance operation</p> <p><b>1.2</b> Prepare the area for the work in a manner appropriate for the maintenance operation</p> <p><b>1.3</b> Maintain structures and surfaces effectively and completely in accordance with the instructions, to include</p> <ul style="list-style-type: none"> <li>• cleaning</li> <li>• rubbing down</li> <li>• surface protection</li> </ul> <p><b>1.4</b> Use tools safely and correctly</p> <p><b>1.5</b> Report any problems that arise without delay</p> <p><b>1.6</b> Maintain the health and safety of self and others at all times</p>

	<p><b>1.7</b> Handle and dispose of waste safely and correctly</p> <p><b>1.8</b> Leave the site in a safe condition</p> <p><b>1.9</b> Clean tools after use in an appropriate manner</p> <p><b>1.10</b> Store tools and materials after use in an agreed and safe location</p>
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# Supporting Unit Information

## K/502/4098 Assist with maintaining structures and surfaces – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with maintaining structures and surfaces***

- 1.1 Correctly prepare the necessary tools and materials for the maintenance operation** tools e.g. stiff broom / bristle brush, wire brush, cloth, sandpaper and sanding block, rasp / scraper, paint brushes, roller and tray, sprayer, step ladder. PPE e.g. overalls, gloves, dust mask, goggles. CE marked. Materials: cleaning agents e.g. wood soap, detergent, methylated / white spirit, multi - purpose disinfectant. Surface treatment e.g. fillers, sealers, primers, exterior paints, water/solvent based wood preservatives. Correctly prepared e.g. tools / materials cleaned, checked for function and replaced if necessary, organised for use. PPE checked for cleanliness, holes / tears, correct grade of particulate respirator. Maintenance operation: Surfaces e.g. could be paths. Structures e.g. could be sheds / hides / fences / gates / styles / bridges / boardwalks / viewing platforms.
- 1.2 Prepare the area for the work in a manner appropriate for the maintenance operation** e.g. access to structure or surface cleared, hazards removed or precautions taken, area cleaned of dirt / dust, adjacent surfaces / structures / plants covered / screened / removed, area taped off, wet paint warning signs put up.
- 1.3 Maintain structures and surfaces effectively and completely in accordance with the instructions, to include**
- cleaning e.g. dust / cobwebs brushed off fence / shed with stiff bristle brush, greasy or oily surfaces cleaned with methylated spirits, brick surfaces stiff brushed and washed with water, sanding dust removed with damp soft cloth
  - rubbing down e.g. sanding block / sandpaper used to rub along grain of wood, appropriate grade of sandpaper used depending on stage of preparation, scrapper used for areas of rough wood, wire brush used to clear flaking paint
  - surface protection e.g. cracks and holes filled with filler appropriate to surface, sealed / primed as necessary, surface coats applied as instructed with fine sanding to achieve quality finish as instructed.
- 1.4 Use tools safely and correctly** safely - e.g. upright posture when using stiff broom, awareness of people - tripping hazard, wear suitable dust mask Correctly e.g. sweep with the grain, pick up sweepings



regularly to avoid pushing extra weight, dust lightly damped down - refer to LO1.1 for tools.

**1.5 Report any problems that arise without delay** e.g. difficulties accessing areas of surface / structure, rust, rotten wood, mould, unexpected holes / cracks, runs forming in paint / wood preservative.

**1.6 Maintain the health and safety of self and others at all times** work carried out in accordance with requirements of risk assessment - explained and monitored by supervisor. Safe use e.g. refer to LO1.4. Safe tool carrying e.g. step ladder in upright position. Safe handling practices e.g. paint / white spirit carried with lid on, no smoking near inflammables, care when working in confined spaces, awareness of safe working distances and how own activities can affect health and safety of self and others. Safe lifting of materials e.g. containers of stain / paint. Avoid leaving tripping or slipping hazards e.g. brushes, cans, wet soapy areas. Correct PPE worn for task e.g. particulate respirator for sanding, impermeable rubber gloves for use of white spirit - refer to LO1.1.

**1.7 Handle and dispose of waste safely and correctly** waste e.g. organic - green vegetation cleared from surface / structure such as ivy, honeysuckle, lichen or inorganic - used sandpaper, sweepings, paint / wood preserver containers, paint / preservative sediment - refer to LO1.9. Safely e.g. PPE, hygiene, safe lifting. Correctly e.g. bag / bin and dispose of according to Local Authority requirements as directed by supervisor.

**1.8 Leave the site in a safe condition** e.g. tools and equipment tidied away and stored, covers / screens / masking tape / warning tape and signs removed when surfaces / structures dry, walking surfaces left free of detergent or slippery patches, cleaning agents / spare paint / wood preserver stored carefully - refer to LO1.10, cut vegetation and debris cleared, paths swept.

**1.9 Clean tools after use in an appropriate manner** e.g. brushes used with water based wood preservative brushed against newspaper, washed in container of water, allow sediment to settle, pour away water and remove sediment for disposal - refer to LO1.7, paint brushes used with solvent - based paints - use old rags / paper to wipe off excess paint, stir brush in jar of white spirit repeatedly drawing it across rim of jar to remove paint, brush out stubborn paint with stiff brush, wash with warm soapy water when clean, hang brushes up to dry.

**1.10 Store tools and materials after use in an agreed and safe location** e.g. store tools for each function together so easily found at next use, ensure storage area is clean - dust / dirt / grease free, shadow board to check return. Materials e.g. paint containers with left over paint - before sealing lid remove excess paint from around

container rim, place plastic over open container and reseal on top of plastic this to make seal airtight, store paint cans upside down (so skin if forms is on bottom) in cool dry area away from sunlight / heat sources / freezing. Ensure storage is secure e.g. to avoid theft or children accessing harmful tools / substances.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Evidence Of Achievement**

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### **Additional Information**

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## Principles of Maintaining Structures and Surfaces

<b>Unit Reference</b>	<b>R/502/5715</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to describe how to maintain structures and surfaces by cleaning, rubbing-down and applying surface protection, using hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.13)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to maintain structures and surfaces	<b>1.1</b> State why structures and surfaces need to be maintained  <b>1.2</b> State the potential problems which may arise if maintenance is not carried out  <b>1.3</b> List the tools and materials which are needed for different maintenance operations  <b>1.4</b> State how to prepare tools and materials for the particular maintenance operation  <b>1.5</b> State how to prepare structures and surfaces for the different maintenance operations  <b>1.6</b> State the correct way to carry out the different maintenance operations  <b>1.7</b> State what the result of effective maintenance

	<p>operations should look like</p> <p><b>1.8</b> State how to correctly use tools and materials</p> <p><b>1.9</b> Describe how to maintain their own health and safety during the maintenance operations</p> <p><b>1.10</b> State how to reduce the risk to other’s health and safety when undertaking maintenance operations (e.g. by putting up notices)</p> <p><b>1.11</b> List the types of problems or difficulties which may occur, relating to: health and safety, damage, weather conditions and unforeseen circumstances, and state what you need to do if these occur</p> <p><b>1.12</b> State how to handle and dispose of waste safely</p> <p><b>1.13</b> State how to clean and store tools correctly and the risks of not doing so</p>
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# Supporting Unit Information

## R/502/5715 Principles of maintaining structures and surfaces – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to maintain structures and surfaces***

- 1.1 State why structures and surfaces need to be maintained** e.g. aesthetic appearance, maintain structural integrity, to correct problems such as rust or rotten wood before they become more serious and to extend useful life of structure or surface.
- 1.2 State the potential problems which may arise if maintenance is not carried out** e.g. exterior paint / wood preservative fades in colour, blisters, and peels. Wood surfaces may start to absorb rain leading to rot, mould, lichen growth, discolouration and infestation by wood boring insects. Water / frost can cause bricks to flake, loosen or crack rendering/pointing unless water repellent or paint cover is maintained.
- 1.3 List the tools and materials which are needed for different maintenance operations** cleaning: tools e.g. stiff broom, stiff bristle brush, wire brush, step ladder, soft cloth, and plastic sheet. Materials e.g. wood soap, detergent methyated / white spirits, paint remover. Rubbing down: tools e.g. sanding block, rasp / scraper. Materials e.g. sand paper types. Surface protection: tools e.g. paint brushes, roller and tray, sprayer. Materials e.g. suitable fillers, sealant, primer, undercoat, paint finish, wood stain / preserver. PPE e.g. gloves overalls, dust mask, goggles. CE marked. Refer to LO1.8 and 1.13.
- 1.4 State how to prepare tools and materials for the particular maintenance operation** refer to LO 1.3 for tools and materials. Preparation - check for function and organise for use e.g. application of water based wood preservatives - check brush for cleanliness, flexibility and suitability for job, rub bristles against clean surface to remove dust and loose bristles. Preservative e.g. stir if required, pour required amount into separate tray or container to avoid soiling of main supply. PPE checked for cleanliness, holes / tears, correct grade of particulate respirator.
- 1.5 State how to prepare structures and surfaces for the different maintenance operations** cleaning e.g. dust / cobwebs brushed off fence / shed with stiff bristle brush, mouldy areas washed with fungicidal wash and rinsed with water, greasy or oily surfaces cleaned with methyated spirits, brick surfaces stiff brushed and washed with

water, sanding dust removed with damp soft cloth. Rubbing down e.g. sanding block / sandpaper rubbed along grain of wood, appropriate grade of sandpaper used for stage of preparation, scrapper used for areas of rough wood, wire brush to clear flaking paint.

**1.6 State the correct way to carry out the different maintenance operations** surface made good e.g. cracks and holes filled with filler appropriate to surface, sanded / smoothed / stippled to match existing surface. Preparation for treatment e.g. sealed / primed as necessary. Protect adjacent surfaces e.g. mask / protect areas not to be covered. Treatment e.g. surface under/top coats applied as instructed. Finish e.g. fine sanding for quality finish as instructed.

**1.7 State what the result of effective maintenance operations should look like** e.g. uniform surface covering free of blemishes, runs, dust, hairs with covering applied only to intended surface, splashes / stains on surrounding surfaces / structures avoided.

**1.8 State how to correctly use tools and materials** use tools and materials only for the operation and in situations as detailed by the manufacturer's/supplier's/supervisor's instructions, current legislation and codes of practice for safe use. Tools used correctly e.g. stiff broom - sweep with the grain, pick up sweepings regularly to avoid pushing extra weight, dust lightly damped down. Materials used correctly e.g. wood preservative - calculate requirements, apply liberally but do not overload brush to avoid run off into ground, maintain a comfortable working posture and avoid over – reaching.

**1.9 Describe how to maintain their own health and safety during the maintenance operations** work in accordance with requirements of risk assessment. Stiff broom - upright posture when using, wear suitable dust mask. Wood preservative e.g. avoid splashes onto face/skin, isolate electrical appliances. Precautions when using step ladder e.g. wear shoes, secure laces / loose clothing, do not carry sharp tools in pockets, and do not over-reach.

**1.10 State how to reduce the risk to other's health and safety when undertaking maintenance operations (e.g. by putting up notices)** refer to LO1.9. Stiff broom e.g. carry in upright position, awareness of people - tripping hazard, safe working distances. Wood preservative e.g. keep people / children / pets / animals away from area being treated - tape off area / physical barriers to restrict access (e.g. against children / livestock), put up warning notices of work in progress / dust / fumes / wet paint, keep area under supervision / observation.

**1.11 List the types of problems or difficulties which may occur, relating to health and safety, damage, weather conditions and unforeseen circumstances, and state what you need to do if**

**these occur** health and safety e.g. paint in eyes - irrigate immediately, seek medical advice. Damage e.g. spilt paint - mop up as much as possible with cloth / newspaper, use water or white spirit to clean up remainder. Weather conditions e.g. rain shower - stop work and cover with plastic sheeting if possible. Also problems related to cold / hot conditions. Unforeseen circumstances e.g. drips - rub down when dry and repaint.

**1.12 State how to handle and dispose of waste safely** waste handled safely - PPE e.g. correct PPE in good working condition. Hygiene e.g. avoid personal contamination by preservatives, paint stripper etc from brushes, surfaces or when removing PPE. Protecting environment e.g. avoid flushing washings of paint / preservative / white spirit into ground water system. Disposed of safely e.g. bag / bin and dispose of according to Local Authority requirements as directed by supervisor.

**1.13 State how to clean and store tools correctly and the risks of not doing so** clean tools e.g. paint brushes used with solvent - based paints - use old rags / paper to wipe off excess stir brush in jar of white spirit repeatedly drawing it across rim of jar to remove paint, brush out stubborn paint with stiff brush, wash with warm soapy water, hang brushes up to dry. Storage e.g. store tools for each function together, ensure storage area is clean, shadow board to check return, secure to avoid children accessing harmful tools / substances. Risks of not storing tools correctly e.g. stiff, bent or damaged paint brush bristles, rusty scrapper - refer to LO1.3.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

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# Principles of Transporting Supplies of Physical Resources within the Work Area

<b>Unit Reference</b>	<b>D/502/4096</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe how to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
<b>1.</b> Know how to load and unload physical resources safely	<b>1.1</b> Give reason for, and methods of, labelling products and equipment for transportation  <b>1.2</b> State safe lifting techniques  <b>1.3</b> State the correct use of lifting equipment and relevant legal restrictions on operation  <b>1.4</b> State ways of securing products and equipment for transit in order to maintain safety and minimise damage  <b>1.5</b> State relevant methods of protecting product and equipment from adverse weather conditions and contamination  <b>1.6</b> State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying

	<p>manually</p> <p><b>1.7</b> State methods for the safe stacking of products</p>
<p><b>2.</b> Know how to transport physical resources within the work area</p>	<p><b>2.1</b> Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment</p> <p><b>2.2</b> State ways of handling transportation equipment to minimise damage to physical resources in transit</p> <p><b>2.3</b> State ways of monitoring the condition of physical resources during transit</p>
<p><b>3.</b> Know how to work safely</p>	<p><b>3.1</b> State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment</p>

# Supporting Unit Information

## D/502/4096 Principles of transporting supplies of physical resources within the work area – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to load and unload physical resources safely***

- 1.1 Give reasons for, and methods of, labelling products and equipment for transportation** e.g. labels that read 'this way up', labels that describe the content of load, security of load must be considered, avoiding cross contamination of loads.
- 1.2 State safe lifting techniques** such as; adopt correct posture for safe manual handling. travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip (gloves), keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest side to trunk. Refer to Manual Handling Regulations.
- 1.3 State the correct use of lifting equipment and relevant legal restrictions on operation** describe carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice. Selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. safety boots, overalls, gloves, ear and eye protections, high visibility jackets.
- 1.4 State ways of securing products and equipment for transit in order to maintain safety and minimise damage** e.g. minimise damage to equipment and resources during transportation - refer to L.O1.1 and ensure work activities carried out consistently with current legislation e.g. Health and Safety, environmental protection, waste regulation acts and COP's as required. Work in appropriate weather conditions, clear any spillages and keep work area clean and free from unauthorised access. State ways of ensuring loads are secure e.g. ropes, netting and sheeting.
- 1.5 State relevant methods of protecting products and equipment from adverse weather conditions and contamination** e.g. sheeting and correct labelling and storage to prevent cross contamination, avoid spillages need to protect from rain, frost, direct sunshine etc.

**1.6 State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually** e.g. even distribution, stacked correct way up, well secured and labelled and for safe methods refer to L.O.1.2 when unloading split heavy loads into manageable loads or use mechanical aids. Refer to manual handling regulations. Refer to L.O.1.2.

**1.7 State methods for the safe stacking of products** labelled clearly, secure packaging, no cross contamination, protected from elements. Stacked in correct manner- not too high. Split large loads into manageable ones.

***Learning Outcome 2. Know how to transport physical resources within the work area***

**2.1 Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment** by stating operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements, by following manufactures' instructions. Only use equipment or machinery that you are qualified and certified to use (e.g. forklifts). Refer to L.O.1.3.

**2.2 State ways of handling transportation equipment to minimise damage to physical resources in transit** by stating only to use according to manufactures' instructions and guidelines and ensuring resources are safely secure and protected by ropes, nets and sheeting. Taking into account ground conditions and any obstructions. Report any faults to the person in charge.

**2.3 State the ways of monitoring the condition of physical resources during transit** e.g. by regular checks of security and tensions on netting, ropes or similar.

***Learning Outcome 3. Know how to work safely***

**3.1 State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment** refer to HASAW Act, Manual Handling Regulations, and PUWER, and if applicable LOLER checks in place and correctly recorded. Refer to L.O.2.4 and explain the need to ensure clear routes, well-lit and only transport in designated areas. State the importance of following instructions and only to use transportation equipment that you are trained or certificated to use. Ensure Risk assessment carried out.

## Teaching Strategies And Learning Activities

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

## Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

## Minimum requirements when assessing this unit

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

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

## Evidence Of Achievement

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements

- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Assist With the Transport of Supplies of Physical Resources within the Work Area

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<b>Unit Reference</b>	<b>J/502/4741</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements. Manual handling of resources and equipment is an integral aspect of this unit
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with loading and unloading physical resources	<b>1.1</b> Identify the physical resources requiring transportation  <b>1.2</b> Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice  <b>1.3</b> Move heavy and bulky items using the correct lifting equipment, in accordance with instructions  <b>1.4</b> Position physical resources safely, securely and in a manner which protects them from damage and contamination
<b>2.</b> Be able to assist with the transport of	<b>2.1</b> Operate powered or non-powered transportation equipment safely in accordance with

physical resources within the work area	<p>instructions and safety requirements</p> <p><b>2.2</b> Minimise damage to equipment and resources during transportation</p> <p><b>2.3</b> Monitor the physical resources during transportation and take the appropriate action for any which become unsafe</p>
<b>3.</b> Be able to work safely	<b>3.1</b> Maintain health and safety according to relevant legislation and codes of practice

# Supporting Unit Information

## J/502/4741 Assist with the transport of supplies of physical resources within the work area – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with loading and unloading physical resources***

- 1.1 Identify the physical resources requiring transportation** e.g. what resources need transporting such as boxes, sacks, tools, materials or equipment or as requested by person in charge or written instruction, job sheet or job card.
- 1.2 Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice**  
selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. safety boots, overalls, gloves, ear and eye protections, high visibility jackets. Travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip ( gloves) keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest side to trunk. Correct pre-use checks undertaken to ensure safety of operator and equipment. Refer to HASAW act and Manual Handling Regulations.
- 1.3 Move heavy and bulky items using the correct lifting equipment, in accordance with instructions** refer to L.O.1.2.  
Demonstrate reducing loads of heavy and bulky items by splitting to more manageable load and demonstrate safe lifting techniques by assessing, planning, preparing and performing. Demonstrate use of and consider mechanical aids and bio-mechanical techniques. Ensure loads are stable, cover sharp and abrasive edges; ensure even distribution when stacking. Ensure loads are correctly secured, packaged and clearly labelled. Secure by ropes, netting and sheeting and correctly labelled e.g. 'this way up'.
- 1.4 Position physical resources safely, securely and in a manner which protects them from damage and contamination** such as not damaged, no cross contamination, kept dry and stored in designated area. Stored in correct position e.g. 'this way up' and not too high. Demonstrate suitable methods of storage- follow manufactures instructions.

***Learning Outcome 2. Be able to assist with the transport of physical resources within the work area***

**2.1 Operate powered or non-powered transportation equipment safely in accordance with instructions** and safety requirements by following manufactures' instructions for say trolleys, forklifts.

Undertake risk assessment. Only use equipment or machinery that you are qualified and certified to use (e.g. forklifts). Refer to L.O. 1.2.

**2.2 Minimise damage to equipment and resources during transportation** refer to L.O's 1.2 and 1.4. Work activities carried out consistently with current legislation e.g. Health and Safety, environmental protection, waste regulation acts and COP's as required. Work in appropriate weather conditions to ensure loads not damaged by rain, frost or direct sunlight. Clear any spillages to prevent accidents and keep work area clean and free from unauthorised access. Ensure loads are secure e.g. ropes, netting and sheeting.

**2.3 Monitor the physical resources during transportation and take the appropriate action for any which become unsafe** refer to L.O.2.2 and report any faults. If load becomes unsafe, stop and rectify or seek advice from person in charge whilst ensuring the area is kept clear from any unauthorised access. Re-adjust the load.

**2.4 Maintain health and safety according to relevant legislation and codes of practice**, refer to HASAW Act, Manual Handling Regulations, and PUWER, and if applicable LOLER checks in place and correctly recorded. Maintain any equipment according to manufactures instructions or guidelines. Undertake risk assessments.

***Learning Outcome 3. Be able to work safely***

**3.1 Maintain health and safety according to relevant legislation and codes of practice.** Refer to HASAW Act, Manual Handling Regulations, and PUWER, and if applicable LOLER checks in place and correctly recorded. Maintain any equipment according to manufactures instructions or guidelines. Undertake risk assessments.

**Teaching Strategies And Learning Activities**

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

## Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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## Minimum requirements when assessing this unit

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## Evidence Of Achievement

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
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- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment

- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Preparation of Growing Media

<b>Unit Reference</b>	<b>H/502/4035</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	Achievement of this unit will prepare candidates to assist with preparing growing media in readiness for plant establishment. It may be carried out in soil or non-soil based growing media; outdoors or in protected environments; and includes health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with making ready materials for the preparation of growing media	<b>1.1</b> Obtain, correctly measure and position materials in readiness for incorporation into growing media; as instructed  <b>1.2</b> Dispose of organic and inorganic waste safely and in accordance with instructions and legal requirements
<b>2.</b> Be able to prepare growing media	<b>2.1</b> Maintain equipment in safe, clean and effective condition  <b>2.2</b> Incorporate materials into the growing medium in accordance with instructions  <b>2.3</b> Prepare the growing medium to the correct consistency in accordance with instructions

	<p><b>2.4</b> Dispose of organic and inorganic waste in accordance with instructions and legal requirements</p>
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Ensure working methods promote health and safety and are consistent with relevant legislation and codes of practice</p> <p><b>3.2</b> Correctly and safely use equipment and materials</p>



# Supporting Unit Information

## H/502/4035 Assist with the preparation of growing media – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with making ready materials for the preparation of growing media***

- 1.1 Obtain, correctly measure and position materials in readiness for incorporation into growing media; as instructed** obtain materials from sand, loam (soil), peat, organic material, grit, fertilizer, water saving gel, lime, water).e.g. from storage area, from bags. Ensure to correct sized particles by sieving. Measure materials to the quantities stated e.g. with container (jug, bucket, wheelbarrow, bag, bushel box), by weight (weigh scales).Position materials e.g. in clean container, on clean bench or floor or in a clean power mixer (rotary / drum).
- 1.2 Dispose of organic and inorganic waste safely and in accordance with instructions and legal requirements** waste disposed of appropriately e.g. organic material recycled or composted (pernicious weeds such as couch grass or ground elder – skip), inorganic (stones, metal, glass), recycle or skip, plastic - recycle. Recycle or dispose of (skip) through a specialist contractor or Local Authority arrangements.

#### ***Learning Outcome 2. Be able to prepare growing media***

- 2.1 Maintain equipment in safe, clean and effective condition** equipment (mixer powered rotary / drum), shovel, sieves (powered, manual), besom brush, weigh scales, measuring equipment (jug, bushel box, wheelbarrow, bucket), to be maintained e.g. mechanical equipment - to be cleaned, oiled and greased according to manufacturers' guidelines, hand equipment and tools - to be cleaned of compost, ferrous metal parts oiled and wooden handles rubbed with linseed oil and stored on wall racks or in secure cupboards.
- 2.2 Incorporate materials into the growing medium in accordance with instructions** incorporation methods according to amount of mix required e.g. place in clean container and mix by hand. Place ingredients in a pile on a clean surface and mix with shovel, spreading mix from and over one pile to another for a number of occasions to ensure even mix. Place in a clean mechanical mixer and operate as trained, detailed by the manufacturer follow instructions of supervisor, comply with health and safety legislation / codes of practice / risk

assessments, wear protective clothing (steel toe-capped footwear, overalls, eye protection, dust mask, gloves).

**2.3 Prepare the growing medium to the correct consistency in accordance with instructions** prepare growing medium e.g. mixing refer to **LO 2.2** ensure moisture content provides the correct consistency - carry out squeeze test by taking a sample of the mix in the hand and squeezing hand together, open hand and if mix falls in to separate particles it is too dry – add water mix and retest. If sample then holds together in a lump it is too wet and additional dry material (measured to same recipe as original mix) remix and retest. If sample breaks with cracks but holds together in portions then mix is OK.

**2.4 Dispose of organic and inorganic waste in accordance with instructions and legal requirements** refer to **LO 1.2**.

### ***Learning Outcome 3. Be able to work safely***

**3.1 Ensure working methods promote health and safety and are consistent with relevant legislation and codes of practice** working methods e.g. maintain good posture and carry out safe lifting practices (use mechanical aids), avoid creating dust, keep unauthorised persons away from working area (signage, fencing), leave tools safely when not in use, return clean tools / equipment / surplus materials to store when use completed. Follow risk assessments.

**3.2 Correctly and safely use equipment and materials** safe use of equipment and materials e.g. use tools only for purpose intended, avoid damage to material packaging, equipment refer to **LO2.2 and LO3.1**.

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

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### **Methods Of Assessment**

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

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### **Evidence Of Achievement**

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### **Additional Information**

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## Principles of the Preparation of Growing Media

<b>Unit Reference</b>	<b>K/502/4036</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	This unit will enable the candidate to assist with preparing growing media for plant establishment. The unit may be carried out on soil based or non-soil based growing media; outdoors or in protected environments
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Know how to make ready materials for preparing growing media	<b>1.1</b> List the types of equipment required  <b>1.2</b> Describe the safe use of equipment and materials  <b>1.3</b> List the growing media required within an enterprise  <b>1.4</b> List the different materials used in preparation of growing media  <b>1.5</b> State relevant procedures for collecting and measuring out materials
<b>2.</b> Know how to prepare growing media	<b>2.1</b> State how to maintain and correctly use equipment  <b>2.2</b> State factors affecting the timing of operations

	<p><b>2.3</b> Give reasons for the preparation of growing media</p> <p><b>2.4</b> State the requirements of a growing medium for planting</p> <p><b>2.5</b> List different methods of incorporating ingredients into growing medium</p> <p><b>2.6</b> State why appropriate levels of hygiene are required during operations</p> <p><b>2.7</b> State different methods of preparing growing media</p>
<b>3.</b> Know how to work safely	<p><b>3.1</b> Identify working methods that maintain the health and safety of self and others</p> <p><b>3.2</b> Identify safe methods for disposing of waste</p>

# Supporting Unit Information

## K/502/4036 Principles of the preparation of growing media – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to make ready materials for preparing growing media***

- 1.1 List the types of equipment required** list types of equipment required e.g. mixer (powered rotary / drum), shovel, sieves (powered, manual), besom brush, weigh scales, measuring equipment (jug, bushel box, wheelbarrow, and bucket).
- 1.2 Describe the safe use of equipment and materials** Describe safe use of equipment and materials refer to **LO1**, e.g. follow instructions of supervisor, comply with health and safety legislation, codes of practice, follow risk assessments, wear protective clothing (steel toe-capped footwear, overalls, eye protection, dust mask, gloves), operate machinery as trained and follow manufacturer's instructions, use tools only for purpose intended, maintain good posture and carry out safe lifting practices (use mechanical aids), avoid damage to material packaging, avoid creating dust, keep unauthorised persons away from working area (signage, barriers), leave tools safely when not in use, return tools / equipment / surplus materials to store when use completed.
- 1.3 List the growing media required within an enterprise** learners to list growing media as used in their workplace e.g. seedling, cutting, potting, ericaceous, cacti, orchid.
- 1.4 List the different materials used in preparation of growing media** learners to list materials used in each type of growing media used in their workplace e.g. sand, loam (soil), peat, organic material, grit, fertilizer, water saving gel, lime, water, insecticide.
- 1.5 State relevant procedures for collecting and measuring out materials** learners to indicate how materials are measured and assembled together for mixing e.g. from big / small bags, storage compounds (remove unwanted material weeds and large stones / lumps with sieve), measure out according to amount required by, weigh scales, container (jug, bucket, bag, wheelbarrow). Sieve to ensure correct size of particles in mix.

#### ***Learning Outcome 2. Know how to prepare growing media***

- 2.1 State how to maintain and correctly use equipment** tools and equipment e.g. used correctly refer to **LO2**, clean tools and equipment

listed in **LO1** of compost, ferrous metal parts oiled and wooden handles rubbed with linseed oil and to be securely stored on wall racks or in secure cupboards.

**2.2 State factors affecting the timing of operations** factors e.g. stage of plant growth, availability of materials and staff time, seasonal plant growth requirements.

**2.3 Give reasons for the preparation of growing media** reasons e.g. mix made suitable for species of plant, meet plant growth requirements, suitable for use in containers, know what is in the mix, materials in proportions to own specification, ensure correct moisture content.

**2.4 State the requirements of growing medium for planting** requirements e.g. provide nutrients for even continuous growth, retain water without becoming water-logged, provide anchorage for plant roots, provide root zone appropriate to plant species, allow roots to grow, provide air for roots.

**2.5 List the different methods of incorporating ingredients into growing medium** incorporation methods according to amount of mix required e.g. place in clean container and mix by hand, place ingredients in a pile on a clean surface and mix with shovel, place in a clean mechanical mixer.

**2.6 State why appropriate levels of hygiene are required during operations** hygiene required to prevent e.g. contamination with unwanted materials, introduction of pests and diseases, (if sterilized materials used in mix) contamination with non-sterilized materials, (if insecticides used in mix) contamination of close environment.

**2.7 State different methods of preparing growing media** methods e.g. by hand, with shovel (spreading mix from and over one pile to another for a number of occasions to ensure even mix), mechanical mixer.

### ***Learning Outcome 3. Know how to work safely***

**3.1 Identify working methods that maintain the health and safety of self and others** refer to **LO2**

**3.2 Identify safe methods of disposing of waste** waste disposed of appropriately e.g. organic material recycled or composted (pernicious weeds such as couch grass or ground elder – skip), inorganic (stones, metal, glass), recycle or skip, plastic - recycle. Recycle or dispose of (skip) through a specialist contractor or Local Authority arrangements.



## Teaching Strategies And Learning Activities

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## Methods Of Assessment

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### **Additional Information**

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# Principles of the Maintenance of Equipment

<b>Unit Reference</b>	<b>A/502/4056</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe the maintenance of tools, equipment and machinery using hand tools and how to comply with all health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prepare equipment for maintenance	<b>1.1</b> List the equipment requiring maintenance  <b>1.2</b> State the importance of following instructions  <b>1.3</b> Describe health and safety issues in relation to the preparation of equipment for maintenance and use of the work area  <b>1.4</b> List the types of hand tools and materials necessary for a specified job  <b>1.5</b> State the correct use of hand tools and materials  <b>1.6</b> State types of wearing protective clothing and give reasons why it should be worn  <b>1.7</b> State the correct ways of wearing protective clothing

<p><b>2.</b> Know how to undertake maintenance procedures</p>	<p><b>2.1</b> Give reasons for the maintenance of equipment</p> <p><b>2.2</b> State the importance of following instructions</p> <p><b>2.3</b> State the legislative requirements in relation to the maintenance of equipment</p> <p><b>2.4</b> State the limits of own responsibility in relation to the maintenance of equipment</p> <p><b>2.5</b> List situations in which assistance is required</p> <p><b>2.6</b> State the appropriate condition and location of tools on completion of maintenance procedures</p>
<p><b>3.</b> Know how to work safely</p>	<p><b>3.1</b> Give own specific responsibilities under health and safety legislation</p> <p><b>3.2</b> State what actions should be taken in the event of incidents which affect the health and safety of self and others</p> <p><b>3.3</b> State own responsibility for health and safety in relation to the maintenance of equipment</p>

# Supporting Unit Information

## A/502/4056 Principles of the maintenance of equipment – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to prepare equipment for maintenance***

- 1.1 List the equipment requiring maintenance** e.g. pruners, shears, saws, mowers, strimmers.
- 1.2 State the importance of following instructions** by explaining that risk assessment should be undertaken. State that to keep safe instructions should be followed and that correct tools for the tasks should be used and correct PPE. Refer to L.O. 1.3 should be selected to prevent any injury or harm. Also the requirement to comply with legislation such as HASAW Act, COP's and to be more efficient and not damaging the environment in any way.
- 1.3 Describe health and safety issues in relation to the preparation of equipment for maintenance and use of the work area** e.g. correct use of PPE, following manufacturer's instructions, keep work area clean and clear of obstructions.
- 1.4 List the types of hand tools and materials necessary for a specified job** e.g. hand held spanners, power tools, airlines, power washers, trolley jacks and mechanical lifts.
- 1.5 State the correct use of hand tools and materials** by informing which are the correct tools e.g. spanner/ hammer for the job as per manufacturers' instructions and best practise guidelines. Materials chosen must be the right ones for the task (e.g. absorbent material such as granules, spill mats). Most cost effective and safest to use.
- 1.6 State types of protective clothing and give reasons why it should be worn** e.g. ear and eye protections, masks, gloves, overalls, hard hats, safety boots, high visibility clothing. PPE must be of the correct size and all loose parts secured i.e. securely fastened. Failure to wear could result in serious injury. In addition to protect both the individual and to comply with legislation such as HASAW Act and COP's and manufactures' instructions.
- 1.7 State the correct ways of wearing protective clothing describe** correct way of wearing e.g. ear and eye protections, masks, gloves, overalls, hard hats, safety boots, high visibility clothing.

## ***Learning Outcome 2. Know how to undertake maintenance procedures***

- 2.1 Give reasons for the maintenance of equipment** legal requirements and efficiency of equipment and to keep the operator safe at all times (e.g. non-compliance with regulations, increased running costs and lack of performance and danger to operator)
- 2.2 State the importance of following instructions** refer to LO2.1
- 2.3 State legislative requirements in relation to the maintenance of equipment** refer to PUWER and if applicable LOLER. State how records must be maintained such as maintenance logs and records.
- 2.4 State the limits of own responsibility in relation to the maintenance of equipment** state and understand responsibilities within the organisation, could refer to organisational chart and job role and title and areas of responsibility. Need to demonstrate that will only undertake tasks for which they have been trained or certificated.
- 2.5 List situations in which assistance is required** compile list e.g. manual handling issues, where tasks demand more than one operative - checking equipment such as brake lights on trailer working. List will be local to relevant tasks and stating that pre-set checklists need completion would be an example of proof of achievement.
- 2.6 State the appropriate condition and location of tools on completion of maintenance procedures** any faults to be reported to appropriate person in charge, any tools not serviceable to be taken out of commission until repaired. Tools to be stored in designated safe areas of the workshop or store. Ensure PUWER compliance.

## ***Learning Outcome 3. Know how to work safely***

- 3.1 Give own specific responsibilities under health and safety legislation** in relation to the preparation of equipment. Refer to HASAW Act, Pre work checklist, COP's and refer to L.O.2.3.
- 3.2 State what actions should be taken in the event of incidents which affect the health and safety of self and others** report to the person in charge. If possible and safe to do so isolate or remove any hazards.
- 3.3 State own responsibility for health and safety in relation to the maintenance of equipment** explain how to carry out all work activities in accordance with health and safety legislation, and codes of practice.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning

difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion

- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Assist With the Maintenance of Equipment

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<b>Unit Reference</b>	<b>T/502/4055</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>36</b>
<b>Unit Summary</b>	The candidate will be able to assist with the maintenance of tools, equipment and machinery using hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with the preparation of equipment for maintenance	<b>1.1</b> Check that the equipment requiring maintenance is safe in accordance with instructions  <b>1.2</b> Identify and select the necessary maintenance routine in accordance with manufacturer's instructions  <b>1.3</b> Keep the work area safe and in a condition suitable for the maintenance procedure  <b>1.4</b> Obtain the necessary hand tools and materials for maintenance work in accordance with instructions  <b>1.5</b> Complete the preparation of equipment for maintenance in accordance with instructions

<p><b>2.</b> Be able to assist with the maintenance of equipment</p>	<p><b>2.1</b> Maintain manual and mechanical equipment in accordance with instructions</p> <p><b>2.2</b> Recognise the need for assistance and refer to the appropriate person when necessary</p> <p><b>2.3</b> Use and clean and tools correctly after use</p>
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Maintain health and safety in accordance with instructions and relevant legislation and codes of practice</p> <p><b>3.2</b> Dispose of waste safely in accordance with instructions</p> <p><b>3.3</b> Carry out the work in a manner which minimises any environmental damage</p>

# Supporting Unit Information

## T/502/4055 Assist with the maintenance of equipment – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with the preparation of equipment for maintenance***

- 1.1 Check that the equipment requiring maintenance is safe in accordance with instructions** e.g. isolated from power source, check statutory guarding requirements that equipment is in a safe place, and consider manual handling implications, sharp edges protected. Spill kits in place. PUWER and if applicable LOLER checks have been undertaken. Risk assessment undertaken. All records completed, follow manufactures' instructions.
- 1.2 Identify and select the necessary maintenance routine in accordance with manufacturer's instructions** refer to manufacturers' instructions where available
- 1.3 Keep the work area safe and in a condition suitable for the maintenance procedure** work area kept clean and clear of any obstructions. No unauthorised access into work area. All precautions in place to prevent escape of hazardous substances and all safety measures in place. Area well-lit and ventilated. Ensure all equipment and tools are cleaned after operation to prevent corrosion, personal contamination, remove unwanted residues safely using appropriate methods.
- 1.4 Obtain the necessary hand tools and materials for maintenance work in accordance with instructions** identify and use the correct tools (e.g. hand held spanners etc and mechanical e.g. power tools, airlines, power washers) equipment (e.g. trolley jacks and mechanical lifts) and materials (spill mats, sawdust, absorbent materials). Always follow instructions and manufactures' guidelines.
- 1.5 Complete the preparation of equipment for maintenance in accordance with instructions** prepare the equipment for maintenance as requested by the person in charge or supervisor and refer to L.O.1.4.

#### ***Learning Outcome 2. Be able to assist with the maintenance of equipment***

- 2.1 Maintain manual and mechanical equipment in accordance with instructions** follow manufactures' guidelines and describe methods for maintaining equipment and machinery. Name possible

consequences of not maintaining (e.g. lack of performance, danger to operator, non-compliance with legislation such as PUWER, LOLER etc). Ensure accurate records are kept of any repairs or maintenance on the record sheet or maintenance logs. Use correct tools for each task. Undertake maintenance in designated areas or place signage for any on-site maintenance. Manual equipment could be hand held and need only minimum maintenance. Mechanical equipment could be power driven and more care will be required such as isolating the power source.

**2.2 Recognise the need for assistance and refer to the appropriate person when necessary** e.g. recognise when assistance is required; refer to the appropriate person e.g. tutor, work colleague, the person in charge.

**2.3 Use and clean tools correctly after use** refer to L.O. 1.2. Ensure tools are cleaned of any spoils, grease and any corrosive matters and are dry. Ensure tools are stored in designated areas and report any faults to the person in charge.

### ***Learning Outcome 3. Be able to work safely***

**3.1 Maintain health and safety in accordance with instructions and relevant legislation and codes of practice** refer to HASAW Act, Manual Handling Regulations, and PUWER, and if applicable LOLER checks in place and correctly recorded. Maintain any equipment according to manufactures instructions or guidelines. Ensure correct PPE is identified and worn e.g. ear / eye protections, gloves, safety boots, hard hat, high visibility clothing, overalls.

**3.2 Dispose of waste safely in accordance with instructions** demonstrate the difference between hazardous waste e.g. oil and non-hazardous waste e.g. cardboard, dispose of in correct containers ensuring no cross contamination. Ensure that tasks comply with disposal of waste regulations. Correct PPE worn - refer to L.O. 3.2.

**3.3 Carry out the work in a manner which minimises any environmental damage** carry out all work activities in accordance with health and safety legislation, and codes of practice. Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Waste Acts, COPs as applicable and additional requirements e.g. Conservation areas (SSSI's, SAC's). Ensure correct PPE selected and used in safe manner. Safety boots, overalls, gloves, ear and eye protections.

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

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,

including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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

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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
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Principles of Maintaining Grass Surfaces

<b>Unit Reference</b>	<b>T/502/4170</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	This unit will enable to candidate to describe how to maintain grass surfaces by mowing, edging and watering; using pedestrian-operated machinery and hand tools and comply with all health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to maintain grass surfaces	<b>1.1</b> State the conditions that are appropriate for the maintenance of grass surfaces  <b>1.2</b> List the correct tools and equipment for the work  <b>1.3</b> State how to prepare and use the required tools and equipment safely and efficiently  <b>1.4</b> Identify when the height of grass and finish of edges meets requirements  <b>1.5</b> State how to dispose of grass cuttings  <b>1.6</b> State the importance of cleaning and storing tools and equipment promptly and safely

	<b>1.7</b> Identify the hazards and state the relevant legislation and codes of practice in relation to the maintenance of grass surfaces
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# Supporting Unit Information

## T/502/4170 Principles of maintaining grass surfaces – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to maintain grass surfaces***

- 1.1 State the conditions that are appropriate for the maintenance of grass surfaces** e.g. free from - debris, animals, persons, snow, frost and surface water.
- 1.2 List the correct tools and equipment for the work** e.g. appropriate mowing machine (cylinder, rotary, flail, nylon cord), aerator, scarifier, edging shears, half-moon. PPE (steel toe-capped boots, safety clothing, gloves, eye protection).
- 1.3 State how to prepare and use the required tools and equipment safely and efficiently** e.g. prepare equipment (mowing machines, scarifier, aerators) with pre start (check oil level, grease) and safety checks, check tools (edging shears, half-moon) for damage and use only for the operation and in situations as detailed by the manufacturer and supervisor and in accordance with the manufacturer's / supplier's / supervisors instructions, current legislation and codes of practice. Efficient use by only having minimum overlap when mowing and only having minimum engine speed for work in hand.
- 1.4 Identify when the height of grass and finish of edges meets requirements** e.g. set height of cut to instructions (6 - 10mm for fine turf, 10 – 25mm for play areas and 25 – 50mm for rough area), mow in pattern (stripes, blocks, rotational), as directed, trim edge with tools to meet instructions, remove (refer to LO 1.5) or return clippings as directed.
- 1.5 State how to dispose of cuttings** e.g. as directed by supervisor (compost, skip).
- 1.6 State the importance of cleaning and storing tools and equipment promptly and securely** e.g. clean to protect metal surface from rusting by removing debris from cutting blades and guards and hand tools (disposal refer to LO 1.7) then oiling bare metal parts. Storing to protect from climatic conditions, prevent damage to tools / equipment and injury from unauthorised use. Store tools (use shadow board / fixed racks / containers) as directed by supervisor.
- 1.7 Identify the hazards and state relevant legislation and codes of practice in relation to the maintenance of grass surfaces** e.g. working on slopes, working in adverse weather / ground conditions,

not using PPE, not carrying out safety checks to tools / equipment. Legislation – Health and Safety at Work etc Act 1974, PUWER (Provision and Use of Work Equipment), Noise Regulations, Use of Powered equipment code of practice. Follow risk assessment recommendations.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

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## **Evidence Of Achievement**

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

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## Assist With the Maintenance of Grass Surfaces

<b>Unit Reference</b>	<b>D/502/4177</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to maintain surfaces by mowing, edging and watering; using pedestrian operated machinery and hand tools; and comply with all health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with maintaining grass surfaces	<p><b>1.1</b> Ensure that conditions and the surface are suitable for maintenance in accordance with instruction</p> <p><b>1.2</b> Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained</p> <p><b>1.3</b> Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions</p> <p><b>1.4</b> Carry out the work so that the grass height and edges meet requirements</p> <p><b>1.5</b> Report any problems as soon as possible to the appropriate person</p> <p><b>1.6</b> Minimise any damage to grass, features, services and wildlife on the site</p>

	<p><b>1.7</b> Dispose of grass cuttings correctly</p> <p><b>1.8</b> Leave the site in a clean and tidy condition</p> <p><b>1.9</b> Clean and store tools and equipment promptly and securely</p>
<p><b>2.</b> Be able to work safely</p>	<p><b>2.1</b> Maintain the health and safety of self and others at all times</p> <p><b>2.2</b> Select, prepare and use tools and equipment safely, efficiently, and correctly</p>

# Supporting Unit Information

## D/502/4177 Assist with the maintenance of grass surfaces – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with maintaining grass surfaces***

- 1.1 Ensure that conditions and the surface are suitable for maintenance in accordance with instruction** e.g. free from debris, animals, persons, snow, frost and surface water
- 1.2 Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained** e.g. appropriate mowing machine (cylinder, rotary, flail, nylon cord), aerator, scarifier, edging shears, half-moon, fertiliser applicator. PPE (steel toe-capped boots, protective clothing, gloves, eye protection).
- 1.3 Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions** e.g. mowing, aeration, scarification, fertiliser application, edging. Equipment / tools (refer to LO 1.2) to be used only for the operation and in situations as detailed by the manufacturer and supervisor and in accordance with the manufacturer's / supplier's / supervisors instructions, current legislation and codes of practice. Pre start and safety checks to be undertaken.
- 1.4 Carry out the work so that the grass height and edge trimmings meet requirements** e.g. set height of cut to instructions, mow in pattern as directed, return or remove clippings (refer to LO 1.7) as directed, trim edge with tools to meet instructions.
- 1.5 Report any problems as soon as possible to the appropriate person** e.g. matters relating to equipment operation (breakdown, shortage of fuel, damage to blades / tines), shortage of materials, change to weather / ground conditions, presence of animals / persons.
- 1.6 Minimise any damage to grass, other features, services and wildlife on the site** e.g. avoid skidding on surface with machine, avoid scalping on going over edge, avoid contact with features (trees, statues), omit area with presence of wildlife or services.
- 1.7 Dispose of grass cuttings correctly** e.g. as directed by supervisor (compost, skip).
- 1.8 Leave the site in a clean and tidy condition** e.g. remove (if required ) grass clippings and surface debris and dispose of as directed, return tools and equipment to store refer to LO 1.9

### **1.9 Clean and store tools and equipment promptly and securely**

e.g. (powered equipment to be immobilised prior to cleaning refer to LO 2.1), remove debris from cutting blades, guards and hand tools (disposal refer to LO 1.7), wipe dry of moisture, apply oil to bare metal parts. Store tools on shadow board / secure racks / containers, equipment to put in secure covered building as directed by supervisor.

## ***Learning Outcome 2. Be able to work safely***

### **2.1 Maintain the health and safety of self and others at all times**

e.g. use equipment and tools only as instructed, PPE to be worn and free from damage refer to LO 1.2, place signage, rope / tape off area, stop working if persons or animals approach working area, stop using equipment if fault occurs, stop and disable engine (remove plug lead) prior to adjusting or cleaning. Follow risk assessment recommendations.

### **2.2 Select, prepare and use tools and equipment safely, efficiently and correctly**

e.g. select refer to LO 1.2, use tools and equipment refer to LO 1.3 and 2.1, efficiently by making minimum overlap and only sufficient power to meet work rate required, work only with appropriate weather and ground conditions.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

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**Additional Information**

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## Hedgelaying

<b>Unit Reference</b>	<b>H/502/4441</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to understand the basic history and purpose of hedgelaying and develop the basic skills needed to lay a hedge
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Understand the health and safety issues in relation to hedgelaying	<b>1.1</b> Name the relevant and current legislation in relation to hedgelaying  <b>1.2</b> Name two items of PPE (Personal Protective Equipment) and state why they are important
<b>2.</b> Know a range of hand tools used for hedgelaying and how to care for them	<b>2.1</b> Identify the hand tools used  <b>2.2</b> Identify the importance of sharp, correct tools  <b>2.3</b> Identify why tools should be cleaned
<b>3.</b> Know about the methodology of hedgelaying	<b>3.1</b> Identify one reason why a hedge would be laid  <b>3.2</b> Identify when hedgelaying should take place and why this is important  <b>3.3</b> Identify, at the base of a hedge, how to

	<p>recognise the time of year and conditions to lay a hedge</p> <p><b>3.4</b> Identify what is involved in the methodology of hedgelaying</p> <p><b>3.5</b> Define a pleacher</p> <p><b>3.6</b> Identify the technique that should be used with a billhook or axe</p> <p><b>3.7</b> Identify the importance of the stump, or 'heel' which is removed sloping, away from the centre of the stem</p> <p><b>3.8</b> Indicate the consequence of cutting the stump too high</p>
<b>4.</b> Know how to lay a hedge	<p><b>4.1</b> Apply all relevant health and safety requirements</p> <p><b>4.2</b> Identify 5-10 metres of hedge to be laid</p> <p><b>4.3</b> Prepare the hedge, clear out rubbish, cut out brush</p> <p><b>4.4</b> Cut the pleachers using the correct technique</p> <p><b>4.5</b> Lay the hedge using the correct technique</p>
<b>5.</b> Understand the importance of maintaining laid hedges	<p><b>5.1</b> Identify two consequences of not maintaining a planted hedge</p> <p><b>5.2</b> Identify the advantage of trimming the hedge as it develops</p> <p><b>5.3</b> Indicate the shape that should be aimed for when a hedge is trimmed</p>

<b>6.</b> Know how the characteristics of hedgelaying reflect geology	<b>6.1</b> Identify a style of hedge that uses stakes and the purpose of the stakes  <b>6.2</b> Identify a regional style and describe how it would look
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# Supporting Unit Information

## H/502/4441 Hedgelaying – Level 1

### **Indicative Content**

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

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

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

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

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

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

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### **Methods Of Assessment**

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

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information.

# Introduction to Dry Stone Walling

<b>Unit Reference</b>	<b>K/502/4442</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The aim of this unit is to enable the learner to understand the basic history and environmental purpose of dry stone walling as well as an introduction to the practical skills of dry stone walling
<b>Learning Outcomes (1 to 12)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 12.1)</b> <i>The learner can</i>
<b>1.</b> Understand the health and safety issues in relation to dry stone walling	<b>1.1</b> Name the relevant and current legislation <b>1.2</b> Name three items of PPE (Personal Protective Equipment) and state why they are important <b>1.3</b> Give reasons for not breaking small stones in the hand <b>1.4</b> Give a reason to avoid working in very wet conditions <b>1.5</b> Identify why a clear gap should be kept between the wall and walling material
<b>2.</b> Know a range of hand tools used for walling and how to care for them	<b>2.1</b> Identify a walling hammer, sledge hammer, lump hammer, iron bar, mattock or pick <b>2.2</b> Identify the importance of sharp, correct tools



	<b>2.3</b> Identify why tools should be cleaned
<b>3.</b> Understand the history and general principles of dry stone walling	<b>3.1</b> Indicate where materials were originally gathered from to build dry stone walls <b>3.2</b> Name two uses of dry stone walls <b>3.3</b> State two reasons why walls are left derelict or pulled down
<b>4.</b> Know the characteristics of dry stone walling reflecting geology	<b>4.1</b> State the characteristics of the local style of dry stone wall <b>4.2</b> Identify if the local style is coursed or random <b>4.3</b> Name one regional dry stone wall
<b>5.</b> Know how to deal with faults in dry stone walls and about gapping and stripping down	<b>5.1</b> Identify what to do where there are faults in a fallen wall <b>5.2</b> Identify the types of stone that are taken out <b>5.3</b> State the importance of recovering all stone from the wall
<b>6.</b> Know the technical elements of how a dry stone wall is made up	<b>6.1</b> Identify two types of stones used in building / re-building (coping, through, building, foundation) <b>6.2</b> Name a common walling stone <b>6.3</b> State the importance of sound foundations <b>6.4</b> State the importance of reviewing work undertaken
<b>7.</b> Know about removing vegetation	<b>7.1</b> Indicate the benefit of removing vegetation before rebuilding a dry stone wall

<b>8.</b> Know different features of a dry stone wall	<b>8.1</b> Name two dry stone wall features
<b>9.</b> Understand the wildlife value of dry stone walls	<b>9.1</b> Give two benefits of dry stone walls to wildlife
<b>10.</b> Know the benefits of walls versus banks, hedges and fences	<b>10.1</b> Give three reasons why walls may be more beneficial than banks or hedges  <b>10.2</b> Give three reasons why walls may be more beneficial than fences
<b>11.</b> Understand the use of concrete and mortar	<b>11.1</b> Identify the reasons concrete or mortar are sometimes used  <b>11.2</b> State two drawbacks of using mortar in dry stone walls
<b>12.</b> Know how to prevent decay of stonework	<b>12.1</b> State the reason for allowing stone to "weather" a frost before using it in a wall

# Supporting Unit Information

## K/502/4442 Introduction to dry stone walling – Level 1

### **Indicative Content**

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

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

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

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

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

### **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With Identifying the Presence Of, And Controlling Common Pests and Diseases

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<b>Unit Reference</b>	<b>M/502/4023</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	Completion of this unit will enable the candidate to assist with identifying and controlling pests and diseases in intensive cropping situations. It may be carried out outdoors or in protected environments
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with identifying the presence of common pests and diseases	<b>1.1</b> Observe the crop/plants in accordance with instructions  <b>1.2</b> Report the presence and extent of common pests and diseases
<b>2.</b> Be able to assist with controlling common pests and diseases	<b>2.1</b> Carry out cultural or biological control methods in accordance with instructions  <b>2.2</b> Perform work in a manner which minimises environmental damage  <b>2.3</b> Report problems arising during pest and disease control  <b>2.4</b> Dispose of waste safely in accordance with instructions and relevant legal requirements
<b>3.</b> Be able to work safely	<b>3.1</b> Maintain health and safety of self and others

## Supporting Unit Information

### **M/502/4023 Assist with identifying the presence of, and controlling common pests and diseases – Level 1**

#### **Indicative Content**

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

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

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

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

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

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

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#### **Methods Of Assessment**

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

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

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- Pictorial identifications



- Letters / emails seeking clarification / confirmation of understanding
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### **Additional Information**

See Skills and Education Group Awards website for further information.

# Principles of Identifying the Presence Of, And Controlling Common Pests and Diseases

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<b>Unit Reference</b>	<b>T/502/4024</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	Completion of this unit will enable the candidate to assist with identifying and controlling pests and diseases in intensive cropping situations. It may be carried out outdoors or in protected environments
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Know how to identify common pests and diseases	<b>1.1</b> Respond to instructions and procedures relating to the observation of pests and diseases  <b>1.2</b> State the effect of pests and diseases upon a crop  <b>1.3</b> List the types of pests and diseases that may be present  <b>1.4</b> State to whom the presence of pests and diseases should be reported
<b>2.</b> Know how to control common pests and diseases	<b>2.1</b> State ways in which environmental damage can be minimised  <b>2.2</b> State which problems should be reported; to whom they should be reported; and when this should be done

	<b>2.3</b> State safe methods of disposing of waste and unused materials
<b>3.</b> Know how to work safely	<b>3.1</b> List working methods which maintain the health and safety of self and others  <b>3.2</b> State the health and safety risks involved in the observation and control of pests and diseases

# Supporting Unit Information

## **T/502/4024 Principles of identifying the presence of, and controlling common pests and diseases – Level 1**

### **Indicative Content**

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### **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.

## Sow Seed Outdoors Using a Pedestrian Operated Machine

<b>Unit Reference</b>	<b>H/600/0294</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	This unit includes the knowledge, understanding and skills needed to prepare for and sow seed outdoors using a pedestrian operated machine, to provide immediate aftercare and clear up after the sowing operations is complete
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to sow seed outdoors using a pedestrian operated machine	<b>1.1</b> Identify and wear appropriate protective clothing  <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others  <b>1.3</b> Organise tools and materials before use  <b>1.4</b> Identify and mark out area to be sown as instructed  <b>1.5</b> Remove any unnecessary debris from the area and carry out any final levelling of the surface
<b>2.</b> Be able to prepare a pedestrian operated machine for use	<b>2.1</b> Check cleanliness and operation of machine before use under guidance

	<p><b>2.2</b> Identify type and size of seed to be sown and assist to calibrate machine appropriately</p> <p><b>2.3</b> Place seed in machine as instructed</p>
<p><b>3.</b> Be able to sow seed outdoors using a pedestrian operated machine and provide immediate aftercare to the sown area</p>	<p><b>3.1</b> Sow seed accurately in marked out drills or strips under guidance</p> <p><b>3.2</b> Label drill/area sown, type of seed and date of sowing as directed</p> <p><b>3.3</b> Remove marking pegs and lines etc and firm drills or lightly rake the area sown as directed</p> <p><b>3.4</b> Provide protection for area sown from birds or human disturbance under guidance</p> <p><b>3.5</b> Water sown area appropriately as instructed</p>
<p><b>4.</b> Be able to clear up after sowing</p>	<p><b>4.1</b> Clean and store tools, equipment and machine after use under guidance</p> <p><b>4.2</b> Clear and tidy the work site after use disposing of debris as instructed</p>



# Supporting Unit Information

## H/600/0294 Sow seed outdoors using a pedestrian operated machine – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Evidence Of Achievement**

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- Observation reports
- Oral/written questions and answers
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Planting and Staking a Tree

<b>Unit Reference</b>	<b>Y/600/0292</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	This unit includes the knowledge, understanding and skills needed to prepare for and plant a tree; provide immediate aftercare and clear up after the planting operation is over
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant a tree	<b>1.1</b> Identify and wear appropriate protective clothing  <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others  <b>1.3</b> Organise tools and materials before use  <b>1.4</b> Carefully remove tree from bundle or pot  <b>1.5</b> Prepare tree for planting as instructed
<b>2.</b> Be able to plant and stake a tree and provide immediate aftercare	<b>2.1</b> Dig planting hole to required depth and width as instructed  <b>2.2</b> Place tree in hole as instructed  <b>2.3</b> Add backfill, compost or fine soil to cover first third of roots and consolidate as instructed

	<p><b>2.4</b> Check tree is straight and adjust if necessary</p> <p><b>2.5</b> Complete backfilling to just below trunk flare and consolidate as instructed</p> <p><b>2.6</b> Position and drive in stake under guidance</p> <p><b>2.7</b> Secure tree to stake and fit protective tubing as instructed</p>
<p><b>3.</b> Be able to clear up after planting and staking a tree</p>	<p><b>3.1</b> Clean and store tools and equipment after use under guidance</p> <p><b>3.2</b> Clear and tidy the planting area disposing of debris as instructed</p>

# Supporting Unit Information

## Y/600/0292 Planting and staking a tree – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### **Evidence Of Achievement**

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### **Additional Information**

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## Maintain the Safety of Self and Others in the Workplace

<b>Unit Reference</b>	<b>R/600/0291</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>46</b>
<b>Unit Summary</b>	This unit is designed to develop the knowledge, skills and understanding to ensure that health and safety becomes part of routine working practices; to build habits of working with regard for personal safety and that of others, and if an emergency does occur to know what to do and who to report to
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Know the current health and safety legislation and codes of practice that apply to own areas of work	<b>1.1</b> Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work  <b>1.2</b> Identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary
<b>2.</b> Understand the risks to health and safety in own area of work	<b>2.1</b> Give at least three examples of specific hazards in own work situation  <b>2.2</b> Identify who else might be affected by the hazards  <b>2.3</b> Outline what measures could be taken in own

	work situation to eliminate hazards or reduce the chance of them causing harm
<b>3.</b> Be able to prepare to work safely	<p><b>3.1</b> Select and wear appropriate protective clothing</p> <p><b>3.2</b> Clean and tidy the work area before starting work, taking immediate steps to reduce any hazards if identified</p> <p><b>3.3</b> Select and organise tools, materials and equipment before use</p> <p><b>3.4</b> Follow guidance/instructions to warn others that work is about to start and of any hazards this may cause</p>
<b>4.</b> Be able to work safely	<p><b>4.1</b> Follow safety procedures and/or training to ensure the health and safety of self and others</p> <p><b>4.2</b> Prepare and use equipment and/or materials safely and correctly as instructed</p> <p><b>4.3</b> Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate</p> <p><b>4.4</b> Follow guidance/instructions to minimise environmental damage during work</p>
<b>5.</b> Leave the work area in a safe condition	<p><b>5.1</b> Clear and tidy the work area after use</p> <p><b>5.2</b> Dispose of waste safely and correctly in a designated area as directed</p> <p><b>5.3</b> Clean and store tools, equipment and PPE after use as directed</p>
<b>6.</b> Know what to do in emergencies	<b>6.1</b> State what actions to take in the event of two different types of emergency that might happen in own workplace

	<b>6.2</b> State who is responsible for dealing with each type of emergency and who and/or where to report to
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# Supporting Unit Information

## R/600/0291 Maintain the safety of self and others in the workplace – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know the current health and safety legislation and codes of practice that apply to own area of work***

##### **1.1 Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work**

e.g. Health and Safety at Work Act, Manual Handling Regulations, PUWER, and LOLER. Be responsible for one's own and others safety in the workplace, Ensure correct methods adopted for manual handling activities, ensure all tools are PUWER compliant, ensure all Lifting equipment is in date and compliant.

##### **1.2 Identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary**

e.g. to the person in charge, supervisor because it needs to be recorded in the accident book and to help to establish the cause and prevents a reoccurrence. It is also a legal requirement under HASAW Act.

#### ***Learning Outcome 2. Understand the risks to health and safety in own area of work***

##### **2.1 Give at least three examples of specific hazards in own work situation**

e.g. such as slips, trips, falls due to tools and equipment lying about, unguarded machinery, noise, dust, fumes, unstable loads, spillages, fire, being hit by moving vehicles and machinery.

##### **2.2 Identify who else might be affected by the hazards**

such as other workers, members of the public, and visitors to the site.

##### **2.3 Outline what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm**

such as undertake risk assessment, clear instructions, designated areas, signage in place correct selection of PPE. Tool box talks, Staff training and clear identification of any hazards and recording of them and notification to others who will be using or working in those areas and sections of industry.

#### ***Learning Outcome 3. Be able to prepare to work safely***

##### **3.1 Select and wear appropriate protective clothing**

Such as overalls, ear and eye protection, safety boots, gloves, hard hats and any specific PPE appropriate to individual tasks.

**3.2 Clean and tidy the work area before starting work taking immediate steps to reduce any hazards if identified** by ensuring the site is clear from obstructions, spillages etc, and erecting signs such as work in progress or do not enter or authorised personnel only. Erection of high visibility tape to identify areas of risk.

**3.3 Select and organise tools, materials and equipment before use** By identifying and selecting correct tools, materials and equipment for the task and ensuring stored tidily in designated areas e.g. the task could be cleaning work bench area. Area swept or wiped clean all waste disposed of in correct manner dependant on type (hazardous or non-hazardous). Area marked by signage to keep out unauthorised personnel. Correct PPE worn during task. Follow guidance / instructions to warn others that work is about to start and of any hazards this may cause. By verbal communications and erection of signs and undertaking risk assessment, refer to LO 2.3.

***Learning Outcome 4. Be able to work safely***

**4.1 Follow safety procedures and/or training to ensure the health and safety of self and others** only undertake tasks you are trained or competent to undertake, selection of appropriate PPE and correct use of tools. Training could be in house training or certificated by external bodies against agreed national standards.

**4.2 Prepare and use equipment and/or materials safely and correctly as instructed** Refer to LO 3.3 and use equipment/materials only as instructed.

**4.3 Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate** Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice. Selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. Safety boots, overalls, gloves, Ear and eye protections, high visibility jackets. Adopt correct posture for safe manual handling. Travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, Bend the knees, get good grip (gloves) keep back straight, maintain spine curve by lifting head, Lift using thigh muscles, avoid jerking, Smooth lift, Keep load close to body and heaviest side to trunk. Correct pre-use checks undertaken to ensure safety of operator and equipment. Refer to HASAW act and Manual Handling Regulations.

**4.4 Follow guidance/instructions to minimise environmental damage during work** carry out all work activities in accordance with health and safety legislation, and codes of practice. Work activities carried out consistently with current legislation e.g. Health and Safety,

Environmental Protection and Waste Acts, COPs as applicable and additional requirements e.g. conservation areas (SSSI's, SAC's)  
.Dispose of any waste in appropriate and suitable containers.

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

- 5.1 Clear and tidy the work area after use** Refer to LO 3.2 and restore workplace to state of tidiness and store all tools in designated areas such as in workshop or lock up cabinets. Clear and store equipment, remove signs, return any equipment, machinery, and if relevant report any faults or damage to the person in charge.
- 5.2 Dispose of waste safely and correctly in a designated area as directed** Refer to LO4.4. Also ensure that waste is identified as hazardous or non-hazardous, non-organic or organic and disposed of in designated containers or areas which should be clearly defined and identifiable.
- 5.3 Clean and store tools, equipment and PPE after use as directed** Refer to LO 5.1 and ensure PPE stored in designated area and it is clean and left ready for use, tools stored in designated areas and equipment stored.

### ***Learning Outcome 6. Know what to do in emergencies***

- 6.1 State what actions to take in the event of two different types of emergencies that might happen in own workplace** e.g. such as a fire (evacuate the building and call fire brigade). Electric Shock isolate power and deal with casualty –call for aid). Fuel spill (stop at source, clear and clean up area, dispose of any waste materials). Faulty equipment/machinery (stop work, take out of use, label and report to person in charge).
- 6.2 State who is responsible for dealing with each type of emergency and who and / or where to report to** Such as only deal with emergencies you are trained to deal with or are capable of dealing with without further endangering persons. Report to person in charge or designated first aider.

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

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## Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

## Minimum requirements when assessing this unit

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

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

## Evidence Of Achievement

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

- Product evidence
- Observation reports
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- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment

- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Contribute To the Preparation of Forest and Woodland Sites

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<b>Unit Reference</b>	<b>K/600/0491</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>36</b>
<b>Unit Summary</b>	Learners will contribute to the preparation of forest and woodland sites for the successful planting and establishment of suitable trees. This will include the selection, suitability and recognition of trees for a range of sites. The sustainability of ground flora and fauna should be a key feature of this topic
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to use and maintain equipment safely, effectively and efficiently	<b>1.1</b> Identify relevant equipment and materials which can be used for clearing and cultivating a suitable site  <b>1.2</b> Use each appropriately, safely and effectively  <b>1.3</b> Maintain equipment and materials identified in so that they are fit for use
<b>2.</b> Be able to carry out clearance and cultivation of the site safely and effectively	<b>2.1</b> Demonstrate windrowing and screefing on a wooded site  <b>2.2</b> Use work methods that minimise unwanted environmental impact during clearance and cultivation of a forest or wooded site

	<p><b>2.3</b> Identify ground flora and fauna, that should be preserved when clearing a site, and state for each how damage is prevented</p> <p><b>2.4</b> State how pollution can be avoided when clearing and cultivating a site and, if it occurs, carry out appropriate measures for its counteraction</p> <p><b>2.5</b> Dispose of waste appropriately</p>
<p><b>3.</b> Be able to name a variety of trees and what constitutes suitable growing sites for each</p>	<p><b>3.1</b> Identify, in any combination, a total of eight coniferous and broadleaved tree species. Identify suitable planting sites for individual trees</p> <p><b>3.2</b> State the effects of competition on an establishing crop</p>
<p><b>4.</b> Know about own responsibility under health and safety, environmental and conservation legislation</p>	<p><b>4.1</b> Carry out work activities in accordance with health and safety legislation and environmental good practice</p> <p><b>4.2</b> Initiate and maintain effective communication</p> <p><b>4.3</b> State the role of self in work systems and procedures whilst carrying out tasks relating to this unit</p> <p><b>4.4</b> Take appropriate action when unexpected circumstances arise</p>

# Supporting Unit Information

## K/600/0491 Contribute to the preparation of forest and woodland sites – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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- Product evidence
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- Oral/written questions and answers
- Reports/notes
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- Witness statements
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- Site risk assessment
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Identify Flowers, Foliages and Plants

<b>Unit Reference</b>	<b>A/502/5093</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is concerned with the identification of flowers, foliages and pot plants. It enables the learner to be aware of the variety of materials available to the commercial florist and horticulturalist. Identification can be either written or verbal. Learners should also be encouraged to learn 'cultivar' or 'variety' names where appropriate, but these will not be assessed
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to identify cut flowers and foliages	<b>1.1</b> Identify flowers and foliages for commercial use  <b>1.2</b> List a range of seasonal flowers commercially available in <ul style="list-style-type: none"> <li>• Spring</li> <li>• Summer</li> <li>• Autumn</li> </ul>
<b>2.</b> Be able to identify potted plants	<b>2.1</b> Identify flowering and foliage pot plants  <b>2.2</b> State the normal season of availability for a range of flowering and foliage pot plants

# Supporting Unit Information

## A/502/5093 Identify flowers, foliages and plants – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to identify cut flowers and foliages***

**1.1 Identify flowers and foliages for commercial use** Discuss both botanical and common names for flowers and foliages e.g. Arachnoides adiantiformis / leatherleaf. Carry out practical identification tests showing knowledge of colour/names

**1.2 List a range of seasonal flowers commercially available in: Spring, Summer, Autumn** Identify a range of materials available from different seasons e.g. tulips, larkspur, phasalis

#### ***Learning Outcome 2. Be able to identify potted plants***

**2.1 Identify flowering and foliage pot plants** Discuss both botanical and common names of common plants where appropriate

**2.2 State the normal season of availability for a range of flowering and foliage pot plants** Identify a range of plants available to the florist and be aware of the seasons available e.g. cyclamen, pot mum chrysanthemum

### 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.

## Produce Planted Designs

<b>Unit Reference</b>	<b>D/502/5104</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit enables learners to gain knowledge and develop skills in the preparation and production of planted designs
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Prepare to produce planted designs	<b>1.1</b> Prepare containers <b>1.2</b> Prepare pot plants <b>1.3</b> Work in a way which complies with health and safety legislation, including PPE <b>1.4</b> List tools and equipment required to produce a planted design <b>1.5</b> Describe a range of containers and composts suitable for planted designs <b>1.6</b> List common plants and bulbs which are poisonous or irritant
<b>2.</b> Produce planted designs	<b>2.1</b> Pot up an individual plant or bulb <b>2.2</b> Plant up a bowl or basket of mixed flowering and foliage plants to a suitable spacing and depth

	<p><b>2.3</b> State the moisture requirements of completed designs</p> <p><b>2.4</b> List decorative finishes for planted designs and checks to be made on completion</p>
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# Supporting Unit Information

## D/502/5104 Produce planted designs – Level 1

### Indicative Content

#### ***Learning Outcome 1. Prepare to produce planted designs***

- 1.1 Prepare containers** is the container of sufficient size e.g. for the amount of plants to go in it, make sure that it is waterproof.
- 1.2 Prepare pot plants** Make sure that you groom the plants correctly, e.g. make sure that there are no pests and diseases, no broken heads, watered sufficiently.
- 1.3 Work in a way which complies with health and safety legislation, including PPE** Wear appropriate clothing, closed toe shoes, apron, gloves and mask as appropriate. Lift correctly, work in a tidy manner. Wash hands when completed.
- 1.4 List tools and equipment required to produce a planted design** the tools that would be used are trowel, containers, compost, top dressing e.g. moss etc.
- 1.5 Describe a range of containers and composts suitable for planted designs** to include bulb fibre, houseplant compost, multipurpose compost and specific compost like orchid compost. The types and sizes of containers that are available like galvanised, pottery, plastic, and terracotta.
- 1.6 List common plants and bulbs which are poisonous or irritant** be aware of different flowering and foliage plants to include poinsettia, solanum, dieffenbachia and the reactions that may occur e.g. rashes. Bulbs that can be poisonous can include daffodils, hyacinths.

#### ***Learning Outcome 2. Produce planted designs***

- 2.1 Pot up an individual plant or bulb** selecting a suitable container, e.g. is it large enough to allow growth. Groom plant and add sufficient amount of suitable medium e.g. bulb fibre. Firm in and dress top of pot.
- 2.2 Plant up a bowl or basket of mixed flowering and foliage plants to a suitable spacing and depth** Ensure that the size of the container is suitable e.g. big enough to allow growth, make sure that the plants are compatible e.g. will they growth happily alongside each other at a similar growth, finish and dress accordingly.
- 2.3 State the moisture requirements of completed designs** be aware of different watering requirements e.g. do they like it wet/drier.

**2.4 List decorative finishes for planted designs and checks to be made on completion** be aware of the different types of finish and its suitability to the occasion e.g. moss, slate chippings, gravel, sisal. Make sure that the plants are firmed in and watered sufficiently.

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

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### **Methods Of Assessment**

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### **Additional Information**

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## Assemble Basic Floral Designs

<b>Unit Reference</b>	<b>J/502/5114</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit enables learners to gain knowledge and the practical skills to prepare and construct basic floral designs
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Prepare and construct basic designs	<b>1.1</b> Prepare materials for designs <b>1.2</b> Assemble materials for designs <b>1.3</b> Package designs <b>1.4</b> State materials required and how to assemble tied designs <b>1.5</b> State how to construct designs in a medium <b>1.6</b> State how to construct a wired design
<b>2.</b> Recognise gift wrapping materials and ancillary items	<b>2.1</b> Recognise and use gift wrapping materials and ancillary items <b>2.2</b> List materials for gift wrapping, including decorative bows

	<p><b>2.3</b> List ancillary items which can be added to gift-wrapped designs</p> <p><b>2.4</b> State why the work area should be kept clean and tidy when gift wrapping</p>
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# Supporting Unit Information

## J/502/5114 Assemble basic floral designs – Level 1

### Indicative Content

#### ***Learning Outcome 1. Prepare and construct basic designs***

- 1.1 Prepare materials for designs** be aware of the importance of correct preparation of materials and mediums e.g. container, foam. Follow H&S procedures e.g. safe lifting.
- 1.2 Assemble materials for designs** Follow correct procedure of assembly, e.g. use correct materials according to requirements, work to a good timescale, and apply principles of design applicable to required design.
- 1.3 Package designs** Use appropriate wrapping materials e.g. tissue, cello, boxes etc.
- 1.4 State materials required and how to assemble tied designs** be aware of a range of materials suitable for hand tied designs, be fully aware of suitable construction techniques and principles and elements of design, e.g. spiralling of stems. The proportion and balance aspects are very important e.g. focal flowers, secondary materials, foliage and wrapping materials needed.
- 1.5 State how to construct designs in a medium** be able to construct designs, using correct amount of medium and apply principles of design e.g. profile, recession etc.
- 1.6 State how to construct a wired design** be able to construct designs to required standards, ensuring that the correct wire gauges are used and all wires concealed e.g. using parafilm/guttacol.

#### ***Learning Outcome 2. Recognise gift wrapping materials and ancillary items***

- 2.1 Recognise and use gift wrapping materials and ancillary items** Be aware of a range of suitable gift wrapping materials that can be used, e.g. cello, ribbons, boxes etc. Ancillary items to include flower food, care card.
- 2.2 List materials for gift wrapping, including decorative bows** compile a collage of different gift wrapping materials e.g. showing awareness of different ribbons commonly used, fabric wrap, tissue paper, cellophane etc.
- 2.3 List ancillary items which can be added to gift-wrapped designs** Compile a collage of different ancillary items commonly used e.g. care card, decorative picks/jewels etc.

**2.4 State why the work area should be kept clean and tidy when gift wrapping** Compile a check list/risk assessment of the work are to be followed when constructing practical work e.g. tidying up, disposing of waste etc.

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

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### **Methods Of Assessment**

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### **Additional Information**

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## Carry Out Basic Floristry Tasks

<b>Unit Reference</b>	<b>T/502/5092</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit enables learners to gain knowledge and develop skills in the care and preparation of fresh materials. It also provides the opportunity to assist with displays
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Follow instructions for checking, unpacking and conditioning deliveries of fresh materials	<p><b>1.1</b> Identify materials listed on a delivery note, check qualities and quantities are correct and report any damage/ discrepancies</p> <p><b>1.2</b> Using safe handling techniques and appropriate tools and equipment, prepare containers and receive, unpack and condition fresh materials</p> <p><b>1.3</b> List the information to be found on a delivery note and the wholesale quantities for a range of commonly used flowers</p> <p><b>1.4</b> List signs that would indicate materials are of a poor quality</p> <p><b>1.5</b> State why it is necessary to keep containers clean and disinfected</p>

	<p><b>1.6</b> Describe safe handling techniques for hazardous materials or equipment</p> <p><b>1.7</b> State why the correct conditioning methods for cut flowers should be followed</p> <p><b>1.8</b> State the health and safety precautions involved in basic floristry tasks</p>
<p><b>2.</b> Follow instructions and carry out stock rotation procedures</p>	<p><b>2.1</b> Carry out stock rotation procedures in a way which complies with health and safety legislation, including PPE</p> <p><b>2.2</b> Store fresh materials until required</p> <p><b>2.3</b> Identify and remove mature, damaged or poor quality fresh materials unfit for sale and record wastage</p> <p><b>2.4</b> Display fresh materials in the shop or sales area</p> <p><b>2.5</b> State how to set up and maintain a display of fresh materials</p> <p><b>2.6</b> State the features that would indicate stock is not fit for sale</p> <p><b>2.7</b> List the information required on a wastage record</p>

# Supporting Unit Information

## T/502/5092 Carry out basic floristry tasks – Level 1

### Indicative Content

#### ***Learning Outcome 1. Follow instructions for checking, unpacking and conditioning deliveries of fresh materials***

##### **1.1 Identify materials listed on a delivery note, check qualities and quantities are correct and report any damage/ discrepancies**

Be able to correctly identify materials on wholesaler note, carry out checks to stock to check quality/quantity e.g. be aware of botanical/common names, bunch sizes available, the correct standards required.

##### **1.2 Using safe handling techniques and appropriate tools and equipment, prepare containers and receive, unpack and condition fresh materials**

Follow safe lifting and handling techniques, be aware of appropriate tools / equipment to include scissors, knife, secateurs e.g. be able to recognise clean buckets and the use of flower food in buckets, correct conditioning methods e.g. singeing, submerging.

##### **1.3 List the information to be found on a delivery note and the wholesale quantities for a range of commonly used flowers**

be aware of info to be found to include name/description of materials, bunch sizes, botanical and common names, prices, VAT. Discuss the bunch sizes and quantities that the materials commonly arrive in e.g. carnations avail in 20s or 25s.

##### **1.4 List signs that would indicate materials are of a poor quality**

Carry out inspections of incoming stock and be aware of indicators of poor quality e.g. wilting foliage, soft petals. Draw up a stock control check.

##### **1.5 State why it is necessary to keep containers clean and disinfected**

Discuss the importance of keeping water and containers clean and discuss techniques of doing so e.g. look at different products available to maintain good hygiene.

##### **1.6 Describe safe handling techniques for hazardous materials or equipment**

Discuss safe handling techniques e.g. wash hands afterwards and what PPE should be used e.g. gloves, masks.

##### **1.7 State why the correct conditioning methods for cut flowers should be followed**

Explain the different methods available according to the stem type e.g. singeing, submerging.

**1.8 State the health and safety precautions involved in basic floristry tasks** discuss safe handling of fresh materials and safe movement/carrying/lifting of materials e.g. lift correctly, good use of PPE.

***Learning Outcome 2. Follow instructions and carry out stock rotation procedures***

**2.1 Carry out stock rotation procedures in a way which complies with health and safety legislation, including PPE** Draw up a stock rotation plan stating the H&S and PPE to be used/followed.

**2.2 Store fresh materials until required** be aware of correct/appropriate storage requirements of a range of different common materials e.g. out of draughts and direct sunlight/cool room.

**2.3 Identify and remove mature, damaged or poor quality fresh materials unfit for sale and record wastage** Follow a stock rotation plan correctly, fill in a waste report and the benefits of doing so, e.g. monitoring stock sales/ wastage to help good buying.

**2.4 Display fresh materials in the shop or sales area** Follow stock rotation plan/principles and the importance of labelling and pricing stock in line with relevant legislation e.g. sale of goods act.

**2.5 State how to set up and maintain a display of fresh materials** Be aware of the display requirements and how the display can be improved e.g. colour coding stock

**2.6 State the features that would indicate stock is not fit for sale** discuss the signs of aging in a variety of stock, the importance of monitoring and rotating stock e.g. wilting and soft stems, petals etc.

**2.7 List the information required on a wastage record** Explain/ understand the stock rotational principle and info needed to improve buying e.g. date, quantity disposed of, name of material etc.

**Teaching Strategies And Learning Activities**

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**Methods Of Assessment**

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted



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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Produce and Maintain Shop Displays

<b>Unit Reference</b>	<b>Y/5402/5098</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit introduces the learners to planning and creating shop displays. The unit also enables learners to develop skills associated with maintaining shop displays
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.5)</b> <b><i>The learner can</i></b>
<b>1.</b> Plan and prepare for a shop display	<b>1.1</b> Sketch and plan a display <b>1.2</b> Prepare an area for display <b>1.3</b> State why a display plan is used <b>1.4</b> List the factors to consider when constructing displays to include safety and security <b>1.5</b> State the reasons for keeping displays stocked
<b>2.</b> Create a shop display	<b>2.1</b> Work in a way which complies with health and safety legislation, including PPE to create shop displays <ul style="list-style-type: none"> <li>• install props and bases</li> <li>• position stock with prices and labels</li> </ul> <b>2.2</b> State the requirements for making a display <ul style="list-style-type: none"> <li>• props</li> </ul>

	<ul style="list-style-type: none"> <li>• sundries</li> <li>• signage</li> <li>• effective use of height and space</li> </ul> <p><b>2.3</b> State the methods for labelling and pricing goods and reasons for clear pricing of goods for sale</p>
<b>3.</b> Maintain and dismantle shop displays	<p><b>3.1</b> Maintain the display</p> <ul style="list-style-type: none"> <li>• check stock levels</li> <li>• gather new stock</li> <li>• replenish stock</li> </ul> <p><b>3.2</b> Dismantle displays working in a way which complies with health and safety legislation, including PPE</p> <p><b>3.3</b> State the reasons for keeping displays stocked</p> <p><b>3.4</b> List the problems that may occur in maintaining a display</p> <p><b>3.5</b> List the points to consider when dismantling a display</p>

# Supporting Unit Information

## Y/5402/5098 Produce and maintain shop displays – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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- Product evidence
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- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Carry Out Tractor Operations

<b>Unit Reference</b>	<b>K/502/5140</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the principles and practices of the procedures for operating a tractor effectively under a range of conditions
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
<b>1.</b> Prepare a tractor and trailer for use	<b>1.1</b> Carry out pre-start checks and adjustments and make a tractor ready for use  <b>1.2</b> Attach a trailer to the tractor safely and securely  <b>1.3</b> Carry out work activities in accordance with health and safety procedures and leave the tractor and trailer in a suitable condition for future use  <b>1.4</b> State how to comply with current health and safety legislation in relation to the preparation and use of tractors and equipment  <b>1.5</b> State the legal restrictions for operating a tractor and trailer
<b>2.</b> Operate a tractor and trailer	<b>2.1</b> Identify the controls and their use

	<p><b>2.2</b> Carry out manoeuvres of the vehicle and equipment safely and efficiently</p> <p><b>2.3</b> Carry out post operation procedures safely</p> <p><b>2.4</b> State the information to be found on the instrument panel and correct settings when the tractor is running normally</p> <p><b>2.5</b> List hazards which may be encountered when operating a tractor and the action to take</p> <p><b>2.6</b> State the effects of weather and ground conditions on vehicle operation</p> <p><b>2.7</b> State the action to take in the event of an incident which affects the health and safety of self and others</p>
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# Supporting Unit Information

## K/502/5140 Carry out tractor operations – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Introduction to Crop Systems

<b>Unit Reference</b>	<b>Y/502/5134</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	Agriculture encompasses a range of enterprises with both livestock and arable farms involved in the production of different crops involving various techniques. This unit provides an introduction into chosen cropping systems
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Identify soil types and perform simple soil tests	<b>1.1</b> Identify light, medium and heavy soil types <b>1.2</b> Carry out simple soil tests, including pH <b>1.3</b> List the basic characteristics of light, medium and heavy soils, and essential features of their management <b>1.4</b> State the tilth requirements for sowing most agricultural crops and the mechanical cultivations that are commonly used <b>1.5</b> State why the correct tilth, level and consolidation are important <b>1.6</b> State the soil/weather conditions when it is not appropriate for cultivations

	<p><b>1.7</b> List the basic health and safety precautions required for mechanical cultivation of land for sowing with agricultural crops</p>
<p><b>2.</b> Identify a range of crops, common weeds and crop diseases</p>	<p><b>2.1</b> Identify a range of crops, from vegetative growth, seed heads and seeds</p> <p><b>2.2</b> Identify common weeds and their control measures for selected crops</p> <p><b>2.3</b> Identify the common diseases and their control measures for selected crops</p> <p><b>2.4</b> List the harmful effects of weeds and diseases</p>
<p><b>3.</b> Produce crop calendars for named crops</p>	<p><b>3.1</b> Produce basic crop calendars for named crops showing key husbandry features</p> <p><b>3.2</b> Assist with harvesting and storage checks necessary to maintain product quality</p> <p><b>3.3</b> State the factors affecting product quality during storage</p>

# Supporting Unit Information

## Y/502/5134 Introduction to crop systems – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Principles of Maintaining the Health of Extensive Crops

<b>Unit Reference</b>	<b>K/502/4747</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe the monitoring of crops for health, condition and problems, whom to report the status to and the control unwanted vegetation (weeds, excessive growth) by hand or machine
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to monitor the health of extensive crops	<b>1.1</b> Give reasons for monitoring crops <b>1.2</b> State indications of healthy crop growth <b>1.3</b> Identify common types of pests, weeds and diseases <b>1.4</b> Identify the presence of common pests and diseases <b>1.5</b> State to whom problems with the crops should be reported
<b>2.</b> Know how to control unwanted vegetation	<b>2.1</b> State methods of maintaining the equipment in a fit state for use

	<p><b>2.2</b> State correct methods of using equipment and materials</p> <p><b>2.3</b> Give reasons for removing unwanted vegetation</p> <p><b>2.4</b> State types of unwanted vegetation and how to identify them</p> <p><b>2.5</b> State relevant health and safety legislation in relation to removing unwanted vegetation</p> <p><b>2.6</b> State ways of minimising environmental damage during work activities</p>
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# Supporting Unit Information

## K/502/4747 Principles of maintaining the health of extensive crops – Level 1

### Indicative Content

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

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

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### 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**

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## Assist With Maintaining the Health of Extensive Crops

<b>Unit Reference</b>	<b>M/502/4748</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to monitor crops for health, condition and problems and report the status to the supervisor; the candidate will also be able to control unwanted vegetation (weeds, excessive growth) by hand or machine. All work will take place in a supervised context
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to monitor the health of extensive crops	<b>1.1</b> Monitor crops effectively in accordance with instructions  <b>1.2</b> Recognise problems with crops and report them promptly to the appropriate person
<b>2.</b> Be able to control unwanted vegetation, under supervision	<b>2.1</b> Maintain equipment in a safe and effective condition throughout  <b>2.2</b> Recognise and remove unwanted vegetation in accordance with instructions using the appropriate equipment and materials
<b>3.</b> Be able to work safely	<b>3.1</b> Maintain the health and safety of self and others throughout the process  <b>3.2</b> Carry out their work in a way which minimises environmental damage

# Supporting Unit Information

## M/502/4748 Assist with maintaining the health of extensive crops – Level 1

### Indicative Content

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

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### 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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### **Additional Information**

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## Assist With Harvesting and Preparing Crops

<b>Unit Reference</b>	<b>L/502/4742</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to assist with harvesting and preparing crops, by hand or machine. All work will take place in a supervised context
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with harvesting crops	<b>1.1</b> Maintain equipment in a safe and effective condition  <b>1.2</b> Use harvesting methods in accordance with instructions  <b>1.3</b> Handle harvested crops in a way which minimises short and long term damage  <b>1.4</b> Report any problems which arise during harvesting promptly to the appropriate person  <b>1.5</b> Maintain the appropriate levels of hygiene at all times in accordance with instructions
<b>2.</b> Be able to prepare crops	<b>2.1</b> Maintain and use equipment in a safe and effective condition throughout  <b>2.2</b> When required prior to despatch store crops in accordance with instructions

	<p><b>2.3</b> Prepare the harvested crop in accordance with instructions</p> <p><b>2.4</b> Dispose of both organic and inorganic waste from preparation</p>
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Maintain the health and safety of self and others throughout</p> <p><b>3.2</b> Carry out their work in a manner which minimises environmental damage</p>

# Supporting Unit Information

## L/502/4742 Assist with harvesting and preparing crops – Level 1

### Indicative Content

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

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Principles of Harvesting and Preparing Crops

<b>Unit Reference</b>	<b>Y/502/4744</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe the harvesting and preparing of crops, by hand or machine
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Know how to harvest crops	<b>1.1</b> State the maintenance and use of equipment to harvest crops  <b>1.2</b> Give reasons for the method of harvesting  <b>1.3</b> State methods of handling crops in order to minimise damage  <b>1.4</b> State problems which may arise during harvesting and to whom these should be reported  <b>1.5</b> State how to maintain quality during operations  <b>1.6</b> State the levels of hygiene necessary in relation to operations
<b>2.</b> Know how to prepare crops	<b>2.1</b> State maintenance and use of equipment for preparation of crops

	<p><b>2.2</b> Give a reason for rejecting a crop</p> <p><b>2.3</b> Give reasons for preparing the harvested crop</p> <p><b>2.4</b> State common problems and to whom they should be reported</p>
<b>3.</b> Know how to work safely	<p><b>3.1</b> State correct methods for disposing of waste</p> <p><b>3.2</b> State health and safety requirements in relation to the preparation of harvested crops and legislation</p> <p><b>3.3</b> State ways of minimising environmental damage during work activities</p>



# Supporting Unit Information

## Y/502/4744 Principles of harvesting and preparing crops – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Basic Preparation and Operation of a Tractor

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<b>Unit Reference</b>	<b>A/502/4607</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>63</b>
<b>Unit Summary</b>	The candidate will be able to prepare and operate a tractor in varied ground conditions and including the use of trailed and mounted implements. All work will take place in a supervised context and must meet appropriate health and safety requirements. Activities will not take place on public highways
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with the preparation of a tractor for operation	<b>1.1</b> Carry out pre-start checks and adjustments in accordance with procedures and in line with current and relevant legislation  <b>1.2</b> Check and adjust operator environment to meet personal requirements  <b>1.3</b> Fuel tractor ready for day's operation  <b>1.4</b> Confirm the vehicle is safe and ready for use  <b>1.5</b> Check the immediate work area for hazards and obstacles and take the appropriate action

<p><b>2.</b> Be able to operate a tractor</p>	<p><b>2.1</b> Check the immediate work area for hazards and take the appropriate action</p> <p><b>2.2</b> Start tractor in line with good practice</p> <p><b>2.3</b> Use the appropriate warning signals</p> <p><b>2.4</b> Conduct all movements of the tractor safely and as instructed</p> <p><b>2.5</b> Modify operating procedures to take into account any changes in weather and ground conditions, and types of terrain</p> <p><b>2.6</b> Deal with any hazards and obstacles encountered during the operation in accordance with standard practice</p> <p><b>2.7</b> Leave the vehicle safe after use and in a condition suitable to its future use</p> <p><b>2.8</b> Carry out all work activities in accordance with health and safety legislation, and codes of practice</p>
<p><b>3.</b> Be able to prepare and fit an attachment to a tractor</p>	<p><b>3.1</b> Confirm suitability of attachment as instructed</p> <p><b>3.2</b> Carry out pre-operational checks on attachments</p> <p><b>3.3</b> Check the immediate work area is suitable for fixing attachments and free from hazards and obstacles</p> <p><b>3.4</b> Fix attachment to tractor in line with instructions and good practice</p> <p><b>3.5</b> Ensure attachment is secure and safe</p>

<p><b>4. Operate a tractor with attachments</b></p>	<p><b>4.1</b> Check the immediate work area for hazards and take the appropriate action</p> <p><b>4.2</b> Conduct all movements of the tractor and attachment safely with due consideration to the type of attachment</p> <p><b>4.3</b> Modify operating procedures to take into account any changes in weather and ground conditions, and types of terrain</p> <p><b>4.4</b> Use tractor with attachments safely at all times</p> <p><b>4.5</b> Deal with any hazards and obstacles encountered during the operation in accordance with standard practice</p> <p><b>4.6</b> Report any faults and damage to the appropriate person</p> <p><b>4.7</b> Carry out all work activities in accordance with health and safety legislation, and codes of practice</p>
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# Supporting Unit Information

## A/502/4607 Assist with the basic preparation and operation of a tractor – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
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- Site risk assessment
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- Pictorial identifications
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### **Additional Information**

See Skills and Education Group Awards website for further information.

# Principles of Basic Preparation and Operation of a Tractor

<b>Unit Reference</b>	<b>T/502/4606</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to describe the operation of a tractor in varied ground conditions, including the use of trailed and mounted implements and appropriate health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.6)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare and operate a tractor for operation	<p><b>1.1</b> State the required pre-start checks and adjustments and the reasons for doing these</p> <p><b>1.2</b> List current and relevant health and safety in relation to the preparation and use of tractors</p> <p><b>1.3</b> Describe the use of appropriate warning signals and indicators and the length of time that these are displayed</p> <p><b>1.4</b> State types of hazards which may be encountered and how these should be dealt with</p> <p><b>1.5</b> State the capabilities of the vehicle and the expected efficiency of vehicle operation</p> <p><b>1.6</b> Give the reasons why the vehicle should be left in a condition suitable for future use</p>

	<p><b>1.7</b> List health and safety legislation, and codes of practice in relation to the preparation and use of tractors</p> <p><b>1.8</b> State the capabilities of the vehicle and the expected efficiency of vehicle operation</p>
<p><b>2.</b> Know how to prepare and fit an attachment to a tractor</p>	<p><b>2.1</b> State required pre-operational checks for attachments</p> <p><b>2.2</b> List types of attachments and how they should be secured to the trailer</p> <p><b>2.3</b> State types of attachments that are safe for use with the tractor and those that are not</p> <p><b>2.4</b> State health and safety requirements in relation to tractor attachments</p>
<p><b>3.</b> Know how to operate a tractor with attachments</p>	<p><b>3.1</b> State the ways in which the vehicle should be manoeuvred</p> <p><b>3.2</b> Describe how different weather and ground conditions must be taken into account</p> <p><b>3.3</b> State types of hazards which may be encountered and how these should be dealt with</p> <p><b>3.4</b> State the capabilities of the tractor and its attachment</p> <p><b>3.5</b> State the reasons why faults and damage should be reported</p> <p><b>3.6</b> Describe health and safety legislation, and codes of practice in relation to the safe use of tractors and attachments</p>

# Supporting Unit Information

## T/502/4606 Principles of basic preparation and operation of a tractor – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Harvest Crops

<b>Unit Reference</b>	<b>F/502/4043</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The purpose of this unit is to provide Foundation Level learners with the opportunity to harvest a crop correctly and safely
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
<b>1.</b> Know about crops, weeds and diseases	<b>1.1</b> Identify the purpose of harvest <b>1.2</b> Identify a range of crops <b>1.3</b> Identify common weeds and diseases for a given crop <b>1.4</b> List the harmful effects of the identified weeds and diseases <b>1.5</b> Give examples of control measures for weeds and diseases
<b>2.</b> Know the tools used for harvesting crops and how to care for them	<b>2.1</b> Identify the tools to be used and how to use them <b>2.2</b> State why it is important to use the correct tools <b>2.3</b> State why it is important to clean tools

<p><b>3.</b> Know how to harvest a crop</p>	<p><b>3.1</b> Identify PPE (Personal Protective Equipment)</p> <p><b>3.2</b> Use harvesting methods in accordance with instructions; reporting any problems to the appropriate person</p> <p><b>3.3</b> Suggest reasons for the method of harvesting</p> <p><b>3.4</b> State a reason for rejecting an unsuitable crop</p> <p><b>3.5</b> State how to handle crops in order to minimise damage</p> <p><b>3.6</b> Handle the harvested crop in a way which minimises damage</p>
<p><b>4.</b> Recognise the importance of maintaining the site</p>	<p><b>4.1</b> Outline the correct methods for disposing of waste material and say why they are important</p> <p><b>4.2</b> Give two benefits of cleaning and tidying up the site</p> <p><b>4.3</b> Identify reasons why it is important to maintain health and safety and hygiene during harvesting</p>



# Supporting Unit Information

## F/502/4043 Harvest crops – Level 1

### **Indicative Content**

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

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

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

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

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

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

### **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Adopt Good Bio-Security Practices at Work

<b>Unit Reference</b>	<b>D/502/4051</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to assist with maintaining appropriate levels of bio-security in the workplace, including personal hygiene and correct selection and use of Personal Protective Equipment (PPE). All work will take place in a supervised context and must meet appropriate health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.11)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to adopt organisational requirements for bio-security	<b>1.1</b> Adopt the correct measures for bio-security on the site as instructed  <b>1.2</b> Follow the organisational cleaning and bio-security measures while on the site  <b>1.3</b> Wear suitable clothing and footwear at work as instructed  <b>1.4</b> Keep the work area tidy  <b>1.5</b> Use all the cleaning equipment correctly in accordance with organisational instructions  <b>1.6</b> Use chemicals according to instructions and correct health and safety precautions

	<p><b>1.7</b> Follow appropriate personal hygiene measures at work</p> <p><b>1.8</b> Maintain their own personal hygiene in accordance with organisational requirements</p> <p><b>1.9</b> Use and store all chemicals and equipment safely and correctly after use</p> <p><b>1.10</b> Recognise and report any signs of rodents or pests in the workplace</p> <p><b>1.11</b> Dispose of waste safely and correctly</p>
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# Supporting Unit Information

## D/502/4051 Adopt good bio-security practices at work – Level 1

### Indicative Content

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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### **Evidence Of Achievement**

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### **Additional Information**

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## Principles of Good Bio-Security Practices at Work

<b>Unit Reference</b>	<b>M/502/4099</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe appropriate levels of bio-security in the workplace, including personal hygiene and correct selection and use of Personal Protective Equipment, including appropriate health and safety requirements
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.11)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to adopt organisational requirements for bio-security	<b>1.1</b> State the correct hygiene measures required at work  <b>1.2</b> Give reasons for keeping the work area clean and hygienic  <b>1.3</b> State why personal hygiene is important, and what happens when measures are not followed as instructed  <b>1.4</b> List what Personal Protective Equipment (PPE) should be worn  <b>1.5</b> State methods for using cleaning equipment safely and correctly  <b>1.6</b> Describe why they need to use bio-security chemicals safely and correctly

	<p><b>1.7</b> State the standards of cleanliness and tidiness required at work</p> <p><b>1.8</b> State how to store equipment and chemicals</p> <p><b>1.9</b> List what warning signs are used and state what they mean</p> <p><b>1.10</b> State how to recognise the presence of rodents and to whom their presence should be reported</p> <p><b>1.11</b> State how to dispose of waste safely and correctly</p>
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# Supporting Unit Information

## M/502/4099 Principles of good bio-security practices at work – Level 1

### Indicative Content

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### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Principles of Preparing Sites and Planting Extensive Crops

<b>Unit Reference</b>	<b>K/502/4750</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe the site preparation and planting operations as applicable to the particular extensive cropping situation. Planting may involve seeds or plants, and may be by machine or hand
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare sites for planting extensive crops	<b>1.1</b> List the equipment and materials which are necessary for preparing the site  <b>1.2</b> State methods of maintaining this equipment and materials in a fit state for use  <b>1.3</b> State correct methods for using equipment and materials  <b>1.4</b> Give reasons for preparing the site
<b>2.</b> Know how to plant extensive crops	<b>2.1</b> State how seeds or plants should be transported and the reasons for this  <b>2.2</b> State methods of maintaining the equipment in a fit state for use

	<p><b>2.3</b> State correct methods of using equipment</p> <p><b>2.4</b> Give reasons for planting of crops at the correct time and season</p>
<p><b>3.</b> Know how to work safely</p>	<p><b>3.1</b> State the ways in which waste and environmental damage can be minimised</p> <p><b>3.2</b> Describe health and safety requirements in relation to the preparation of the site</p> <p><b>3.3</b> State the individual's responsibility for maintaining health and safety</p>

# Supporting Unit Information

## K/502/4750 Principles of preparing sites and planting extensive crops – Level 1

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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



The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With Preparing Sites and Planting Extensive Crops

<b>Unit Reference</b>	<b>T/502/4749</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>36</b>
<b>Unit Summary</b>	The candidate will be able to carry out site preparation and planting operations as applicable to the particular extensive cropping situation. Planting may involve seeds or plants, and may be by machine or hand. Work will be in a directed context
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with preparing sites for planting extensive crops	<b>1.1</b> Maintain equipment in a safe and effective condition throughout  <b>1.2</b> Use equipment and materials correctly, efficiently and safely throughout  <b>1.3</b> Prepare the site in accordance with instructions
<b>2.</b> Be able to plant extensive crops, under supervision	<b>2.1</b> Transport seeds or plants for planting effectively, efficiently and in accordance with instructions  <b>2.2</b> Maintain equipment in a safe and effective condition throughout

	<b>2.3</b> Carry out planting in accordance with instructions
<b>3.</b> Be able to work safely	<b>3.1</b> Maintain the health and safety of self and others throughout the process  <b>3.2</b> Minimise waste and environmental damage throughout

# Supporting Unit Information

## T/502/4749 Assist with preparing sites and planting extensive crops – Level 1

### Indicative Content

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

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

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

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

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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

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### **Evidence Of Achievement**

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- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Assist With the Movement and Handling of Farm Animals

<b>Unit Reference</b>	<b>L/600/0466</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to assist with the movement and handling of small animals and comply with health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with moving animals on a site	<p><b>1.1</b> Approach the animals calmly, confidently and in a way that is likely to minimise stress</p> <p><b>1.2</b> Assist with moving animals in accordance with instructions</p> <p><b>1.3</b> Assist with moving animals without damage to the health, safety and well-being of the animal or self during their work</p> <p><b>1.4</b> Help to settle the animals in the new location in accordance with instructions</p>
<b>2.</b> Be able to assist with handling animals	<p><b>2.1</b> Approach animals in accordance with instructions</p> <p><b>2.2</b> Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress</p>



	<p><b>2.3</b> Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment</p> <p><b>2.4</b> Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay</p> <p><b>2.5</b> Use handling methods, which are consistent with relevant legislation and codes of practice</p>
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# Supporting Unit Information

## L/600/0466 Assist with the movement and handling of farm animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Be able to assist with moving animals on a site***

**1.1 Approach the animals calmly, confidently and in a way that is likely to minimise stress** e.g. let animals see approach of handler(s), talk soothingly to animals during approach, avoid sudden or unpredictable movements, shouting, banging, flapping all of which make animals feel insecure, cause stress and may lead them to react in unexpected ways and make the job of moving them more difficult.

**1.2 Assist with moving animals in accordance with instructions.**  
Assist with catching animals for moving in tractor box/trailer - pigs/lambs or hand pushed barrow - piglets e.g. manoeuvre animals into confined area where they can be caught more easily, pick them up providing full support, place carefully in transport, do not overfill. Assist with droving animals e.g. take up positions, move or stop to influence animals to move in the desired direction without causing them stress. - All as instructed.

**1.3 Assist with moving animals without damage to the health, safety and well-being of the animal or self during their work.**  
Animal - Health - avoid practices that stress animals as increases susceptibility to disease e.g. overloading tractor box. Safety e.g. cover sharp corners/edges, remove tools - forks/brushes. Well-being e.g. avoid hitting/rough handling - injuries. Self - Health e.g. maintain personal hygiene - gloves to keep hands clean, cover cuts/scratches, and wash hands/face after moving operations. Safety e.g. wear appropriate PPE - safety boots with steel toe caps to protect feet if trodden on, dust mask if moving animals through straw bedding/dusty housing. Well-being e.g. manner and attitude - calm, not rushing.

**1.4 Help to settle the animals in the new location in accordance with instructions** e.g. young pigs - provide food, water and bedding, place bedding/heating in desired sleeping area, wet down and place dung in intended dunging area, ensure that feeders or toys are placed so that they do not cause disturbance in sleeping area.

## ***Learning Outcome 2. Be able to assist with handling animals***

**Approach animals in accordance with instructions** e.g. refer to LO1.1 and LO1.2

**2.1 Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress.** Promote co-operation e.g. when driving ensure way forward is clear of obstructions - tools/barrows, cover awkward areas such as slopes with straw, use food to draw animals in desired direction, manner e.g. refer to LO1.1.

Minimise possibility of distress e.g. remove frighteners - shadows, puddles, hoses, people standing in wrong position, refer to LO1.1.

**2.2 Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment** health and safety of animal and self-e.g. refer to LO1.3. Health and safety of other animals e.g. minimise mixing of pigs from different pens - fighting, ensure that sick animals are separated from healthy. Health and safety of people in environment e.g. inform others of animal movement activities, put up warning signs, ensure appropriate gates are opened/closed to avoid unexpected contact with animals.

**2.3 Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay.** Monitor behaviour e.g. animal moves slowly or races away, will not pass puddles/move down slope. Monitor response to handling e.g. animal is unpredictable, aggressive, gets very frightened/agitated when approached.

Report problems to appropriate person e.g. supervisor, more senior stockperson/manager and/or recipient stockperson. Method e.g. verbally, morning briefing meetings, add to risk assessment, chalk boards/other permanent records.

**2.4 Use handling methods, which are consistent with relevant legislation and codes of practice.** Health and Safety e.g. Health and Safety at Work Act - responsibility to ensure own health and safety - refer to LO1.3 and that of others who might be affected by own activities - refer to LO2.3. Animal Welfare Act e.g. responsibility not to cause unnecessary suffering to any animal - refer to LO1.1 and LO1.3, Duty of Care to animals - responsibility to take reasonable steps to ensure animal's needs are met e.g. refer to LO1.4. Codes of Practice - Codes of Recommendations for the Welfare of the livestock categories. The Five Freedoms e.g. LO1.3 - freedom from fear and distress.

## 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
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- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
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### **Additional Information**

See Skills and Education Group Awards website for further information.

# Principles of the Movement and Handling of Farm Animals

<b>Unit Reference</b>	<b>Y/600/0468</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to describe the movement and handling of small animals and relevant health and safety requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
<b>1.</b> Know how to move animals on a site	<p><b>1.1</b> State the correct methods of handling the animals concerned</p> <p><b>1.2</b> State normal and abnormal behaviour in the animals concerned</p> <p><b>1.3</b> State the normal pace or movement for the animals concerned</p> <p><b>1.4</b> State why it is important to approach animals in a calm manner which promotes confidence</p> <p><b>1.5</b> State the risks that there are when moving animals and how they can be minimised</p> <p><b>1.6</b> State how to settle animals in a new place, and why this is important</p> <p><b>1.7</b> State their responsibility under health and safety and animal welfare legislation</p>

<p><b>2.</b> Know how to handle animals</p>	<p><b>2.1</b> State how and where to obtain information about the temperament and usual behaviour patterns of an animal</p> <p><b>2.2</b> List safe and effective methods of handling animals</p> <p><b>2.3</b> State why it is important to monitor an animal's response to handling, signs of negative responses, and to whom these should be reported</p> <p><b>2.4</b> State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour</p> <p><b>2.5</b> List the different factors that can affect an animal's behaviour and what to do if these are observed</p> <p><b>2.6</b> State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p>
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# Supporting Unit Information

## Y/600/0468 Principles of the movement and handling of farm animals – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to move animals on a site***

##### **1.1 State the correct methods of handling the animals concerned.**

Catching piglets e.g. catch with both hands around piglet's chest or catch hold of back leg and immediately support under chest to pick up. Holding piglet e.g. when lifted support piglet against own body, catch gently and be aware that piglets are easily injured - handle sensitively.

##### **1.2 State normal and abnormal behaviour in the animals**

**concerned.** Normal behaviour e.g. piglets normally move towards the handler at first - curiosity, when reached for they squeal and run away, when caught piglets may struggle, kick, squeal loudly and urinate. Abnormal behaviour e.g. not getting up, showing curiosity, running away or struggling - may indicate that the piglet is ill.

##### **1.3 State the normal pace of movement for the animals concerned**

e.g. weaner pigs may leave their pen with a sprint but then slow down and move forward more slowly exploring their surroundings.

##### **1.4 State why it is important to approach animals in a calm manner**

**which promotes confidence** e.g. it is important not to frighten or surprise pigs as this will cause them stress, make them run away fearfully and it will be more difficult and stressful to catch them - contrary to the Five Freedoms principle of freedom from fear and distress.

##### **1.5 State the risks that there are when moving animals and how they can be minimised.**

Catching and handling e.g. back injury, hurting parts of the body on pen fixtures/fittings. Minimise e.g. refer to LO2.2. Droving e.g. trips, slips, falls, hurting body parts on edges of route taken, breathing in dust stirred up by moving animals. Minimise e.g. boots with good tread, use straw/sand on slippery bits, wear gloves to protect hands, use driving boards to gently encourage movement in right direction, wear dust mask in buildings/dusty areas. Hygiene e.g. muck kicked up as weaner pigs sprint off. Minimising risks e.g. wear heavy duty rubber gloves for protection against muck/abrasions, wash hands/face thoroughly.

##### **1.6 State how to settle animals in a new place, and why this is important.**

Settle animals e.g. weaner pigs - provide food, water and



bedding, place bedding in desired sleeping area and heat lamp if necessary, wet down and place dung in intended dunging area, ensure that feeders or toys are placed so that they do not cause disturbance in sleeping area.

Important e.g. to minimise growth check when pigs moved to new quarters, to promote freedom from discomfort by providing a comfortable sleeping area - Five Freedoms.

- 1.7 State their responsibility under health and safety and animal welfare legislation** Health and Safety at Work Act - responsibility to ensure own health and safety and that of others who might be affected by own activities. Animal Welfare Act e.g. responsibility not to cause unnecessary suffering to any animal and Duty of Care to animals - responsibility to take reasonable steps to ensure animal's needs are met.

## ***Learning Outcome 2. Know how to handle animals***

- 2.1 State how and where to obtain information about the temperament and usual behaviour patterns of an animal.**

Temperament e.g. breeders herd records, access internet or email supplier of pigs to own unit. Usual behaviour patterns e.g. access internet, books on husbandry of animal concerned, own herd records.

- 2.2 List safe and effective methods of handling animals.** Catching and handling e.g. shut piglets in creep area or gently drive them into cull de sac for easy catching - quick and relatively stress free. Droving e.g. use pig boards slightly less than the width of the route and keep movement steadily in the desired direction, allow plenty of space for pigs in final holding area to avoid forcing them into a small space - stress.

- 2.3 State why it is important to monitor an animal's response to handling, signs of negative responses, and to whom these should be reported.** Why important e.g. awareness of causing stress/which animals are stressed. Signs of negative responses e.g. pig panicking/squealing wildly/jumping up at sides of route or end gate, refusing to move any further, panting heavily. Report signs to e.g. supervisor, senior stockperson.

- 2.4 State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour.** Injury to handlers e.g. if animals starts to kick, young are present and animal becomes defensive. Injury to animals e.g. if male animals change mating behaviour, animals start to bully others off their feed. Delay in noticing disease e.g. animal lying down excessively, separating from herd - may also be sign approaching birth. Delay in rectifying factors that affect animal's

behaviour e.g. ventilation system set up wrong, drinker flow rate too slow/stopped.

**2.5 List the different factors that can affect an animal's behaviour and what to do if these are observed.**

List seven factors that can affect behaviour e.g. injury, disease, changes in feeding or watering methods/amounts available, weather conditions - wind, temperature, ventilation, heating, amount of bedding supplied, presence of young, animals, proximity of males to other males or females on heat to males, routine handling methods - calm and confident or shouting and stressful. If observed - note exact form of behaviour, how many animals /which pens are affected, any obvious causal factors. Report promptly to supervisor/senior stockperson.

**2.6 State their responsibility for safe and effective animal handling under relevant legislation and codes of practice.**

Health and Safety e.g. Health and Safety at Work Act - responsibility to ensure own health and safety and that of others who might be affected by own activities. Animal Welfare Act e.g. responsibility not to cause unnecessary suffering to any animal. Duty of Care to animals - responsibility to take reasonable steps to ensure animal's needs are met. Welfare of Farmed Animals (England) Regulations - animals kept in husbandry systems in which their welfare depends on frequent human attention must be thoroughly inspected at least once/day to check that they are in a state of well-being. Codes of Practice - Codes of Recommendations for the Welfare of the livestock categories. Five Freedoms.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

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## Prepare and Operate a Tractor and Attachments

<b>Unit Title</b>	<b>H/501/0457</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	The learner will prepare and operate a tractor and attachments.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.9)</b> <i>The learner can</i>
<b>1.</b> Understand how to prepare a tractor and attachments for operation	<p><b>1.1</b> List the required pre-start checks and adjustments</p> <p><b>1.2</b> Identify health and safety issues in relation to the preparation and use of tractors</p> <p><b>1.3</b> Describe how different types of attachments and how they should be secured</p> <p><b>1.4</b> Identify types of attachments that are safe for use and compatible with the tractor and those that are not</p> <p><b>1.5</b> Describe conditions which should be taken into account when considering the use of attachments</p> <p><b>1.6</b> Describe adjustment requirements for different attachments and operations</p> <p><b>1.7</b> Explain the correct use and duration of warning signals and indicators</p>

<p><b>2. Prepare a tractor and attachments for</b></p>	<p><b>2.1</b> Carry out pre-start checks in accordance with standard procedures</p> <p><b>2.2</b> Carry out adjustments to attachment in accordance with instructions to meet operational requirements</p> <p><b>2.3</b> Check the immediate work area for hazards and obstacles and take the appropriate action</p> <p><b>2.4</b> Ensure attachments are compatible with the tractor</p> <p><b>2.5</b> Make sure the attachments are secure and safe</p> <p><b>2.6</b> Carry out preparation of tractor and attachments in accordance with health and safety legislation and codes of practice</p>
<p><b>3. Understand how to operate a power vehicle</b></p>	<p><b>3.1</b> Describe the ways in which the tractor should be manoeuvred, and how different weather and ground conditions must be taken into account</p> <p><b>3.2</b> List the types of hazards which may be encountered and how these should be dealt with</p> <p><b>3.3</b> Describe the capabilities of the tractor and the expected efficiency of tractor operation</p> <p><b>3.4</b> Explain the safe use of attachments</p> <p><b>3.5</b> List the reasons why the tractor should be left in a condition suitable for future use</p> <p><b>3.6</b> Identify health and safety legislation, and codes of practice in relation to the preparation and use of tractors</p>

<p><b>4. Operate a tractor with attachments</b></p>	<p><b>4.1</b> Conduct all movements of the tractor safely, and consistent with the type of tractor, attachment and operation</p> <p><b>4.2</b> Assess and modify operating procedures to take into account any changes in weather and ground conditions, and types of terrain</p> <p><b>4.3</b> Assess and deal with any hazards and obstacles encountered during the operation in accordance with standard practice</p> <p><b>4.4</b> Maintain the efficiency of tractor and attachment performance through the appropriate operation of the tractor</p> <p><b>4.5</b> Use attachments to the tractor safely at all times</p> <p><b>4.6</b> Leave the tractor safe after use and in a condition suitable to its future use</p> <p><b>4.7</b> Operate the tractor in accordance with current health and safety legislation, and codes of practice</p> <p><b>4.8</b> Carry out all work activities to meet current environmental and legislative requirements</p> <p><b>4.9</b> Assist in maintaining records to meet organisational requirements</p>
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# Supporting Unit Information

## H/501/0457 Prepare and operate a tractor and attachments – Level 2

### Indicative Content

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

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

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

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

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

### Teaching Strategies And Learning Activities

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

### Methods Of Assessment

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



The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

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

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

### **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **Additional Information**

See Skills and Education Group Awards website for further information.

# Principles of Preparing and Maintaining Livestock Accommodation

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<b>Unit Reference</b>	<b>F/502/4107</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe the preparation of livestock accommodation, including any required cleaning to appropriate hygiene levels, providing bedding or other necessary requirements and at all times meeting the requirements of healthy and safe working
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prepare livestock accommodation	<p><b>1.1</b> State cleaning routines appropriate to the livestock concerned and the type of accommodation</p> <p><b>1.2</b> State livestock welfare requirements and how to promote their health and well-being</p> <p><b>1.3</b> List the materials which livestock need within their accommodation to maintain their health and well-being</p> <p><b>1.4</b> List the potential hazards which may arise in the livestock accommodation, and state to whom they should be reported</p> <p><b>1.5</b> Give reasons why bio-security measures are required</p>

<p><b>2.</b> Know how to maintain livestock accommodation</p>	<p><b>2.1</b> Give reasons why it is important to maintain livestock accommodation in a healthy, safe and clean condition</p> <p><b>2.2</b> List the materials and supplies required by livestock and state how to adjust and replenish them</p> <p><b>2.3</b> Describe normal behaviour and condition of the livestock</p> <p><b>2.4</b> State potential changes in behaviour and condition and to whom these should be reported</p> <p><b>2.5</b> State why equipment should be cleaned, maintained and stored safely and securely</p> <p><b>2.6</b> State hygiene requirements of livestock, self and others</p>
<p><b>3.</b> Know how to work safely</p>	<p><b>3.1</b> State how to dispose of organic and inorganic waste</p> <p><b>3.2</b> State their own responsibilities under animal welfare, environmental and occupational safety under current legislation</p> <p><b>3.3</b> State why waste should be disposed of in a safe manner and place</p>

# Supporting Unit Information

## F/502/4107 Principles of preparing and maintaining livestock accommodation – Level 1

### Indicative Content

#### ***Learning Outcome 1. Know how to prepare livestock accommodation***

- 1.1 State cleaning routines appropriate to the livestock concerned and the type of accommodation.** Cattle usually cleaned daily by scraping out passages with tractor and scraper, or automatic scrapers, and or hand held squeegee. Alternate methods may be used requiring deep litter bedding with straw or other material e.g. paper, sawdust etc. If cubicles are used need appropriate bedding or rubber mats kept clean.
- 1.2 State livestock welfare requirements and how to promote their health and well-being.** Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts need to be understood and followed (See Defra web site). Housed cattle need to be dry and well fed and bedded, in a well-ventilated, draught free shed able to lie comfortably and with enough room to exhibit normal behaviour.
- 1.3 List the materials which livestock need within their accommodation to maintain their health and well-being.** Cattle need appropriate bedding ref LO 1.1 water and feed usually silage or hay plus a balanced concentrate feed if applicable.
- 1.4 List the potential hazards which may arise in the livestock accommodation, and state to whom they should be reported.** Hazards such as broken equipment e.g. cubicles gates troughs, fractious livestock, slippery or rough surfaces high or low environmental extremes all need to be reported to supervisor, farmer or team leader.
- 1.5 Give reasons why bio-security measures are required.** Various diseases can be spread after breeches of bio-security either throughout the herd e.g. Bovine Virus Diarrhoea, pneumonia, scours or to the personnel working with the cattle, such as ringworm and TB.

## ***Learning Outcome 2. Know how to maintain livestock accommodation sites***

- 2.1 Give reasons why it is important to maintain livestock accommodation in a healthy, safe and clean condition.** To prevent the spread of illness and disease, to enable the cattle to thrive, and prevent injuries to people and animals. Ref LO1.2, ref LO1.5.
- 2.2 List the materials and supplies required by livestock and state how to adjust and replenish them.** Ref LO 1.3 knowledge of farm system including purchasing and ordering supplies, and own role within it to advise supervisor or manager if supplies of fodder and concentrates are getting low.
- 2.3 Describe normal behaviour and condition of the livestock.** Including position and movement, interaction with other livestock and people, feeding and drinking correctly, neither too little or to excess. Cudding and grooming themselves and playing in young stock.
- 2.4 State potential changes in behaviour and condition and to whom these should be reported.** Changes in behaviour such as excitability indicating for example BSE or staggers, aggression indicating for example BSE, calving or oestrus, excess drinking lack of appetite indicating disease or injury. Loss of weight emaciation indicating disease, old age lack of feed all must be reported to supervisor or manager ASAP to enable livestock to be cared for correctly and remedial actions taken.
- 2.5 State why equipment should be cleaned maintained and stored safely and securely.** To ensure the equipment is ready for use and fit for purpose when needed has not be borrowed, stolen or broken.

## ***Learning Outcome 3. Know how to work safely***

- 3.1 State how to dispose of organic and inorganic waste.** All animal waste including feed should be removed and disposed of correctly in the muck heap or spreader depending on farm system. Inorganic waste including paper, glass, metal and plastic waste must be recycled or disposed of in the municipal bins as instructed.
- 3.2 State their own responsibilities under animal welfare, environmental and occupational safety under current legislation** all animal environments are inherently dangerous and the candidates must know their responsibilities for themselves, others and the animals under their care. The importance of environmental issues when disposing of all categories of livestock waste products is of utmost importance. See Defra web site for relevant animal welfare and environmental legislation that must be adhered to.
- 3.3 State why waste should be disposed of in a safe manner and place.** Know the consequences of pollution with organic effluent and

inorganic waste. E.g. water pollution effect on river stocks and litter effect on wildlife, spread of disease, and working within the law. Ref LO3.1 and 3.2.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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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)
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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Assist With Preparing and Maintaining Livestock Accommodation

<b>Unit Reference</b>	<b>J/502/4108</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to assist with preparing livestock accommodation, including any required cleaning to appropriate hygiene levels, providing bedding or other necessary requirements and at all times meeting the requirements of healthy and safe working. All work will take place in a supervised context
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with the preparation of livestock accommodation, under supervision	<b>1.1</b> Prepare the necessary equipment and materials and maintain them ready for use  <b>1.2</b> Carry out cleaning routines in accordance with instructions  <b>1.3</b> Replace any ancillary materials and fittings when cleaning is complete in accordance with instructions  <b>1.4</b> Prepare accommodation so that it is safe, healthy and secure for livestock in accordance with instructions  <b>1.5</b> Ensure an adequate supply of clean, uncontaminated water is available

<p><b>2.</b> Be able to maintain livestock accommodation, under supervision</p>	<p><b>2.1</b> Maintain accommodation in a healthy, safe and clean condition for livestock in accordance with instructions</p> <p><b>2.2</b> Adjust and replenish materials and supplies required by livestock as instructed</p> <p><b>2.3</b> Monitor the health and well-being of livestock throughout operations</p> <p><b>2.4</b> Report any changes in the behaviour or condition of livestock to the appropriate person</p> <p><b>2.5</b> Clean and maintain equipment in a fit state for use and store safely and securely in an appropriate storage area</p>
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Dispose of waste in a safe manner and place in accordance with instruction</p> <p><b>3.2</b> Identify any hazards correctly and report them to the appropriate person</p> <p><b>3.3</b> Maintain the health and safety of yourself and others throughout the process</p>

# Supporting Unit Information

## J/502/4108 Assist with preparing and maintaining livestock accommodation – Level 1

### Indicative Content

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

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

Note 1 - Cross references are first to the learning outcome (LO) e.g. LO1 and then to the assessment criteria number listed e.g. LO1.3.

Note 2 - Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3 - The example used here is cattle.

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

#### ***Learning Outcome 1. Be able to assist with the preparation of livestock accommodation, under supervision***

**1.1 Prepare the necessary equipment and materials and maintain them ready for use.** Equipment e.g. hand held squeegee, shovel or fork shafts check for breaks, splints, cracks. Tractor and scraper if used checked fuel, oil, water, etc, scraper attached and working correctly, or automatic scrapers if used running smoothly. Bedding such as straw, sawdust, paper available in adequate quantities. Forage and concentrate ready for use.

**1.2 Carry out cleaning routines in accordance with instructions.** Using correct equipment. Ref LO1.1 to required standard. Such as muck, and soiled bedding, and contaminated feed forked straight into barrow or muck spreader, floor swept and pressure wash out as instructed

**1.3 Replace any ancillary materials and fittings when cleaning is complete in accordance with instructions.** For example straw and fodder, placed on floor or in feeders, Gates, feeders racks etc replaced and secured.

**1.4 Prepare accommodation so that it is safe, healthy and secure for livestock in accordance with instructions.** Checking gates, automatic scrapers and feeders, vents fans working correctly and safely, so livestock cannot escape, or become trapped and injured. All bedding and fodder provided as instructed.

**1.5 Ensure an adequate supply of clean, uncontaminated water is available.** Water troughs checked, clean and running, full but not overflowing and wasting water, but enough to provide ad lib water for cattle in the accommodation. If not reported to supervisor or farmer.

***Learning Outcome 2. Be able to maintain livestock accommodation, under supervision***

**2.1 Maintain accommodation in a healthy, safe and clean condition for livestock in accordance with instructions.** Clean out muck and soiled fodder using equipment ref LO1.1. Ensure ventilation is good, cattle have a comfortable bed to lie on, correct feed and ad lib water is always available.

**2.2 Adjust and replenish materials and supplies required by livestock as instructed.** Follow instructions to provide correct amounts of bedding, forage, concentrate feed, and check or provide water, to minimise waste and provide correct level of nutrition.

**2.3 Monitor the health and well-being of livestock throughout operations**

At all times monitor livestock for changes in health e.g. lameness, pneumonia, scouring.

**2.4 Report any changes in the behaviour or condition of livestock to the appropriate person.** Any changes observed ref LO2.3, sluggishness or excitability and loss of condition and appetite etc report to supervisor or farmer asap to prevent deterioration of the livestock's condition, and enable treatment to bring if necessary.

**2.5 Clean and maintain equipment in a fit state for use and store safely and securely in an appropriate storage area**

Equipment cleaned, repaired if able, e.g. new rubbers on squeegee, and placed in the correct safe location, ready for use. Report defects which cannot be repaired to supervisor or farmer.

***Learning Outcome 3. Be able to work safely***

**3.1 Dispose of waste in a safe manner and place in accordance with instruction.** All animal waste including feed should be removed and disposed of correctly in the muck heap or spreader depending on farm system. Inorganic waste including paper, glass, metal and plastic waste must be recycled or disposed of in the municipal bins as instructed. The importance of environmental issues when disposing of all categories of livestock waste products is of utmost importance.

**3.2 Identify any hazards correctly and report them to the appropriate person.** All animal environments are inherently dangerous, e.g. machinery, faulty equipment, slip/trip hazards, fractious livestock, vermin (Zoonosis), and the candidates must know their responsibilities for themselves, others and the animals under their care.

**3.3 Maintain the health and safety of yourself and others throughout the process.** Learner to work according to job specific risk assessment. Learner to listen to instructions, remember and followed them accurately, ask questions when uncertain. Complied with health and safety legislation e.g. responsibility to take care of own and others' health and safety at work demonstrated by wearing appropriate PPE, e.g. steel toe-capped boots, wellingtons, overalls, waterproofs as necessary ,observing safe working distances when working with livestock and equipment. **Always** wash hands before eating or drinking after working in agricultural environments.

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

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### **Methods Of Assessment**

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### **Additional Information**

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# Principles of the Preparation and the Monitoring Of Livestock Outdoors

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<b>Unit Reference</b>	<b>M/502/4605</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The candidate will be able to describe preparing outdoor sites to receive livestock, including providing water and checking the condition of feed if necessary. Monitoring of the condition of boundaries is also required and appropriate health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know how to prepare outdoor sites for livestock	<b>1.1</b> State the required quantity of feed which must be available  <b>1.2</b> Give reasons for checking that boundaries are secure  <b>1.3</b> State how to recognise boundaries that are not secure and what actions should be taken  <b>1.4</b> State the required quantity and quality of water which must be available  <b>1.5</b> State causes of water contamination and state what actions should be taken if this occurs  <b>1.6</b> List common types of hazards to livestock

<p><b>2.</b> Know how to introduce, monitor and maintain livestock on outdoor sites</p>	<p><b>2.1</b> State correct methods for introducing livestock to the outdoor site</p> <p><b>2.2</b> Describe behaviour and physical signs which may indicate problems with livestock</p> <p><b>2.3</b> Describe the required condition of the site and its boundaries</p> <p><b>2.4</b> State the correct methods for feeding and watering livestock</p> <p><b>2.5</b> List types of problems which may occur and state to whom they should be reported</p> <p><b>2.6</b> State limits of their own responsibility in relation to maintaining livestock on outdoor sites</p>
<p><b>3.</b> Know how to work safely</p>	<p><b>3.1</b> State their own responsibility under current legislation including, animal welfare and environment</p>



**M/502/4605 Principles of the preparation and the monitoring of livestock outdoors**  
**– Level 1**

**Indicative Content**

***Learning Outcome 1. Know how to prepare outdoor sites for livestock***

- 1.1 State the required quantity of feed which must be available.** Be able to describe the palatability of grasses for cattle and sheep i.e. not fouled, aged, or an unsuitable variety such as mat grass (*Nardus-Stricta*). Also stating the length of grass which is suitable for the species e.g. no less than 4cm for sheep and 5 cm for cattle, which can be measured by a ruler or sward stick however this is not essential at this level. If grass is insufficient learner is to alternative feed e.g. hay, silage or concentrates.
- 1.2 Give reasons for checking that boundaries are secure.** Be able to describe that if livestock escape, they may get lost and/or cause damage and injury to themselves, people and property.
- 1.3 State how to recognise boundaries that are not secure and what actions should be taken.** Be able to explain that all the boundaries must be checked for gaps that the livestock can pass through. Smaller gaps for sheep than cattle as they can push underneath much lower wire and through smaller gaps. Describe how gaps can be repaired. E.g. Walls rebuilt fences repaired with new posts, rails or new wire (barbed and mesh).
- 1.4 State the required quantity and quality of water which must be available.** Be able to say that cattle and sheep should have clean ad lib water at all times preferably from a natural water course or a self-fill water trough.
- 1.5 State causes of water contamination and state what actions should be taken if this occurs.** Be able to describe how livestock can defecate and urinate in water courses and troughs that they have access to; they may need strategic fencing to prevent this but allow access to the water to drink. Other contaminates such as petrol, paint, oil etc should be known.
- List common types of hazards to livestock.** Describe all hazards such as gaps in the fence, loose wire (ref LO1.2), broken glass, broken metal work, machinery lying around and poisonous plants, especially ragwort, laburnum and yew. Water shortage and contamination (ref LO 1.3 LO 1.4).

## ***Learning Outcome 2. Know how to introduce, monitor and maintain livestock on outdoor sites***

### **2.1 State correct methods for introducing livestock to the outdoor site.**

Describe equipment and how it could be used e.g. car and trailer, hurdles, gates, halters. Also the positioning to ease unloading, method of unloading, opening and shutting of gates to prevent them blowing closed or open at inappropriate times. The distance they and others should stand from livestock and the speed people and vehicles should move around the livestock to ensure they are moved as stress free as possible, in the shortest time with minimum effort from all involved.

### **2.2 Describe behaviour and physical signs which may indicate problems with livestock.**

Be able to state that livestock must not get upset, out of breath, or stressed in any way, while being moved as this can cause problems. Be able to identify livestock that are not fit e.g. emaciated, lame, injured, deformed or diseased. Such as rapid breathing indicating pneumonia, limping- foot rot or fould

### **2.3 Describe the required condition of the site and its boundaries.**

State that the boundaries are safe and secure, especially the access points such as gates, stiles etc. Ref LO 1.2 with adequate clean water. Ref LO 1.3 and LO 1.4 and no hazards LO1.5 and adequate feed Ref LO1.1.

### **2.4 State the correct methods for feeding and watering livestock.**

Be able to describe that if there is lack of grazing, cattle and sheep should be provided with silage or hay in appropriate feeders or placed strategically on the ground so minimal soiling takes place.

Concentrates may also be fed preferably in troughs. Ref LO1.1

### **2.5 List types of problems which may occur and state to whom they should be reported.**

Be able to list problems such as breaks in the boundaries, wet areas, fly tipping etc and report verbally to supervisor or manager.

### **2.6 State limits of their own responsibility in relation to maintaining livestock on outdoor sites.**

Be able to describe how they can help with the checking of the site, livestock feed and water, ref LO 1 and LO2 and then report their findings to the supervisor or farmer following the instructions then given.

## ***Learning Outcome 3. Know how to work safely***

### **3.1 State their own responsibility under current legislation**

**including, animal welfare and environment.** Learner to know the importance of a job specific risk assessment, listening correctly to instructions, remembering and following them accurately, and asking questions when uncertain. Compiling with health and safety legislation e.g. responsibility to take care of own and others' health

and safety at work knowing what appropriate PPE is required, e.g. steel toe-capped boots/wellingtons, overalls, waterproofs as necessary. Know the safe working distances when working with livestock and equipment. Know the importance of reading the livestock's and other team member's movements and intentions, and reacting accordingly.

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

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### **Methods Of Assessment**

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### **Additional Information**

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## Assist With the Preparation and the Monitoring Of Livestock Outdoors

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<b>Unit Reference</b>	<b>Y/502/4601</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The candidate will be able to assist with preparing outdoor sites to receive livestock, including providing water and checking the condition of feed if necessary. Monitoring of the condition of boundaries is also required. All work will take place in a supervised context and must meet appropriate health and safety requirements
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to assist with the preparation of outdoor sites for livestock	<b>1.1</b> Ensure the quantity and suitability of feed and water are appropriate for livestock requirements in accordance with instructions  <b>1.2</b> Confirm boundaries as being safe and secure  <b>1.3</b> Take the appropriate action where there are problems with the boundaries  <b>1.4</b> Report to the appropriate person potential hazards to livestock
<b>2.</b> Be able to assist with the introduction, monitoring and	<b>2.1</b> Assist with introduction of livestock to the outdoor site safely and correctly in accordance with instructions

<p>maintenance of livestock on outdoor sites</p>	<p><b>2.2</b> Monitor the condition and number of the livestock in accordance with instructions, and report any changes to the appropriate person</p> <p><b>2.3</b> Monitor the site and its boundaries to confirm their continuing suitability</p> <p><b>2.4</b> Adjust the quality and quantity of feed and water in accordance with instructions</p> <p><b>2.5</b> Accurately identify any problems with the site and report them to the appropriate person</p>
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Maintain the health and safety of self and others throughout operations</p>

# Supporting Unit Information

## Y/502/4601 Assist with the preparation and the monitoring of livestock outdoors

### – Level 1

#### Indicative Content

#### ***Learning Outcome 1. Be able to assist with the preparation of outdoor sites for livestock***

- 1.1 Ensure the quantity and suitability of feed and water are appropriate for livestock requirements in accordance with instructions** Water troughs or natural water supply checked as instructed for ease of access, water cleanliness and quantity depending on number of livestock. Feed e.g. grass is suitable and sufficient for livestock concerned. Use of ruler or sward stick showing grass is no less than 4cm for sheep and 5 cm for cattle can be used, if insufficient grass alternative feed supplied as instructed i.e. hay, silage or concentrates.
- 1.2 Confirm boundaries as being safe and secure** Examine entire perimeter fences, walls, and dykes as instructed to ensure no breaks or gaps, and no dangerous objects like wire, and nails are lying around, then report back to supervisor.
- 1.3 Take the appropriate action where there are problems with the boundaries.** With guidance from supervisor remove all dangerous objects where possible or render them safe. Repair wall gaps and fences if possible.
- 1.4 Report to the appropriate person potential hazards to livestock** report all hazards verbally such as gaps in the fence, wire, broken glass, metal work, etc to supervisor or farmer.

#### ***Learning Outcome 2. Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites***

- 2.1 Assist with introduction of livestock to the outdoor site safely and correctly in accordance with instructions.** Be able to follow verbal instructions from farmer or supervisor such as use of equipment (if needed), positioning, distance from livestock, speed of movement so to ensure the livestock are moved as stress free as possible in the shortest time with least effort from all involved.
- 2.2 Monitor the condition and number of the livestock in accordance with instructions, and report any changes to the appropriate person.** Be able to count and report verbally the

number of livestock as instructed, and identify how fit all the livestock are e.g. point out any over lean, lame, injured, deformed, diseased and report to supervisor.

**2.3 Monitor the site and its boundaries to confirm their continuing suitability.** Check that the boundary is still safe and secure, especially the access points such as gates, styles etc. Ref LO 1.2.

**2.4 Adjust the quality and quantity of feed and water in accordance with instructions.** Follow instructions to provide more or less feed and water if required, clean water trough or feed troughs or provide different feed as needed Ref LO1.1.

**2.5 Accurately identify any problems with the site and report them to the appropriate person** examine the site for problems such as breaks in the boundaries, wet areas, fly tipping etc and report verbally to supervisor or manager.

### ***Learning Outcome 3. Be able to work safely***

**3.1 Maintain the health and safety of self and others throughout operations.** Learner to work according to job specific risk assessment. Learner to listen to instructions, remember and followed them accurately, ask questions when uncertain. Complied with health and safety legislation e.g. responsibility to take care of own and others' health and safety at work demonstrated by wearing appropriate PPE, e.g. steel toe-capped boots, wellingtons, overalls, waterproofs as necessary ,observing safe working distances when working with livestock and equipment, reading the livestock's and other team members movements and intentions, and reacting accordingly.

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### **Evidence Of Achievement**

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### **Additional Information**

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## Groom a Small Animal

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

# 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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### **Additional Information**

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## Show Visitors around a Small Animal Enterprise

<b>Unit Reference</b>	<b>H/502/0616</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to greet and show visitors around a small animal unit
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.5)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to greet and show visitors around a small animal unit	<b>1.1</b> Present self appropriately <b>1.2</b> Conduct self appropriately and politely <b>1.3</b> Give a reason for greeting visitors politely <b>1.4</b> Show visitors around the unit <b>1.5</b> 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.



## Teaching Strategies And Learning Activities

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### **Additional Information**

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## Recognise Types and Parts of the Body of Small Animals

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

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

## Supporting Unit Information

## **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**

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## **Check That a Small Animal Is Healthy**

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<b>Unit Reference</b>	<b>Y/502/0614</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to complete a health check on a dog or cat or rabbit restrained by a supervisor
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to restrain and complete a health check on a small animal	<b>1.1</b> Prepare to restrain a small animal <b>1.2</b> Restrain a small animal <b>1.3</b> Recognise areas of the body for checking to establish health <b>1.4</b> Identify signs of good health in small animals <b>1.5</b> Maintain own safety and hygiene throughout operations
<b>2.</b> Know the signs of good health in a small animal	<b>2.1</b> 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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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Developing Practical Skills for Maintaining Plants

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

edge established beds and borders	<b>3.2</b> Spread mulch to the specified density on beds and borders  <b>3.3</b> Edge a bed or border to a specified standard
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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.

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

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### **Methods Of Assessment**

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

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### **Evidence Of Achievement**

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- Product evidence
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- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Case studies/assignments/projects
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### **Additional Information**

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## Assist With the Maintenance and Repair of Hand Tools

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

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

# Supporting Unit Information

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

### Indicative Content

#### ***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**

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## Introduction to Cultivating Plant Cuttings

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

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

## **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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## **Methods Of Assessment**

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## **Additional Information**

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## Developing Skills for Using and Maintaining Garden Tools

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

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

# Supporting Unit Information

## 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

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

# Supporting Unit Information

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

### Indicative Content

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

##### **1.1 Select and wear appropriate personal protective equipment**

select and wear PPE that is appropriate to the task e.g. overalls - keep clothes clean, safety boots - heavy/sharp object falls from shelf, rubber gloves - fungicides/allergies, dust mask when adding compost.

##### **1.2 Select and prepare equipment and materials** e.g. garden trowel, compost, grit/coarse sand, crocks/gravel, pots, watering can with fine rose.

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

##### **2.1 Fill pots with compost** e.g. add crocks/gravel over drainage holes if using clay pot - ensure good drainage, add free-draining compost and firm to depth instructed.

##### **2.2 Plant bulbs in pots** e.g. place bulbs on firmed compost leaving space between each bulb, fill pot and firm to depth below rim as instructed.

##### **2.3 Water and label planted pots** water e.g. use watering can with fine rose to wet compost, place layer of grit on top of compost to retain moisture, label e.g. name of bulb/date of planting.

##### **2.4 Place planted pots in appropriate storage area** e.g. plunge bed to protect from cold or prevent drying out/overheating; bulbs for forcing in cool, dark area as instructed - basement, garage, cold frame, unheated greenhouse under shelf.

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

##### **3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements** e.g. organic - damaged bulbs, waste compost or inorganic - compost bags. Disposed of e.g. reuse/recycle where possible - waste compost onto compost heap, plastic bags - bag/bin and dispose of according to Local Authority guidance as directed by supervisor.

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

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

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

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

## **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers

- Reports/notes
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- Witness statements
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Sow Seed Outdoors In Drills by Hand

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

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

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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

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## **Evidence Of Achievement**

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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Tree Planting and Staking

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

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

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

### Indicative Content

#### ***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.

## **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.



## Identification of Pests and Diseases

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

# Supporting Unit Information

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

### Indicative Content

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

**1.1 Identify three common garden pests** for example, slug, greenfly, and 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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## **Evidence Of Achievement**

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### **Additional Information**

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## Introduction to Propagation of Plants

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

	<b>3.4</b> State the benefits of correct maintenance of embryo plants
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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**

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## Prepare and Plant an Area

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

# Supporting Unit Information

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

### Indicative Content

#### ***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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## **Methods Of Assessment**

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### **Additional Information**

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## Introduction to Ground Preparation

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

# Supporting Unit Information

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

### Indicative Content

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

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

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

- 2.1 Follow instructions to dig an area of ground using a spade and fork** e.g. to correct depth, broken up and weeds, roots, stones removed as instructed. Take account of weather and soil conditions to avoid damage to soil. Refer to LO1.2 and 2.1.
- 2.2 Firm ground by treading as instructed** e.g. either by shuffling sideways across plot or by walking over planks / sheets of wood placed on the bed after digging.
- 2.3 Rake the ground to create a tilth suitable for planting or sowing** e.g. by running teeth of rake backward and forward through soil and across soil if necessary, removing debris and leaving an even surface.

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

- 3.1 Dispose of waste and debris in accordance with health and safety guidance and site requirements** e.g. organic - weeds, roots\* or inorganic - stones, seed packets, plastic, plant labels or cut string gathered. Disposed of appropriately by reuse / recycling or bag

/ bin and dispose of according to Local Authority guidance as directed by supervisor. \*Green vegetation may be composted but care not to introduce the roots of pernicious weeds such as couch grass or ground elder - bag or bin these.

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

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

## **Teaching Strategies And Learning Activities**

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

## **Methods Of Assessment**

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

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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

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



## **Evidence Of Achievement**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Introduction to Lawn Care

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

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

# Supporting Unit Information

## J/504/5332 Introduction to lawn care - 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, and lute, top dressing. **LO 3.3** edge lawn e.g. long handled border shears, half-moon edging tool. **LO 3.4** remove bump / raised area from lawn e.g. half-moon edging tool, turf lifting iron, garden fork, garden rake, turf box, top dressing, grass seed / turf.

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

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

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

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

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

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

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

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

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

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

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

Aerating e.g. garden fork, pedestrian operated powered aerator

Scarifying e.g. spring tine rake, pedestrian operated powered scarifier

Edging e.g. half-moon edging tool, long handled border shears.

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

**3.1 Aerate and scarify a section of lawn approximately 5m x 5m as instructed** aerate by inserting fork tines upright and forcing into the

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

### **3.2 Apply appropriate top dressing to an area of lawn**

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

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

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

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

remove a bump / raised area from a lawn by cutting around the undulation, if bigger than 500mm cut in to smaller even pieces to a depth of 37mm. Remove turf using the turf lifting iron and place turf side down on the surrounding area. Lightly fork the exposed soil to break up the surface to produce a fine tilth, leave the soil level and firm to 37mm below surrounding lawn.

Lay cut turf, grass side down in turf box and level soil to depth of box (37mm). Remove turf from box and lay in prepared area and firm with foot or plank. Apply top dressing to joints and brush / lute in. Remove any surplus top dressing to store to be used in other maintenance work.

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

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

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

### **4.2 Leave the site clean and tidy**

e.g. spade, fork, rake, turf lifting iron and wheelbarrow removed from site, stones/weeds cleared, paths swept or grass, areas adjacent to work area cleared.

### **4.3 Clean and store tools safely**

e.g. tools cleaned and stored e.g. teeth of rake / prongs of fork / blades of spade / half-moon edging tool / long handled border shears / lute cleaned of top dressing / vegetation and ferrous metal parts oiled, wooden handles rubbed with linseed oil. Hand tools to be placed in secure store on a shadow board or on supports with prongs / blades facing wall. Pedestrian equipment to be

washed / cleaned, oiled and put in secure store. Surplus materials are to be returned to store.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Evidence Of Achievement**

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### **Additional Information**

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## Prick Out Seedlings Singly

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



# Supporting Unit Information

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

### Indicative Content

#### ***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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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Introduction to the Seasons

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

## Supporting Unit Information

## **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**

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## Plant Flower Bulbs for Naturalisation or Bedding

<b>Unit Reference</b>	<b>H/504/5337</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit introduces the skills required to plant bulbs for naturalisation or for bedding
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to plant flower bulbs	<b>1.1</b> Select and wear appropriate personal protective equipment  <b>1.2</b> Select appropriate tools and equipment
<b>2.</b> Be able to plant flower bulbs	<b>2.1</b> Prepare ground  <b>2.2</b> Check the condition of the bulbs  <b>2.3</b> Select appropriate bulbs  <b>2.4</b> Plant bulbs at appropriate spacing and depth  <b>2.5</b> Backfill and firm soil  <b>2.6</b> Label planted area
<b>3.</b> Leave the work area in a safe condition	<b>3.1</b> Dispose of waste and debris in accordance with health and safety guidance and site requirements

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

## 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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### **Evidence Of Achievement**

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- Product evidence
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- Reports/notes
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Introduction to Pruning Trees and Shrubs

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

# Supporting Unit Information

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

## Indicative Content

### ***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 construct as directed away from access routes and growing areas. NB – Burning should only be used if the material poses a threat to plant health (e.g. diseased material).

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

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

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

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

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

## **Teaching Strategies And Learning Activities**

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## **Additional Information**

See Skills and Education Group Awards website for further information.

## Edge and Repair a Footpath

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

# 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.

### 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.

## Shred Waste Vegetation

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

	<b>1.9</b> Use, clean and store PPE, tools and equipment safely
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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, and care not to push hands through feeder aperture. Operation e.g. listen to motor to detect if overloading, safe stop - always turn off, unplug and wait until shredder parts stop movement before clearing, never leave unattended and still switched on. Recovery of shredded material e.g. refer to LO1.7.
- 1.5 A reason for loading material safely into the shredder** e.g. material can be thrown back out of the feeder aperture; if a hand is accidentally pushed into the feeder aperture branches may drag it into the mechanism.
- 1.6 Carry out activities to shred waste vegetation** e.g. separate piles of vegetation to be shredded for compost or mulch, place wheelbarrow or tarpaulin with plenty of capacity under discharge, turn on and feed material into feeder aperture taking care not to exceed maximum capacity/ feed material in too fast, rake pile of shredded material periodically to ensure discharge does not back up.
- 1.7 A reason for recovering shredded material safely** e.g. thorns/sharp slivers of wood or unwanted materials such as stones/metal may be discharged at speed - turn off shredder to remove.



**1.8 Put shredded material in composter or on ground as mulch** e.g. take barrow load to composter and spread to even depth over surface, replace cover; mulch beds on ongoing basis or take barrow load to mulch pile and bulk up for specific purposes.

**1.9 Use, clean and store PPE, tools and equipment safely.** Use - PPE e.g. overalls to protect clothes, steel toe-capped boots, heavy duty gloves/goggles - protect hands/eyes from flying pieces. Use shredder - refer to LO1.4 and LO1.6. Clean e.g. clean goggles to ensure good vision, brush outside of shredder. Store e.g. overalls hung from peg - good ventilation, shredder stored in dry area, do not load things on top. Safely e.g. overall sleeves down to protect arms - sun/flying pieces, ensure no loose cuffs/flaps of material, keep hand out of feeder aperture.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Additional Information**

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## Maintain an Area of Habitat

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

# 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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### **Additional Information**

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## Recognise Parts of Plants

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

# Supporting Unit Information

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

### Indicative Content

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

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

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

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

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

##### **Flower**

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

To produce seed

##### **Seed**

To grow new plants from seed OR

To help plants to spread

##### **Leaf**

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

To produce oxygen OR

To help plants keep cool when the weather is hot

##### **Stem**

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

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

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

##### **Roots**

To anchor the plant in the ground OR

To take in water or plant foods from the soil OR

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

### Teaching Strategies And Learning Activities



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## Edge up An Amenity Area

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

# 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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### **Methods Of Assessment**

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### **Evidence Of Achievement**

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- Product evidence
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- Reports/notes
- Worksheets/job sheets/workbooks
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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Plant Young Trees

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

# Supporting Unit Information

## 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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### **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Insert plant material

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

## Supporting Unit Information

## **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, and 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, and stake/protection.
- 1.6 State the conditions needed for plants to grow** e.g. sunlight, warmth, and moisture, air, and 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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## **Evidence Of Achievement**

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- Oral/written questions and answers

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## **Water Plant Material by Hand**

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	<b>M/502/0621</b>
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<b>Unit Reference</b>	
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to water plant material by hand using a hose or watering can
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to water plant material using a hose or watering can	<b>1.1</b> Choose and collect equipment <b>1.2</b> Position equipment safely and correctly <b>1.3</b> Carry out watering activities methodically <b>1.4</b> Give a reason why plants need to have an adequate water supply <b>1.5</b> State the effect of having too fast a flow rate <b>1.6</b> State the effect of having too slow a flow rate <b>1.7</b> Use, clean and store PPE, tools and equipment safely

# Supporting Unit Information

## M/502/0621 Water plant material by hand - Entry Level 3

### Indicative Content

#### ***Learning Outcome 1. Be able to water plant material using a hose or watering can***

- 1.1 Choose and collect equipment** e.g. watering can, choose appropriate rose - coarse or fine spray, hosepipe with reel, connector and nozzle, identify where water source is.
- 1.2 Position equipment safely and correctly** safely e.g. full watering can/flat hose pipe, coils of hose, hose reel can all be tripping hazards - place in full view, remain in attendance when using, put them away after use. Correctly e.g. position watering can or nozzle of hose to direct water at plants roots - avoid swinging can from side to side or waving hose - these activities may only superficially wet the soil, take more energy.
- 1.3 Carry out watering activities methodically** e.g. water to a pattern - one end of bed to the other or back of bed towards front, water each set of pots/beds thoroughly as needed before moving on to next - avoid temptation to wet the surface across a wide area - refer to LO1.2 - more difficult to know what has been thoroughly watered.
- 1.4 Give a reason why plants need to have an adequate water supply** e.g. to enable plants to grow steadily, to help them to take in plant foods from the soil; to move plant foods around the plant.
- 1.5 State the effect of having too fast a flow rate** e.g. delicate plants may be knocked over or stems and leaves broken, leaves are battered, flower petals knocked off, soil or compost may be splashed up onto leaves, roots may be exposed, soil may be washed out of pot/bed, water on leaves may lead to sun scorch.
- 1.6 State the effect of having too slow a flow rate** e.g. watering takes a long time, it may not be possible to water all the plants when they need it or give them enough water, the work is boring.
- 1.7 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, Wellington boots. Tools and equipment - refer to LO1.1. Clean e.g. wash mud off Wellington boots/hose pipe, untangle any vegetation around hose pipe. Store e.g. Wellingtons on pegs upside down, watering can on shelf, hose - wind onto reel, make sure no kinks in hose. Safety e.g. overalls sleeves down to protect arms - sun, refer to LO1.2 - position equipment safely, safe lifting and handling of full watering can or hose reel.



## Teaching Strategies And Learning Activities

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## Methods Of Assessment

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### **Additional Information**

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## Lay Slabs

<b>Unit Reference</b>	<b>M/502/1011</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to assist with laying an area of slabs
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.9)</b> <i>The learner can</i>
<b>1.</b> Be able to assist with laying an area of slabs	<b>1.1</b> Recognise tools and materials and check for safety to use  <b>1.2</b> Prepare, transport and lay bedding materials  <b>1.3</b> State why slabs must be lifted and handled correctly  <b>1.4</b> Carry out activities to lay slabs  <b>1.5</b> Give a reason for filling the joints between slabs  <b>1.6</b> Clean and tidy work area  <b>1.7</b> Dispose of waste  <b>1.8</b> Use, clean and store PPE, tools and equipment safely  <b>1.9</b> Give a reason for wearing steel toe-capped footwear

# 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.

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## **Methods Of Assessment**

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### **Additional Information**

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## Show Visitors around a Wildlife Area

<b>Unit Reference</b>	<b>R/502/0935</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to plant young trees
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.6)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to greet and show visitors around a wildlife area	<b>1.1</b> Present self appropriately <b>1.2</b> Conduct self appropriately <b>1.3</b> State why visitors should be greeted politely <b>1.4</b> Greet visitors and show visitors around an area of habitat, conservation or wildlife <b>1.5</b> State why visitors should not trample on plants <b>1.6</b> Identify plants, trees and animals to visitors

# 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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- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Control Weeds in a Planted Area

<b>Unit Reference</b>	<b>T/502/0619</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to control weeds in a planted area correctly and safely
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to control weeds in a planted area	<b>1.1</b> Recognise the weeds to be removed in the planted area  <b>1.2</b> Collect tools and equipment  <b>1.3</b> Name a method of weed control  <b>1.4</b> Carry out activities to weed an area  <b>1.5</b> State types of material suitable for use as a mulch  <b>1.6</b> List soil conditions when mulch should not be applied  <b>1.7</b> Use, clean and store PPE, tools and equipment safely

# 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, and stone chippings/grit.

##### **1.6 List soil conditions when mulch should not be applied** For example

- if soil is dry
- if soil is poorly drained
- if soil is cold/frozen
- if soil already has layer of mulch

##### **1.7 Use, clean and store PPE, tools and equipment safely** Use - PPE e.g. garden kneeler to protect knees and lower back when hand pulling, gloves to protect from stings. Tools/equipment e.g. fork to loosen roots, hoe to chop of tops, wheelbarrow to take away weeds - refer to LO1.2. Clean e.g. scrape mud off safety boots/brush out wheelbarrow. Store e.g. overalls hung from peg - good ventilation, spade/garden fork/hoe hung up on nails, trowel/garden cultivator on shadow board, wheelbarrow upside down. Safety e.g. maintain good posture when hoeing, overalls sleeves down to protect arms -

sun/prickles, wheelbarrow - tyres properly inflated and weight of weeds/mulch within capacity to lift and push.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Evidence Of Achievement**

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- Observation reports
- Oral/written questions and answers
- Reports/notes

- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Construct a Composter

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<b>Unit Reference</b>	<b>T/502/1026</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to construct a composter
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to construct a composter	<b>1.1</b> Identify tools to prepare site and for construction of composter  <b>1.2</b> Identify suitable materials  <b>1.3</b> State why it is necessary to use well preserved timber in the construction process  <b>1.4</b> Carry out activities to construct a composter  <b>1.5</b> State why it is important to allow air into the composter  <b>1.6</b> Give a reason for composting materials  <b>1.7</b> Dispose of waste  <b>1.8</b> Use, clean and store PPE, tools and equipment safely

# Supporting Unit Information

## T/502/1026 Construct a composter - Entry Level 3

### 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 e.g. overalls to protect clothes, steel toe-capped boots in case



hammer drops, heavy duty rubber gloves to protect hands from preservatives. Tools and equipment - refer to LO1.1.

Clean e.g. scrape mud off safety boots, clean saw blade. Store e.g. gloves on rack/line, tools hung on shadow board, cordless drill plugged in to recharge. Safely e.g. overall sleeves down to protect arms - sun/splinters/wood preservatives, fingers/hand out of way when hammering in nails or using cordless drill.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

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## Recognise Trees and Plants and Their Importance to Wildlife

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<b>Unit Reference</b>	<b>Y/502/0824</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise trees and plants commonly found in woodland and hedgerows in the local area and their importance to wildlife
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.6)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to recognise common trees and plants	<b>1.1</b> Recognise common trees <b>1.2</b> Recognise common plants <b>1.3</b> Recognise constituent parts of a tree or plant <b>1.4</b> Identify the functions of constituent parts of trees or plants <b>1.5</b> State the benefits of trees to wildlife <b>1.6</b> State the difference between deciduous and evergreen trees

# 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, and 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.

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Assist With Potting Up Rooted Cuttings, Large Seedlings or Plugs By Hand

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<b>Unit Reference</b>	<b>R/600/0288</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, skills and understanding needed to demonstrate assisting in the potting of rooted cuttings, large seedlings or plugs by hand and also the preparation and clearing up before and after potting
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare for potting	<b>1.1</b> Identify and wear appropriate protective clothing  <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others  <b>1.3</b> Organise tools, materials and equipment before use  <b>1.4</b> Place drainage materials and/or compost in pots/modules and consolidate to suit planting needs as directed
<b>2.</b> Be able to pot rooted cuttings, large seedlings or plugs	<b>2.1</b> Prepare cuttings, seedlings or plugs for potting as instructed  <b>2.2</b> Make planting holes in suitable positions and

	<p>at correct depths</p> <p><b>2.3</b> Plant rooted cuttings, large seedlings or plugs and firm as instructed</p> <p><b>2.4</b> Handle plants carefully as demonstrated</p>
<p><b>3.</b> Be able to care for cuttings, seedlings or plugs immediately after potting</p>	<p><b>3.1</b> Write labels and position as instructed</p> <p><b>3.2</b> Provide water without undue disturbance to plants or water logging</p> <p><b>3.3</b> Place pots/modules into trays/carriers on completion</p>
<p><b>4.</b> Be able to clear up after potting</p>	<p><b>4.1</b> Clean and store tools and equipment after use as instructed</p> <p><b>4.2</b> Clear and tidy the work area after use, disposing of debris as instructed</p>



# Supporting Unit Information

**R/600/0288 Assist with potting up rooted cuttings, large seedlings or plugs by hand**

**- Entry Level 3**

## Indicative Content

### ***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, and put tools in cupboard/storage box.

**4.2 Clear and tidy the work area after use, disposing of debris as instructed** e.g. take potted plants to growing on area, brush up wasted materials, dispose of damaged or diseased plants to minimise spread of disease, sweep up debris on floor.

**Teaching Strategies And Learning Activities**

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**Methods Of Assessment**

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### **Additional Information**

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## Sow Seed Indoors In Containers

<b>Unit Reference</b>	<b>L/600/0290</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to sow seed indoors	<b>1.1</b> Identify and wear appropriate protective clothing  <b>1.2</b> Follow safety procedures as directed to ensure the health and safety of self and others  <b>1.3</b> Organise tools, materials and equipment before use  <b>1.4</b> Place drainage materials and compost in pots/trays, level and consolidate
<b>2.</b> Be able to sow seed	<b>2.1</b> Prepare one type of seed that needs special treatment before sowing under supervision  <b>2.2</b> Evenly sow at least two different sizes of seed  <b>2.3</b> Cover seed with compost if necessary to a depth suitable for the type of seed

<p><b>3.</b> Be able to care for seed immediately after sowing</p>	<p><b>3.1</b> Write labels and position as instructed</p> <p><b>3.2</b> Water the compost and drain off excess without undue disturbance to seed</p> <p><b>3.3</b> Cover pots/trays</p> <p><b>3.4</b> Store unused seed as directed</p>
<p><b>4.</b> Be able to clear up after sowing</p>	<p><b>4.1</b> Clean and store tools and equipment after use</p> <p><b>4.2</b> Clear and tidy the work area after use, disposing of debris as instructed</p>

# Supporting Unit Information

## L/600/0290 Sow seed indoors in containers - Entry Level 3

### Indicative Content

#### ***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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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Identify Plants

<b>Unit Reference</b>	<b>Y/600/0289</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit includes the knowledge, skills and understanding needed to recognise the features useful for identifying plants and the characteristics of four main groups of plants
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Know the main parts of a plant that are useful for identification	<b>1.1</b> State three main parts of a plant
<b>2.</b> Know the characteristics of plants	<b>2.1</b> State two or more characteristics of woody plants  <b>2.2</b> State the main differences between trees and shrubs  <b>2.3</b> State two or more main features of herbaceous plants  <b>2.4</b> State the main difference between perennials and annuals  <b>2.5</b> Give two examples of how plants could be harmful to people or animals

<p><b>3.</b> Be able to identify plants</p>	<p><b>3.1</b> Recognise two or more plants from each of the following</p> <ul style="list-style-type: none"> <li>• Trees</li> <li>• Shrubs</li> <li>• Perennials</li> <li>• Annuals</li> </ul> <p><b>3.2</b> Indicate, for each of the examples named, one main feature that helped recognition</p>
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# Supporting Unit Information

## Y/600/0289 Identify plants - Entry Level 3

### Indicative Content

#### ***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, and 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**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

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## **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports

- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Make a Single Flower Buttonhole

<b>Unit Reference</b>	<b>D/502/0808</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to make a single flower buttonhole correctly and securely
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.9)</b> <i>The learner can</i>
<b>1.</b> Be able to make a single flower buttonhole	<b>1.1</b> Recognise all materials and accessories <b>1.2</b> Check tools are safe to use <b>1.3</b> Carry out activities to make a single flower buttonhole <b>1.4</b> Give a reason for wiring the flower and foliage <b>1.5</b> State why it is necessary to cover the flower stem with stem tape <b>1.6</b> Attach fastening under supervision <b>1.7</b> Give a reason for spraying the completed buttonhole with water <b>1.8</b> Dispose of waste and store unused materials <b>1.9</b> Maintain own safety and hygiene



# 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, and 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.

### Teaching Strategies And Learning Activities

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## Methods Of Assessment

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- Site risk assessment

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Recognise Materials Used In Floristry

<b>Unit Reference</b>	<b>L/502/0805</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise materials used in floristry
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to recognise materials used in floristry	<b>1.1</b> Recognise floristry materials <b>1.2</b> Recognise floristry accessories <b>1.3</b> Give a reason for using the correct materials <b>1.4</b> 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.

### 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.

## Gift Wrap a Single Flower

<b>Unit Reference</b>	<b>R/502/0806</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise, select and prepare materials to gift wrap a single flower for presentation
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to gift wrap a single flower	<b>1.1</b> Recognise all materials and accessories <b>1.2</b> Check tools are safe to use <b>1.3</b> Give a reason for gift wrapping fresh plant material <b>1.4</b> Carry out activities to gift wrap a single flower <b>1.5</b> State why it is necessary to handle plant material with care <b>1.6</b> Decorate gift wrapped flower as appropriate <b>1.7</b> State why it is important to secure materials correctly <b>1.8</b> Dispose of waste and store unused materials



# 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, and 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.

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Additional Information**

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## Condition Floristry Plant Material

<b>Unit Reference</b>	<b>T/502/0636</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise, prepare and condition fresh plant material
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to condition plant material	<b>1.1</b> Unpack fresh flowers and foliages <b>1.2</b> Recognise materials and tools and check for safe use <b>1.3</b> Carry out activities to condition plant materials <b>1.4</b> Give a reason for storing plant material in cool dry shady conditions <b>1.5</b> State why it is important to check that plant material is healthy and not damaged <b>1.6</b> Give a reason for flower food to be added to water <b>1.7</b> Store tools and unused materials safely

# 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, and 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.

### 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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- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
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- Interview/professional discussion
- Site risk assessment

- Tool / equipment inventory lists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Make a Country Basket Arrangement

<b>Unit Reference</b>	<b>Y/502/0807</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to make a country basket arrangement using plant material
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to make a country basket arrangement	<b>1.1</b> Recognise all materials and accessories <b>1.2</b> Check tools are safe to use <b>1.3</b> Carry out activities to make a country basket arrangement <b>1.4</b> Give a reason for cutting flower/ leaves to correct length <b>1.5</b> Give a reason for positioning flowers/ leaves in floral foam securely and correctly <b>1.6</b> State why it is important to cover all of the floral foam <b>1.7</b> Provide water for arrangement as appropriate <b>1.8</b> Dispose of waste and store unused materials



# 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.

### Teaching Strategies And Learning Activities

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## Methods Of Assessment

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### **Additional Information**

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## Care of Farm Animals

<b>Unit Reference</b>	<b>M/502/4538</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>60</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 7)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 7.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Know different farm animal gender types	<b>1.1</b> Recognise different farm animal gender types
<b>2.</b> Know signs of health in farm animals	<b>2.1</b> Recognise signs of health in farm animals
<b>3.</b> Be able to assist with moving farm animals safely	<b>3.1</b> Assist with moving farm animals from one place to another

<b>4.</b> Be able to assist with basic treatment of farm animals	<b>4.1</b> Assist with basic treatment of farm animals
<b>5.</b> Be able to assist with feeding and watering farm animals	<b>5.1</b> Assist with preparing food for farm animals <b>5.2</b> Assist with feeding and watering farm animals
<b>6.</b> Be able to assist with cleaning out and preparing new accommodation for farm animals	<b>6.1</b> Assist with cleaning out a pen used to accommodate farm animals <b>6.2</b> Assist with preparing a pen used to accommodate farm animals
<b>7.</b> Be able to work safely with farm animals	<b>7.1</b> Maintain a safe and tidy working environment <b>7.2</b> Identify hazards when working with farm animals in order to reduce risks

# 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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### **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
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### **Additional Information**

See Skills and Education Group Awards website for further information.



## Move and Prepare Farm Animal Pens

<b>Unit Reference</b>	<b>D/502/0727</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to clean and prepare housing for different species of farm animal
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.8)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to dismantle, move and set up farm animal pens	<b>1.1</b> Dismantle farm animal pens <b>1.2</b> Move pens to new destination <b>1.3</b> State why farm animal pens need to be moved and must be secure <b>1.4</b> Construct pen and check it provides adequate shelter <b>1.5</b> Give reasons for safe lifting techniques <b>1.6</b> Set up pen with clean bedding, water and feed <b>1.7</b> Introduce animal to new pen <b>1.8</b> 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.

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### **Additional Information**

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## Feed Young Farm Animals

<b>Unit Reference</b>	<b>D/502/0730</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit enables learners to demonstrate their ability to feed milk substitute to young farm animals
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to feed milk substitute to young farm animals	<b>1.1</b> Collect and check feeding equipment is safe to use  <b>1.2</b> State why feeding equipment should be checked for safety/cleanliness before use  <b>1.3</b> Prepare milk substitute to feed to young farm animals  <b>1.4</b> Prepare feeding equipment  <b>1.5</b> Feed milk substitute to young farm animals  <b>1.6</b> Maintain own safety and hygiene during operations
<b>2.</b> Know why milk substitute is fed to young farm animals	<b>2.1</b> Give a reason for feeding milk substitute to young farm animals

# Supporting Unit Information

## D/502/0730 Feed young farm animals - Entry Level 3

### 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, and 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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### **Methods Of Assessment**

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## **Additional Information**

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## Disinfect Poultry Accommodation

<b>Unit Reference</b>	<b>D/502/0775</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to disinfect poultry accommodation
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Be able to disinfect poultry accommodation	<b>1.1</b> Prepare poultry accommodation for disinfection <b>1.2</b> Prepare tools, equipment and materials for use <b>1.3</b> State why it is important to mix disinfectant to the correct strength <b>1.4</b> Disinfect poultry accommodation ensuring adequate ventilation throughout the process <b>1.5</b> Restore the accommodation for bird use <b>1.6</b> Use, clean and store PPE, tools and equipment safely <b>1.7</b> Maintain the safety of self, others and animals during the operation
<b>2.</b> Know how to maintain the health and safety of people	<b>2.1</b> State why PPE needs to be worn

and birds when disinfecting poultry accommodation	<b>2.2</b> 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.

**Teaching Strategies And Learning Activities**

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**Methods Of Assessment**

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### **Additional Information**

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## Poultry Housing and Bedding

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<b>Unit Reference</b>	<b>F/502/0770</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise types of suitable housing for poultry and select suitable bedding material
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.6)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise suitable accommodation for poultry	<b>1.1</b> Recognise types of housing for poultry  <b>1.2</b> Recognise the features of poultry accommodation  <b>1.3</b> Recognise types of suitable bedding for poultry  <b>1.4</b> State why suitable bedding needs to be provided for poultry  <b>1.5</b> State why adequate ventilation is required for poultry accommodation  <b>1.6</b> State why poultry accommodation needs to be situated in a suitable position

# 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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## Clean Farm Animal Housing

<b>Unit Reference</b>	<b>H/502/0728</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit enables learners to demonstrate their ability to clean out the pen or housing for a farm animal and then bed it down
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to clean out farm animal pen/housing and bed down	<b>1.1</b> Prepare to clean farm animal housing <b>1.2</b> Check that tools and equipment are safe to use <b>1.3</b> Clean out farm animal housing <b>1.4</b> Use, clean and store PPE, tools and equipment safely <b>1.5</b> Maintain own safety and personal hygiene during operations <b>1.6</b> List safety procedures to follow during cleaning
<b>2.</b> Know why farm animal housing needs cleaning	<b>2.1</b> 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.

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### **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information.

## Grading Poultry Eggs

<b>Unit Reference</b>	<b>H/502/0776</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit enables learners to demonstrate their ability to grade and pack eggs by weight
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Grade poultry eggs by weight	<b>1.1</b> Prepare equipment for grading poultry eggs <b>1.2</b> State why eggs need to be weighed <b>1.3</b> Sort and grade eggs by weight <b>1.4</b> Pack eggs into marked boxes and store <b>1.5</b> State why eggs should be stored correctly before sale <b>1.6</b> Give a reason for marking eggs with a best before date <b>1.7</b> State why dirty eggs should not be washed <b>1.8</b> Maintain own safety and hygiene throughout operations

# 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 21 days 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

<b>Unit Reference</b>	<b>K/502/0729</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to weigh and record weights of a farm animal
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to weigh farm animals	<b>1.1</b> Prepare to weigh farm animals <b>1.2</b> Move and load animal into weighing equipment <b>1.3</b> Give reasons for making sure the weigh area must be free from hazards <b>1.4</b> Weigh and record farm animal details <b>1.5</b> Release farm animal safely and return to pen <b>1.6</b> Clean weighing equipment and dispose of waste <b>1.7</b> Maintain own safety during operations <b>1.8</b> 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

<b>Unit Reference</b>	<b>L/502/0769</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their understanding of breeds of poultry
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to recognise breeds and characteristics of poultry	<b>1.1</b> Recognise breeds of poultry  <b>1.2</b> Give a reason for identifying different breeds of poultry correctly  <b>1.3</b> Recognise the characteristics of different breeds of poultry  <b>1.4</b> State the purpose of different breeds of poultry

# 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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## Methods Of Assessment

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### **Additional Information**

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## Recognise a Healthy Farm Animal

<b>Unit Reference</b>	<b>Y/502/0726</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise a healthy farm animal
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise a healthy farm animal	<b>1.1</b> Recognise signs of health in farm animals <b>1.2</b> Inspect animals for health <b>1.3</b> List sign that indicate a farm animal is ill or unwell <b>1.4</b> Report finding to supervisor <b>1.5</b> Maintain personal safety and hygiene when inspecting animals
<b>2.</b> Know why farm animals should be checked for health	<b>2.1</b> 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 animal's 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.

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### **Additional Information**

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## Check That Poultry Are Healthy

<b>Unit Reference</b>	<b>Y/502/0774</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise the parts of a bird to be checked and complete a health check on a bird assisted by a supervisor
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to check poultry for health	<b>1.1</b> Catch and hold poultry correctly <b>1.2</b> Identify areas on a bird to check for health <b>1.3</b> Recognise signs of health in poultry <b>1.4</b> Give a reason for observing bird behaviour <b>1.5</b> State why sick birds must be isolated from the flock <b>1.6</b> Maintain own safety and hygiene throughout operations
<b>2.</b> Know why poultry need to be checked for health	<b>2.1</b> 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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### **Additional Information**

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## Provide Feed and Water to Animals

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<b>Unit Reference</b>	<b>D/502/1473</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to provide feed and water to animals by selecting the correct feed and supplying clean, fresh water according to the feed plan
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
<b>1.</b> Be able to provide feed and water to animals	<b>1.1</b> Select the correct feed according to the animals' feeding plan  <b>1.2</b> Prepare feed correctly and hygienically  <b>1.3</b> Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains its health and welfare  <b>1.4</b> Supply clean, fresh water to the animals according to their needs  <b>1.5</b> Provide clear and accurate information for recording purposes

<p><b>2.</b> Be able to select, use and maintain relevant equipment</p>	<p><b>2.1</b> Select appropriate equipment for this area of work</p> <p><b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition</p>
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know how to provide feed and water to animals</p>	<p><b>4.1</b> Describe the purpose of a feeding plan</p> <p><b>4.2</b> Describe different types of feed and feed quality for three different purposes</p> <p><b>4.3</b> Outline the importance of providing fresh water to animals</p> <p><b>4.4</b> Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality</p> <p><b>4.5</b> Outline correct storage and use of equipment and feedstuffs</p> <p><b>4.6</b> Describe potential difficulties and risks that may arise during the feeding process and who to report them to</p> <p><b>4.7</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<p><b>5.</b> Know relevant health and safety legislation</p>	<p><b>5.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>

	<b>5.2</b> Describe the correct methods for disposing of waste
<b>6.</b> Know the types of equipment required and how to maintain them	<b>6.1</b> Describe the equipment which will be required for the activity  <b>6.2</b> Describe the methods of cleaning and maintaining the range of equipment hygienically

# Supporting Unit Information

## D/502/1473 Provide feed and water to animals – Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The examples used here are cats however any appropriate species or mixture of species can be used.

**LO1, LO2 LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to provide feed and water to animals***

#### **1.1 Select the correct feed in accordance to animals' feeding plan**

Follow feeding plan for animals to be fed, Use plan provided to identify amount and type of feed required which could be fresh, frozen, dried, or tinned.

**1.2 Prepare feed correctly and hygienically** Follow standard operating procedure, prepare by washing hands and selecting correct PPE, use clean tools and equipment to measure and dispense food into correct containers for animals concerned. Report mistakes in feeding plans, breakages and defects to line manager, who could be section manager, small holder, pet owner, vet, keeper, or teacher. All opened containers labelled for specific animals if not emptied sealed and labelled, to ensure no cross contamination, miss feeding, and stored in safe place such as fridge for perishable foods or sealed containers for dried and other foods.

#### **1.3 Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains its health and welfare**

Ensure cats have own bowls cleaned and returned with correct feed allocation as feeding plan with no distractions e.g. dogs,

other cats etc. All cats in room fed at the same time if possible to prevent stress and give them time to eat. Especially with young animals feeding plan may be little and often to increase feed intake and keep them fit.

**1.4 Supply clean, fresh water to the animals according to their needs** Water provided ad lib unless otherwise directed e.g. before an operation. Water bowls kept topped up, clean and hygienic throughout to help encourage uptake. Beware topping up dirty containers.

**1.5 Provide clear and accurate information for recording purposes** Follow work place standard operating procedures for recording and providing information for example - hospitalisation records with name of animal, date of arrival, expected time of operation, type of food and water required, amount and whether eaten, time of withholding of food prior to operation, change of diet and time required for post operation food and water or information on hypo-allergenic or weight loss/gain diets.

## ***Learning Outcome 2. Be able to select, use and maintain relevant equipment***

**2.1 Select appropriate equipment for this area of work** Equipment for personal use selected footwear, gloves, apron, etc. Equipment for handling and preparing food e.g. tin opener, fork, spoon, bowls and weigh scales. Ensure any electrical equipment (fridge, freezer, kettles) used is safe, pat tested and correctly maintained. Equipment for feeding cat; water bowls and feed bowls clean and fit for purpose. Note bowls must be wide enough to let cat put head into bowl without touching whiskers. Non slip bases also useful.

**2.2 Prepare, maintain and store equipment in the correct way** Clean all tools and equipment before and after process so ready for reuse. Do not clean with human feeding utensils. Ensure temperature safe but high enough to remove bacteria. Do not use highly scented detergents on feed bowls as it can deter cats from eating. Check all equipment and materials are clean and in good working order before and after use. Report breakages and defects to line manager, ref. LO1.2. Store cupboards temperature regulated, preferably out of direct sunlight. All opened containers labelled for specific animals. Tinned food removed from tins placed in air tight containers and labelled, before refrigeration.

## ***Learning Outcome 3. Be able to work safely***

**3.1 Work healthily and safely with regard to animal welfare codes of practice and other requirements minimising environmental damage** Work safely according to current legislation with due regard to animal health and welfare e.g. Animal Health Acts, Health and



Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know basic safety requirements, cleanliness, and feed preparation requirements.

**3.2 Dispose of waste safely and correctly** Animal waste including feed should be removed and disposed of correctly as instructed, following standard operating procedures. The disposal of all categories of animal feed waste and water, disposed of in accordance to environmental legislation, in municipal waste bins, sinks or specifically allocated containers, or dirty water system. The importance of not feeding contaminated feeds and water should be highlighted.

**LO4, LO5 and LO6 are the key areas of knowledge for this unit**

***Learning Outcome 4. Know how to provide feed and water for animals***

**4.1 Describe the purpose of a feeding plan** To prevent illness from underfeeding and over feeding, feeding the correct foods at the correct times. To enable a written record which enables different people to follow plan and feed correctly, to enable analysis of feed intake to diagnosis illness, incidents of weight gain or loss, changes in behaviour. To prevent gorging and sickness, and to prevent wastage. Ref LO1.1.

**4.2 Describe different types of feed and feed quality for 3 different purposes** Examples could be freshly caught prey if plentiful caught by cat provides all a cat needs to keep healthy Cats like to kill and eat their own prey e.g. insects rodents, birds, reptiles. Tinned food can be useful to help a cat regain lost body condition especially more expensive brands e.g. kittens up to 12 weeks need 5 small meals of tinned food a day. Elderly cat getting tooth problems need soft tinned food, fed to appetite one to two times a day. Dried food contains minimal water so water must be provided at all times, good for cats' teeth, and good for cats where it may be impossible to feed the regularly e.g. pressures of work as it does not go off as quickly as fresh and tinned foods.

Examples of different uses of different feed types could be special diets for cats with diarrhoea and or colitis, or hypo-allergenic diets as prescribed by vets. Post and pre operation diets, specialist kidney diets. Nursing cats also need a good supply of a variety of feed and water available at all times, or fed two times a day at least.

**4.3 Outline the importance of providing fresh water to animals**

Cats' body contains about 67% water, which is approximately the percentage of water in the prey they would catch and eat in the wild.

A 15% loss in water can result in death. Dry cat food is around 10% water, and canned cat food around 78%. Without the right water the cat can become ill with dehydration. Dirty water can carry infections e.g. bacteria such as Salmonella. Excess water is not a problem as the cat can expel excess in urine. Water loss can take place with bleeding, diarrhoea, increased body temp, increased salt intake and must be replaced to prevent death. Ref LO1.4.

**4.4 Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality**

Cats can vary but they are creatures of habit, variations in normal habits such as not drinking or eating, are important and can indicate illness and must be noted on feeding charts and/or reported to line manager. Ref LO1.2. Dropping of feed can indicate tooth problems as can refusal to eat dried food.

**4.5 Correct storage and use of equipment and feed** Ref LO2.2.

**4.6 Difficulties and risks during feeding and who to report them to**

Work with due regard to health and safety Ref LO3.1 to minimise risks. Risk assessments are useful teaching tools to highlight potential difficulties and risks when feeding all types of animals. Some cats can be very aggressive at times for example and learners need to report any issues to Line Managers. Ref LO1.2 so that warnings can be put in place to minimise the risk to all personnel. Risks to the cat due to eating too fast causing sickness or aspiration pneumonia also noted.

**4.7 Types of records required and the importance of accurate records**

Records required can vary between businesses and individual cats. Ref LO1.5. From total recorded feeding regime to a record of just feeding in some catteries. Legibility and accuracy of all records paramount as otherwise have no meaning and can cause mistakes. Records may for example be written on cards, placed in cats cage or record book, or electronic in computer recording system, or digital recording system.

***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

**5.1 Current health and safety legislation, codes of practice and other requirements.** Ref LO3.1.

**5.2 Correct methods of disposing of waste and animal feed** Ref LO3.2.

***Learning Outcome 6. Know the types of equipment and how to maintain them***

**6.1 Equipment required for feeding** Ref LO2.1.

**6.2 Methods of cleaning and maintaining equipment hygienically**

Know methods of cleaning all tools and equipment before and after process so ready for reuse. Ref LO2.2.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**It is important that practical assessment activities are supervised appropriately.**

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and The pet web site [www.petwebsite.com](http://www.petwebsite.com) The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and the Cats Protection League has useful information on cats [http://www.cats.org.uk/learn/education\\_secondary.asp](http://www.cats.org.uk/learn/education_secondary.asp)
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

See Skills and Education Group Awards website for further information.

## Promote and Maintain the Health and Well-Being of Animals

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<b>Unit Reference</b>	<b>H/502/1507</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to promote and maintain the health and welfare of animals. This covers identification of abnormal signs, monitoring the animals and carrying out procedures to promote the health and welfare
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to promote and maintain the health and welfare of animals	<p><b>1.1</b> Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare</p> <p><b>1.2</b> Provide animals with sufficient and effective opportunities to move, and maintain physical functioning</p> <p><b>1.3</b> Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following</p> <ul style="list-style-type: none"> <li>• appearance</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• bodily functioning</li> <li>• social interaction</li> </ul>

	<p><b>1.4</b> Identify, record and report five abnormal signs that might indicate the following</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul> <p><b>1.5</b> Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned</p> <ul style="list-style-type: none"> <li>• preventative care</li> <li>• environmental adjustment</li> <li>• changing feed or water provision</li> </ul> <p><b>1.6</b> Record and report animals' reaction to specific procedures</p> <p><b>1.7</b> Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation</p>
<b>2.</b> Be able to work safely	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Dispose of waste safely and correctly</p>
<b>3.</b> Be able to maintain accurate records	<p><b>3.1</b> Provide clear and accurate information for recording purposes</p>
<b>4.</b> Know how to promote and maintain the health and welfare of animals	<p><b>4.1</b> Identify the purpose for which the animals are being kept</p> <p><b>4.2</b> Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals</p> <p><b>4.3</b> Describe why animals need exercise and how</p>

	<p>the type and amount varies at different stages in an animal's life</p> <p><b>4.4</b> Provide examples of how two different species of animals maintain their own physical condition and appearance</p> <p><b>4.5</b> Describe all the visual signs which indicate the following potential problems with an animal's health and welfare</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul> <p><b>4.6</b> Describe two types of preventative care used to maintain the health and welfare of animals</p> <p><b>4.7</b> State how the environment may be adjusted to maintain two species of animals' health and welfare</p> <p><b>4.8</b> State the importance of providing an adequate supply of feed and water</p>
<b>5.</b> Know relevant health and safety legislation and environmental good practice	<p><b>5.1</b> Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe how environmental damage can be minimised</p> <p><b>5.3</b> Describe the correct methods for disposing of waste</p>
<b>6.</b> Know how to maintain accurate records	<p><b>6.1</b> Identify the types of records required and explain the importance of accurate record keeping</p>



# Supporting Unit Information

## H/502/1507 Promote and maintain the health and well-being of animals – Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The main example used here are goats however any appropriate animal can be used.

**LO1, LO2 LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to promote and maintain the health and welfare of animals***

**1.1 Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare** Goats must be cared for well, in a manner that optimises their health and productivity (see Defra's Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts, The British Goat Society web site). All types of goat must have a suitable environment (place to live) e.g. milking goats need suitable safe grazing area, and/or hygienic, draft free, well bedded, warm, but well ventilated in door accommodation. A suitable diet, e.g. fresh water, herbage, concentrate feed preferably specifically designed and balanced for goats, and a source of quality fibre hay, haylage or straw (not oat straw). They must be able to exhibit normal behaviour i.e. move normally play and clean themselves properly, be housed with suitable mates, and be protected from stress (for example-lack of feed/water/fibre, frightened, too hot or too cold), or pain (for

example-bad handling pulling by the ear, leg or neck), injury ( for example inflicted by bad handling, choking, poor environment, incorrect veterinary procedures, and disease (e.g. ringworm, pneumonia, milk fever). i.e. The five freedoms).

### **1.2 Provide animals with sufficient and effective opportunities to move, and maintain physical functioning**

Animals need time to show natural behaviour to be able to move enough to keep their body functioning correctly (by scratching, licking, grooming themselves and keeping fit), eating and drinking correctly to maintain healthy and be fit for purpose. They need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible Exercise promotes health; which facilitates easy kidding, so in kid goats need more exercise than feeding goats, as they need to be fit not fat. Stabled horses need more exercise than horses at grass; growing sheep need more exercise than ewes.

### **1.3 Monitor and report the animals' physical condition and behaviour at suitable intervals (to include the following)**

Observe the animals as in LO1.2 to enable a correct prognosis of the animals' health

- **Appearance** Chewing its cud, vocalising, and breathing normally, looking alert with bright eyes, shiny coat, damp nose, signs of deformities.
- **Posture and movement** i.e. standing and moving correctly, standing with weight evenly on all legs, walking and running without limping and nodding its head, moving at an appropriate speed for the situation
- **Behaviour** eating, drinking, licking scratching, smelling, looking and reacting to stimuli,
- **Bodily functioning** i.e. temperature, pulse rate and respiration rate correct, urinating and defecating normally without scouring or becoming constipated and without pain. Urine and faeces the correct colour and smell
- **Social interaction** i.e. interacting or failing to interact with people or other livestock (playing with its mates, fighting with its peers or standing on its own which usually indicates illness or kidding if appropriate)

Report the finding clearly and accurately to the correct person (E.g. Your line manager who could be section manager, farmer, small holder, pet owner, keeper, teacher, or if required and within your job role vet)

### **1.4 Identify, record and report five abnormal signs that might indicate the following**

These may indicate potential ill health, but not always. Monitor record and report the findings from LO1.3 that could indicate problems

- **Disease** can be indicated by changes in behaviour; involving signs such as lack of cudding, lameness, rapid breathing poor coat, sunken eyes, dry nose are signs of a raised temperature and dehydration all of which can indicate a variety of diseases in goats such as acetonemia, pneumonia, foot rot or Caprine arthritis encephalitis.
- **Disabilities** lameness can indicate deformed bent legs or feet, or they may be blind unable to see.
- **Disorders** incorrect bodily functions e.g. those brought on by lack of or incorrect food can be identified by choking or scouring, milk fever and staggers.
- **Pest infection** goats itching and biting themselves could indicate external parasites such as lice or internal parasites indicated by scouring loss of weight.
- **Trauma** lameness, incorrect vocalising, blood cuts etc can indicate pain, signs of injuries, broken legs and horns.
- **Stress** can be caused by environmental stressors i.e. too hot, too cold, too dry, too wet, lack of or too much food, over stocked with milk, This type of stress can be sometimes worse than stress from fear of people, unusual noises and violent occurrences; stress can be observed at different levels e.g. Tail swishing, defecating, starey eyed and increased vocalisation (snorting); too ultimately if stressors are not removed by flight and or aggression which can put animal and people in danger.

All signs of ill health must be reported a.s.a.p. to the appropriate person listed in LO3, be recorded (individual animal log book, herd record, diary) and appropriate remedial action can then be investigated. E.g. Goats scouring; supply medication and/or change diet contact veterinary surgeon.

### **1.5 Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned preventative care**

for goats i.e. Care of new born kid. Provision of colostrum, check dry and warm, standing moving and feeding correctly. Vaccinations e.g. clostridia diseases (8 in 1), blue tongue, and internal and external parasite control for the herd.

- **Environmental changes** i.e. Move goats to more appropriate area e.g. move field and or accommodation. Cleaning out of soiled, wet bedding and waste material, change the rate of ventilation, and reducing or increasing stocking density which can all have an effect in the humidity of the air and resulting levels of bacterial or viral infections.

Low temperatures rarely have an adverse effect on goats unless they are inadequately fed or ill, however high temperatures and high humidity can be fatal.

- **changes of food and water provision** i.e. Provide the correct feed in the correct amounts in response to for example changes in weather conditions or nutritional demands such as pre/post kidding or when drying off goats.

#### **1.6 Record and report animals' reaction to specific procedures**

Observe the effects of the procedures completed in LO1.5 and report the benefit/lack of benefit to the animals in question as regards physical condition and behaviour. Ref LO1.3. E.g. Goat placed in specifically designed accommodation for kidding. Need to record date, time, outcome, and report to person in charge. Vaccine, wormer used discussed with person in charge and recorded in medicine record

#### **1.7 Seek assistance immediately for any animals' health or welfare emergency and initiate action as appropriate to the situation**

Unusual signs need to be reported as soon as possible to the person in charge. Ref LO1.3 so he can sort or ring the vet or police if applicable to prevent further problems, illness and even death. Animal health emergencies can be illness, injury or escape e.g. a goat kid with scour (diarrhoea) must have electrolytes and probably antibiotics a.s.a.p. to prevent further deterioration and may well need veterinary attention. A goat choking will need attention quickly to prevent suffocation and death.

### ***Learning Outcome 2. Be able to work safely***

#### **2.4 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements**

Know who to report to if unsure about own roles and queries as regards H & S and animal health and welfare. Ref LO1.3. Know current legislation. E.g. Animal Health Acts, Health and Safety Acts, PUWER, Environmental Protection Acts, COPs as applicable. Know the risks relating to the animals that will be cared for, e.g. one goat might be older and more aggressive than the others, and candidates will need to know to take more care when caring for certain highlighted individuals or groups. Use of risk assessments can be a good teaching and learning tool. Candidates should be aware of the five freedoms (freedom from discomfort, hunger and thirst, pain injury and disease, fear and distress, and free to show normal behaviour. To enable the livestock under your care to be content, thrive and grow well.)

#### **2.5 Dispose of waste safely and correctly**

The importance of environmental issues when disposing of all categories of livestock waste products. is paramount, organic waste including feed should be removed and disposed of correctly in the muck heap which must be situated on concrete or solid base to ensure that no run off can occur, which may pollute nearby water courses. Inorganic waste comprising

of paper, glass, metal and plastic, must be recycled or disposed of in the municipal bins as instructed by the person in charge. Ref LO1.3. The importance of removal and not feeding contaminated feed and water should be highlighted.

***Learning Outcome 3. Be able to maintain accurate records.***

**3.1 Provide clear accurate information for recording** Report procedures in LO1.5 and LO2.2 to the correct person ref LO1.3 in the correct format for e.g. animal medicine book, animal record book, herd record, medicine record, waste disposal records, and diary.

**LO4, LO5 LO6 are the key areas of knowledge for this unit.**

***Learning Outcome 4. Know how to promote and maintain the health and welfare of animals***

**4.1 Identify the purpose for which the animals are being kept**

Animals may be kept for a variety of reasons; production e.g. Farm Production e.g. goat milk. Display e.g. zoos, wildlife centres. Pets. Entertainment e.g. circuses. Environmental control.

**4.2 Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals** Ref LOLO1.5 Other examples could include; cat's routine flea protection by use of spot on, flea collars, worming. Red mite of poultry thrives in dirty poultry houses, which therefore must be cleaned and disinfected regularly. Laying hens will not lay at low temperatures and short day length  
Modern properly formulated proprietary feeds have been developed for most species and are useful for counteracting dietary deficiencies. E.g. cats, dogs, poultry, cattle sheep, pigs etc. Environmental and handling stressors Ref LO1.4 must be kept to a minimum and a knowledge of flight zones and correct handling methods for chosen species known.

**4.3 Describe why animals need exercise and how the type and amount varies at different stages in an animal's life** Exercise is important for all classes of livestock. Ref LO1.2 all young growing animals need to play, to help develop strong bones and muscles: Animals at grass obtain their exercise naturally. Feeding and finishing livestock need less exercise to promote the laying down of muscle and correct body condition, while pregnant animals need enough exercise to keep them fit and healthy so they are able to give birth more easily, in many mammals the feed intake at the end of gestation is in proportion to the final birth weight of the young e.g. cows, sheep.

**4.4 Provide examples of how two different species of animals maintain their own physical condition and appearance** Ref LO1.2

e.g. well-fed animals spend a lot of time looking after themselves by scratching, licking, & grooming themselves. Keeping fit by eating and drinking correctly e.g. grazing or hunting. All animals need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible.

**4.5 Describe all the visual signs which indicate the following potential problems with an animal's health and welfare** Ref

LO1.4 e.g. iii. A disorder - A goat with a false pregnancy or 'Cloudburst' suddenly voids from the vulva a large quantity of cloudy fluid after which the abdomen goes back to normal, provide six examples one each for disease, disability, disorder, pest infestation, trauma, and stress.

**4.6 Describe two types of preventative care used to maintain the health and welfare of animals** Ref LO1.5 e.g. Use of 8 in 1 clostridia vaccine for goats.

**4.7 State how the environment may be adjusted to maintain two species of animals' health and welfare** Ref LO 1.5 e.g. Use of extra bedding to keep milking goats clean. Use of lagging 'Hutch Huggers' to keep outside hutches warm in winter (rabbits, guinea pigs).

**4.8 State the importance of providing an adequate supply of feed and water** Ref LO 1.5. All animals need the correct amount of feed and water to keep healthy. This may vary for the specific role of the animal concerned. The milk yield of a goat for example is dependent on its intake of water and a correctly balanced ration in proportion to its milk yield; it will need more food than a goat in the early stages of pregnancy. Also animals on a sub maintenance diet will eventually die, but sub maintenance diets may be used for short periods to reduce obesity or prevent birth problems for example.

***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

**5.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements**

Ref LO1.1 and LO2.1. State responsibility for keeping safe when handling animals: It is important that candidates know which animals are safe for them to handle. They must be aware of the flight zone of the animals, and how they can be hurt by for example, biting, scratching, kicking or butting, by crushing, and zoonosis. Also the legislation in place to protect the animals under their care.

**5.2 Describe how environmental damage can be minimised** By disposing of waste correctly. Ref LO2.2. By taking precautions when feeding livestock outside to prevent damage to the ground and

surrounding areas, the effect of carbon foot print and air miles on the environment in connection to the animals concerned.

### **5.3 Describe the correct methods for disposing of waste** Ref LO 2.2

### ***Learning Outcome 6. Know how to maintain accurate records***

**6.1 Identify the types of records required and explain the importance of accurate record keeping** Ref LO1.4 LO1.6 LO3. In many industries legislation is in place to ensure correct records are kept for traceability purposes. The importance of the use of the records to promote the future health and well-being of not just the animals being treated, but in the whole of the UK should be impressed on the candidates.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.



All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Defra web site <http://www.defra.gov.uk> has details of the animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information for various species however some of the 2007 legislation referred to may be out of date due to rapidly changing legislations. The British Goat Society web site. [www.allgoats.com](http://www.allgoats.com)
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

See Skills and Education Group Awards website for further information.

## Prepare Feed for Animals

<b>Unit Reference</b>	<b>L/502/1467</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to prepare feed for animals. When preparing feed consideration must be made with regard to personal hygiene and hygienic use of equipment and utensils
<b>Learning Outcomes (1 to 5)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 5.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare feed for animals	<b>1.1</b> Use correct personal hygiene procedures before and after preparing animal feed  <b>1.2</b> Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage
<b>2.</b> Be able to work safely and minimise environmental damage	<b>2.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>2.2</b> Dispose of waste and animal feed safely and correctly
	<b>3.1</b> Select appropriate materials and equipment for this area of work

<p><b>3.</b> Be able to select, use and maintain relevant equipment</p>	<p><b>3.2</b> Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements</p> <p><b>3.3</b> Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition</p>
<p><b>4.</b> Know how to prepare feed for animals</p>	<p><b>4.1</b> Describe the importance of personal hygiene and health and safety in preparing animal feed</p> <p><b>4.2</b> Describe the different types of feed that are available and how to prepare these, covering</p> <ul style="list-style-type: none"> <li>• fresh</li> <li>• frozen</li> <li>• dried</li> <li>• tinned</li> </ul> <p><b>4.3</b> Describe any particular precautions that should be taken when preparing different types of feed</p> <p><b>4.4</b> Describe the equipment and utensils that are used in preparing and serving animal feed</p> <p><b>4.5</b> describe three situations in which animals may have specific nutritional needs</p>
<p><b>5.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>5.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe the correct methods for disposing of waste and animal feed</p>

# Supporting Unit Information

## L/502/1467 Prepare feed for animals – Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The examples used here are cats however any appropriate species or mixture of species can be used.

**LO1, LO2 LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to prepare feed for animals***

- 1.1 Use correct personal hygiene procedures before and after preparing animal feed** Ensure that hands are washed and dried correctly, using antibacterial wash, soap &/or hand cleanser, keep facilities clean and tidy before and after preparing feed, to prevent cross contamination. Use correct PPE as applicable.
- 1.2 Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage** Use feeding plan provided to identify amount and type of feed required. Use correct utensils as listed in LO3. Read and follow feeding plans for animals to be fed, calculate different feeds required for animals being fed. Use weigh scales or other form of metering amount of food by volume, to ensure feed is allocated accurately to prevent over and under feeding, and prevent wastage. Use feed utensils as detailed in LO3.2.

### ***Learning Outcome 2. Be able to work safely and minimise environmental damage***

- 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any**

**additional requirements** Work safely according to current legislation with due regard to animal health and welfare e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know basic safety requirements, cleanliness, and feed preparation requirements.

**2.2 Dispose of waste and animal feed safely and correctly** Animal waste including feed should be removed and disposed of correctly as instructed, following standard operating procedure. All categories of livestock waste products disposed of in accordance to environmental legislation, in muck heap or allocated containers. Waste water disposed in a dirty water system. The importance of not feeding contaminated feeds should be highlighted.

***Learning Outcome 3. Be able to select, use and maintain relevant equipment***

**3.1 Select appropriate materials and equipment for this area of work** Equipment for personal use selected footwear, gloves, apron, etc. Equipment for handling and preparing food e.g. tin opener, fork, spoon, bowls and weigh scales. Ensure any electrical equipment (fridge, freezer, kettles) used is safe, pat tested and correctly maintained. Equipment for feeding cat; water bowls and feed bowls clean and fit for purpose. Note bowls must be wide enough to let cat put head into bowl without touching whiskers. None slip bases also useful.

**3.2 Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements** Follow workplace rules and standard operating procedures to prepare food, with specific tools such as scales, knives, spoons used for each type of food, to prevent cross contamination certain tools may sometimes only be used for selected feeds such as tinned cat feed.

**3.3 Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition** Clean all tools and equipment before and after process so ready for reuse. Do not clean with human feeding utensils. Ensure temperature safe but high enough to remove bacteria. Do not use highly scented detergents on feed bowls as it can deter cats from eating. Check all equipment and materials are clean and in good working order before and after use. Report breakages and defects to line manager, who could be section manager, small holder, pet owner, vet, keeper, or teacher. Store cupboards temperature regulated, preferably out of direct sunlight. All opened containers labelled for specific animals. Tinned food removed from tins placed in

air tight containers and labelled. Ref LO1.2.

## **LO4, and LO5 are the key areas of knowledge for this unit**

### ***Learning Outcome 4. Know how to prepare feed for animals***

#### **4.1 The importance of personal hygiene and health and safety**

**when preparing animal feed** Know the reasons for personal hygiene e.g. Cross contamination with for example Salmonella and E Coli infections. Know how to keep safe when preparing feed; note the use of simple risk assessments for all standard operating procedures used, is a useful teaching tool to highlight risks. E.g. use of tin openers, sharp knives, motorised equipment and machinery if used. Ref LO1.1 and LO2.1.

#### **4.2 Describe the different types of feed that are available and how to prepare these, covering, prey, freshly prepared and cooked foods, frozen. proprietary tinned and dried foods**

- **Fresh** Cats like to kill and eat their own prey e.g. insects, rodents, birds, reptiles. Fresh food can be prepared for cats who will eat it raw however to reduce the risk of salmonella it is best cooked. E.g. porridge, liver, rabbit, poultry, fish, scrambled eggs. Cool and remove bones before feeding. Problems can occur with vitamin mineral and amino acid imbalance so not recommended as a sole method of feeding cats.
- **Frozen** Above foods can be kept frozen, then thawed properly prior to feeding and preferably cooked for cats. Cats will only eat prey they have killed themselves.
- **Dried** Contains minimal water so water must be provided at all times, good for cats' teeth, poor quality dried food known to result in urinary problems in the past. However very good source of correctly balanced feed, vitamin and minerals. Clean to use, best varied with other types of feed.
- **Tinned** Preferred by most cats as many different flavours, varieties and qualities, it is a well-balanced feed, also pouched feeds are similar to tinned, are drier so keeps better after feeding. Tinned and pouched feeds must be only fed in small quantities to prevent wastage.

Know the effect of faddism and importance of varied diets for cats from a young age.

#### **4.3 Describe any particular precautions that should be taken when preparing different types of feed**

Know how to keep safe see LO2.1, LO2.2 and LO4.1 and extra precautions needed for each type of feed. Feed at room temperature. Fresh feed must not be a sole diet unless all natural prey. Ref LO4.2. Care required with cross contamination Ref LO3.1 and LO3.2. All fresh food cooked adequately

to kill all bacteria. Frozen see LO4.2 and problems handling frozen food adequate PPE. Dried See LO4.2 vary with other feed use good proprietary well balanced feeds only, do not over feed as can be a cause of urinary calculi if fed without adequate water or for long periods. Tinned. Good balanced feed but cats can get addicted and over eat or refuse to eat. Decant into ceramic stainless steel or plastic containers with lids to prevent deterioration, store in fridge use in 24hrs.

**4.4 Describe the equipment and utensils that are used in preparing and serving animal feed** Ref LO3.LO4.2.

**4.5 Describe three situations in which animals may have specific nutritional needs.** Examples could be kittens up to 12 weeks need 5 small meals a day due to small size. Elderly cats getting tooth problems need soft feed, fed to appetite one to two meals a day, to ensure adequate food intake is not prevented by pain.. Nursing cats need a good supply of feed and water available at all times and fed two times a day. Special diets for cats with diarrhoea and or colitis will be prescribed by vets.

***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

**5.1 Current health and safety legislation, codes of practice and other requirements.** Ref LO2.1 and 3.2.

**5.2 Correct methods of disposing of waste and animal feed** See LO2.2.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes could be by supervised practical animal care tasks giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

**Learning Outcomes (LO) 4 and 5**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules



- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and The pet web site [www.petwebsite.com](http://www.petwebsite.com) The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and the Cats Protection League has useful information on cats [http://www.cats.org.uk/learn/education\\_secondary.asp](http://www.cats.org.uk/learn/education_secondary.asp)
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

See Skills and Education Group Awards website for further information.

## Select and Prepare Accommodation for Animals

<b>Unit Reference</b>	<b>R/502/1521</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	<p>The aim and purpose of this unit is to provide the learner with The aim of this unit is to provide the learner with the knowledge and skills required to establish accommodation for animals. This involves selecting and preparing the accommodation ready for use by animals, setting up suitable environmental conditions, and introducing the animals to the accommodation.</p> <p>The learner will be fully aware of the importance of relevant health, safety and animal welfare in connection with this work</p>
<b>Learning Outcomes (1 to 7)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 7.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to select and prepare accommodation for animals	<p><b>1.1</b> Select accommodation according to specified requirements</p> <p><b>1.2</b> Select, prepare and maintain the necessary equipment and materials for use</p> <p><b>1.3</b> Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare</p> <p><b>1.4</b> Identify the suitable environmental conditions for the animals and adapt where possible</p>

	<p><b>1.5</b> Identify potential hazards and take the appropriate action to remove them</p> <p><b>1.6</b> Introduce animals to the accommodation in a way which maintains their health and welfare</p>
<p><b>2.</b> Be able to monitor the suitability of accommodation</p>	<p><b>2.1</b> Assess the animals response to the accommodation</p> <p><b>2.2</b> Monitor, record and/or report animals' responses to the accommodation as required</p> <p><b>2.3</b> Monitor and review suitability of accommodation</p> <p><b>2.4</b> Recommend or modify, as appropriate changes to the accommodation</p>
<p><b>3.</b> Be able to work safely and maintain animal health and welfare</p>	<p><b>3.1</b> Work in a way which maintains health and safety, health and welfare of animals and is consistent with current legislation, codes of practice and any additional requirements</p>
<p><b>4.</b> Know the animals accommodation needs</p>	<p><b>4.1</b> Describe the different animals accommodation needs in respect to</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure and fittings</li> <li>• temperature</li> <li>• noise</li> <li>• siting</li> </ul> <p><b>4.2</b> State the different animals accommodation needs in relation to animal health and welfare covering</p> <ul style="list-style-type: none"> <li>• the suitability of the animal concerned</li> <li>• allowing the necessary freedom of movement</li> <li>• minimising animal stress</li> <li>• the intended purpose and length of stay in the accommodation</li> </ul>

	<ul style="list-style-type: none"> <li>• enrichment</li> </ul> <p><b>4.3</b> Describe how accommodation needs could change through the animal's life</p>
<b>5.</b> Know how to select and prepare accommodation for animals	<p><b>5.1</b> Describe the accommodation needs of animals and the factors which should be taken into account covering</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure and fittings</li> <li>• temperature</li> <li>• noise</li> <li>• siting</li> </ul> <p><b>5.2</b> Describe the materials, fittings and environmental conditions which animals need within their accommodation to maintain their health and welfare</p> <p><b>5.3</b> Describe how to promote and maintain the health and welfare of animals for two animals with different physical and behavioural needs</p> <p><b>5.4</b> Identify two significant potential hazards to the animal which may occur in accommodation and how these can be minimised</p>
<b>6.</b> Know how to introduce animals to their accommodation promoting health and welfare	<b>6.1</b> Describe methods of introducing animals to the accommodation in a way which minimises their stress and optimises their acceptance (two animals with different physical and behavioural needs)
<b>7.</b> Know relevant health and safety legislation	<b>7.1</b> Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirements

# Supporting Unit Information

## R/502/1521 Select and prepare accommodation for animals – Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The examples used here are guinea pigs, however any appropriate species or mixture of species can be used.

**LO1, LO2 LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to select and prepare accommodation for animals***

#### **1.1 Select accommodation according to specified requirements**

Choose the correct designed (size, fittings and materials) penning well sited, for inside/outside pens and hutches. They must be well lit, safe and warm, not too noisy, well ventilated and clean (guinea pigs are susceptible to ammonia fumes resulting in pneumonia) with suitable nesting box available to hide and sleep, for warmth and companionship. Size dependant on numbers expected, mature size and duration of stay. Choose accommodation for circumstance/requirement - long stay i.e. permanent housing. Short stay i.e. temporary accommodation for use when cleaning out permanent accommodation or transport to new accommodation or to vets for example, hospitalization e.g. at vets, isolation/quarantine to prevent fighting, breeding or transmission of diseases accommodation for breeding, will be larger with a bigger than normal very well bedded nesting area, pet, or for display purposes so they can be seen more easily by visitors.

**1.2 Select, prepare and maintain the necessary equipment and materials for use** Collect bedding (soft hay for guinea pigs) and other materials (e.g. disinfectant if needed) for end of process as needed, from storage room or, as directed from the correct person (E.g. Your line manager who could be section manager, farmer, small holder, pet owner, keeper, teacher, team leader) Collect all equipment as directed above e.g. Skip, brush, dustpan, shovel required; check fit for purpose, clean, no breakages, safe and in good repair, defects reported to person in charge. If electrical or powered equipment is used e.g. pressure washers/vacuum cleaner, ensure person in charge has checked ability of operator, status of machine, power supply and circuit breakers, and PAT tested if applicable.

**1.3 Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare** Clean accommodation - All wet and dirty material removed, flooring (preferably water resistant) cleaned and disinfected as required. Clean and dry bedding (e.g. soft hay) placed in house. Clean all buckets and utensils used in the feeding process and replace correctly in readiness for the next feed time, also mend or report any damage to facilities and the equipment used.

Check safety and security of accommodation – Accommodation must be vermin, predator, wind and waterproof.

Healthy and animal welfare conducive, environment - A warm, draft free, enclosed living /sleeping area is essential, within the main larger run as guinea pigs like to nestle up together in confined but not too small area. Areas for exercise and play designed to prevent boredom, box and hutch chewing etc. Food should be well balanced varied, and they need a good supply of water.

**1.4 Identify the suitable environmental conditions for the animals and adapt where possible** Correct temperature dry and well ventilated. Ref LO1.3 warm and dry sleeping areas. Hutches not near car exhausts for example, outdoor hutches must be water proof and may need hutch huggers in cold weather, shade in hot weather.

**1.5 Identify potential hazards and take the appropriate action to remove them** Hazards as identified must be reported to person in charge Ref LO1.2 Examples could be- water hazard from leaking water bowl or spillages, equipment lying around, broken equipment, or damaged infrastructure, Zoonosis e.g. ringworm. Candidates must know their responsibility for keeping safe and reducing the risks to themselves and others by working in a tidy manner to reduce the risks (Safety at Work Acts) Know responsibility for keeping accommodation clean, tidy, safe, reduce the risks also to the animals concerned. The use of risk assessments to highlight each hazard; the level of risks and what they need to do to reduce the risk.

## **1.6 Introduce animals to the accommodation in a way which maintains their health and welfare**

Guinea pigs must be introduced quietly and sensibly to new accommodation. Handle firmly, but not too hard, holding them correctly; hand under chest and front feet and one hand supporting hindquarters, close to handlers chest. Use small transporting box or crate to move even small distances to reduce risk of dropping and escape. Always introduce as a group never put a new one into a group who already have their territory marked; mix elsewhere then later return to original pen, after new guinea pig has been accepted. Care for guinea pigs well, in a manner that optimises their health and fitness. They must have a suitable environment (place to live) a suitable diet, be able to exhibit normal behaviour, housed with suitable mates, be protected from stress pain injury and disease. (I.e. Five freedoms).

## ***Learning Outcome 2. Be able to monitor the suitability of accommodation***

**2.1 Assess the animal's response to the accommodation** Observe body language of guinea pig/pigs when introduced to cleaned or new accommodation. Are they frightened (smells dangers new mates etc) Can they navigate ramps runs etc, are they eating food supplied, can they reach the water?

**2.2 Monitor, record and/or report animals' responses to the accommodation as required** Note guinea pigs responses and body language over a period of time. Ref LO2.1s it making friends with new acquaintances, can it navigate correctly has it found food water, shelter, report to person in charge Ref LO 1.2 and record as instructed, e.g. pen/cage/animal record books, boards, or diary . Reports can be verbal or annotated behavioural records.

**2.3 Monitor and review suitability of accommodation** With results from LO2.2 review accommodation. E.g. Lower ramp angles change height of feeders, change volume of hay in sleeping area , alter ventilation, lighting, temperature to suit the time of year so guinea pigs are content.

**2.4 Recommend or modify, as appropriate changes to the accommodation** Implement changes as highlighted in LO2.3 as pertinent to your job role or recommend to person in charge Ref LO1.2.

## ***Learning Outcome 3. Be able to work safely and maintain animal health and welfare***

**3.1 Work in a way which maintains health and safety, health and welfare of animals and is consistent with current legislation, codes of practice and any additional requirements** Work safely

according to current legislation with due regard to animal health and welfare e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know basic safety requirements, cleanliness, feed bedding and ventilation requirements. Animal waste including feed should be removed and disposed of correctly as instructed, in accordance to environmental legislation, in muck heap or allocated container. The importance of not feeding contaminated feeds should be highlighted, also the importance of environmental issues Ref LO1.5 when disposing of all categories of livestock waste products. Waste water disposed in a dirty water system.

#### **LO4, LO5, LO6, LO7 are the key areas of knowledge for this unit**

#### ***Learning Outcome 4. Know the animals' accommodation needs***

##### **4.1 Describe animal accommodation needs in respect to**

- **Ventilation** - Accommodation needs to be well ventilated but not draughty and cold Ref LO1.1 LO2
- **Light** - Guinea pigs do not like well-lit sleeping areas but they like their feeding and exercise areas well lit. Ref LO1.1
- **structure and fittings** – Need to be safe and suitable for the guinea pigs; e.g. no sharp edges correct ramp angles if needed, correct sized entrances and exits, feeding bowls and equipment. Ref LO1.1
- **Temperature** – Guinea pigs can withstand wide variation in temperatures if they have adequate food and bedding Ref LO1.3
- **Noise** – Most animals can get used to a variety of background noises but sudden bangs and loud noises cause stress and fright. Ref LO1.4
- **Siting** – Correct positioning of housing needed for all animals away from drafts, fumes, noise, and widely varying temperature and wind variations. Ref LO1.4.

##### **4.2 State the different animals' accommodation, animal health and welfare needs covering**

- **Suitability to animal**- Correct size, temperature and fit for purpose. Ref LO1.1 LO2.2
- **Freedom of movement** - Guinea pigs really like big runs with plenty of grass Ref LO1.3
- **Minimise stress** – Guinea pigs do not like loud noises and are easily frightened. Ref LO1.6



- **Intended purpose length of stay** - Depending on need of animal/keeper Ref LO1.1
- **Enrichment** – Guinea pigs like a variety of areas to explore also a varied diet that would include different suitable vegetables as well as proprietary feeds and water. Ref LO1.6, LO2.1.

**4.3 Changes in accommodation through animal's life** As animals mature they grow e.g. Baby guinea pigs can grow to about 1 kg and consequently need more room as they mature. Guinea pigs should be housed in minimums of two and not with other small animals e.g. rabbits. If breeders, then for example more space and larger nest boxes are needed. The bigger the animal and if breeding the more food is required. Ref LO1.1, LO2.2.

***Learning Outcome 5. Know how to select and prepare animal accommodation for animals.***

**5.1 Animal accommodation needs and factors to take into account in respect to ventilation, light, structure and fittings, temperature, noise, siting** Ref LO4.1

**5.2 Materials, fittings, environmental conditions animals need in their accommodation to keep fit and healthy** Animals need to live within the five freedoms Ref LO1.6. Accommodation needs identified Ref LO1.1 and monitored ref LO2.2, to enable the guinea pigs, for example, to be content. All aspects listed in LO4.1 need identified and checked.

**5.3 How to promote and maintain animals' health and welfare for two different animals with different physical and behavioural needs:** Ref LO3.1. Animals chosen by candidate to enable demonstration of knowledge e.g. Physical needs - a dog has very different needs to a guinea pig requiring different feed and exercise, different housing e.g. kennel and or household pet. Behavioural needs- large amounts of freedom, exercise and training to ensure the dog will behave properly as required and keep mentally aware and content. Ref LO1.3.

**5.4 How to minimise two significant hazards to the animal which may occur in accommodation:** Hazard chosen by candidate to show knowledge of hazard and level of risk. Ref LO 1.5.

***Learning Outcome 6. Know how to introduce animals to their accommodation promoting health and welfare***

**6.1 For two animals with different physical and behavioural needs describe methods of introducing them into accommodation which minimises their stress and optimises their acceptance:** Animals chosen by candidate to enable demonstration of knowledge Ref LO1.6, LO2.1, LO2.2, LO2.3, LO2.4 for Guinea pig. Sheep as an

example of a flock or herd animal, depending on time of year i.e. field or housed; Ensure sheep can clearly see the correct way to go by restraining in the correct manner using hurdles or physically holding them. Introduce into social groups if possible to enable them to flock and settle. Best introduced into social groups in pens, to reduce fighting and bolting in the wrong direction, unless sheep can easily see its peers (strange rams only put together after tupping).

***Learning Outcome 7. Know relevant health and safety legislation***

**7.1 Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirement** Ref LO 3.1.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

**Learning Outcomes (LO) 4, 5, 6 and 7**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

## Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which will be, mainly practical, but also knowledge based tests.

## Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and the pet web site [www.petwebsite.com](http://www.petwebsite.com). The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

See Skills and Education Group Awards website for further information.

## Maintain Animal Accommodation

<b>Unit Reference</b>	<b>Y/502/1522</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and replacing any ancillary materials
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain animal accommodation	<p><b>1.1</b> Assess the condition of the animal and accommodation before maintaining covering</p> <ul style="list-style-type: none"> <li>the suitability of accommodation to the animal concerned</li> <li>allowing the necessary freedom of movement</li> <li>minimising animal stress</li> </ul> <p><b>1.2</b> Wear the appropriate protective clothing during cleaning and maintaining</p> <p><b>1.3</b> Carry out cleaning routines according to the animal accommodation and specification</p> <p><b>1.4</b> Replace any necessary materials and fittings correctly when cleaning is complete</p> <p><b>1.5</b> Monitor and maintain environmental conditions to promote the health and welfare of animals</p> <ul style="list-style-type: none"> <li>ventilation</li> </ul>

	<ul style="list-style-type: none"> <li>• light</li> <li>• structure</li> <li>• temperature</li> <li>• noise</li> </ul> <p><b>1.6</b> Maintain the safety and security of the animals during cleaning operations</p> <p><b>1.7</b> Report any difficulties to the relevant person if necessary</p> <p><b>1.8</b> Provide clear and accurate information for recording purposes</p>
<b>2.</b> Be able to work safely and minimise environmental damage	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>2.3</b> Dispose of waste safely and correctly</p>
<b>3.</b> Know why it is important to maintain animal accommodation	<p><b>3.1</b> Describe why it is important to maintain animal accommodation and the implications of failing to do so</p> <p><b>3.2</b> Describe the relationship between maintaining animal accommodation and promoting animal health and welfare</p> <p><b>3.3</b> State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)</p> <p><b>3.4</b> Describe signs within an animals' accommodation that give an indication of its health and welfare</p>

<p><b>4.</b> Know how to maintain animal accommodation</p>	<p><b>4.1</b> Describe the environmental conditions which promote the health and welfare of animals</p> <p><b>4.2</b> Identify the reasons for monitoring environmental conditions and reporting variations</p> <p><b>4.3</b> Outline cleaning routines appropriate to</p> <ul style="list-style-type: none"> <li>• the animal species concerned and</li> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> <p><b>4.4</b> Describe cleaning methods and materials appropriate to</p> <ul style="list-style-type: none"> <li>• the animal species concerned and</li> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> <p><b>4.5</b> Describe how to recognise signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken</p>
<p><b>5.</b> Know how to maintain materials and fittings</p>	<p><b>5.1</b> State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation</p>
<p><b>6.</b> Know relevant health and safety and animal welfare legislation and environmental good practice</p>	<p><b>6.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>

# Supporting Unit Information

## Y/502/1522 Maintain animal accommodation - Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3.

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The examples used here are guinea pigs however any appropriate species or mixture of species can be used.

**LO1, LO2 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to maintain animal accommodation***

**1.1 Assess the condition of the animal and accommodation before maintaining covering** Check design is **suitable** (size, fittings and materials) penning well sited, for inside/outside pens and hutches. They must be well lit, safe and warm, not too noisy, well ventilated and clean (guinea pigs are susceptible to ammonia fumes resulting in pneumonia) with suitable nesting box available to hide and sleep, for warmth and companionship. Accommodation is correct for circumstance/requirement - Long stay i.e. permanent housing. Short stay i.e. temporary accommodation for use when cleaning out permanent accommodation or transport to new accommodation or to vets for example, hospitalization e.g. at vets, isolation/quarantine to prevent fighting, breeding or transmission of diseases accommodation for breeding, will be larger with a bigger than normal very well bedded nesting area, or for display purposes so they can be seen more easily by visitors. Check condition of guinea pig. Poor condition e.g. cleanliness, health and well-being can indicate inappropriate accommodation. Guinea pigs have necessary area for **freedom** of movement i.e. Size dependant on numbers mature size and duration



of stay. Minimise **stress** to guinea pig while assessing conditions. Assess from correct distance preferably without entering animals flight zone.

**1.2 Wear the appropriate protective clothing during cleaning and maintaining** E.g. overalls, gloves, boots.

**1.3 Carry out cleaning routines according to the animal accommodation and specification** - specification as detailed by person in charge e.g. your line manager who could be section manager, farmer, small holder, pet owner, keeper, teacher, team leader) All wet and dirty material removed, flooring (preferably water resistant) cleaned and disinfected as required. Clean and dry bedding (e.g. soft hay) placed in house.

Check safety and security of accommodation – Accommodation must be vermin, predator, wind and waterproof. Healthy and animal welfare environment - A warm, draft free, enclosed living /sleeping area is essential, within the main larger run as guinea pigs like to nestle up together in confined but not too small area. Areas for exercise and play designed to prevent boredom, box and hutch chewing etc. Food should be well balanced varied, and they need a good supply of water.

**1.4 Replace any necessary materials and fittings correctly when cleaning is complete** Clean buckets and utensils used in the feeding process and replace correctly in readiness for the next feed time, also mend or report any damage to facilities and the equipment used to person in charge , ref LO1.3. All other fixtures and fittings replaced with appropriate bedding, from storage room as instructed.

**1.5 Monitor and maintain environmental conditions to promote the health and welfare of animals**

- **Ventilation** - Accommodation needs to be well ventilated but not draughty and cold. Ref LO1.1
- **Light** - Guinea pigs do not like well-lit sleeping areas but they like their feeding and exercise areas well lit.
- **Structure**– Need to be safe and suitable for the guinea pigs; e.g. no sharp edges correct ramp angles if needed, correct sized entrances and exits.
- **Temperature** – Guinea pigs can withstand wide variation in temperatures if they have adequate food and bedding. However shade may be needed in hot weather and lagging or hutch hugger required in cold.
- **Noise** – Most animals can get used to a variety of background noises but sudden bangs and loud noises cause stress and fright.

**1.6 Maintain the safety and security of the animals during cleaning operations** Candidates must know their responsibility for keeping the guinea pigs safe and reducing the risks by keeping the guinea pigs in secure temporary accommodation.

**1.7 Report any difficulties to the relevant person if necessary** Ref

LO1.3 such as breaks, excess dirt or wetness, stressed aggressive guinea pigs.

**1.8 Provide clear and accurate information for recording purposes**

Report procedures in the correct format for e.g. animal medicine book, animal record book, herd record, medicine record, waste disposal records, diary, to person in charge ref LO1.3 in writing or electronically.

***Learning Outcome 2. Be able to work safely and minimise environmental damage***

**2.1 Work to maintain health and safety and animal welfare within the law and other requirements**

Work to maintain health and safety consistent with legislation and codes of practice and any other requirements: Know who to report to if unsure about own roles and queries as regards H & S and animal health and welfare. Ref LO1.3. Know current legislation. E.g. Animal Health Acts, Health and Safety Acts, PUWER, Know the risks relating to the animals that will be cared for, Know to take more care when caring for certain highlighted individuals or groups e.g. one guinea pig may be more frightened and liable to bite, and Use of risk assessments can be a good teaching and learning tool. Candidates should be aware of the five freedoms: (Freedom from - discomfort, hunger and thirst, pain injury and disease, fear and distress, and free to show normal behaviour. To enable the livestock under your care to be content, thrive and grow well.

**2.2 Work in a way that minimises environmental damage** With due regard to Environmental Protection Acts, Codes of Practices as applicable e.g. Air and water. The importance of environmental issues when disposing of all categories of livestock waste products. is paramount, which as well as organic waste may include inorganic waste comprising of paper, glass, metal and plastic, which must be recycled or disposed of in the municipal bins as instructed by the person in charge. Ref LO1.3.

**2.3 Disposal of waste** All animal waste including feed should be removed and disposed of correctly as instructed by person in charge ref LO1.3. The importance of not feeding contaminated feed and water should be highlighted and its immediate removal and disposal ref LO2.2.

**LO3, LO4, LO5, LO6, are the key areas of knowledge for this unit**

***Learning Outcome 3. Know why it is important to maintain animal accommodation***

- 3.1 Describe why it is important to maintain animal accommodation and the implications of failing to do so** To provide correctly designed fit for purpose accommodation to promote health, welfare and minimise stress. Ref LO1.1
- 3.2 Describe the relationship between maintaining animal accommodation and promoting animal health and welfare** Ref LO1.1 and LO3.1
- 3.3 State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)** With results from LO2.2 review accommodation. E.g. Lower ramp angles change height of feeders, change volume of hay in sleeping area, alter ventilation, lighting, temperature to suit the time of year so guinea pigs are content.
- 3.4 Describe signs within an animals' accommodation that give an indication of its health and welfare** For example animal interaction, feeding, playing and nesting habits. Ref LO1.1

***Learning Outcome 4. Know how to maintain animal accommodation***

- 4.1 Describe the environmental conditions which promote the health and welfare of animals** Correct positioning and site of housing needed for all animals away from drafts, fumes, noise, and widely varying temperature and wind variations. Also Ref LO1.5
- 4.2 Identify the reasons for monitoring environmental conditions and reporting variations**
- **Suitability to animal** - Correct size, temperature and fit for purpose.
  - **Freedom of movement** - Guinea pigs really like big runs with plenty of grass
  - **Minimise stress** – Guinea pigs do not like loud noises and are easily frightened.
  - **Intended purpose length of stay** - Depending on need of animal/keeper
  - **Enrichment** – Guinea pigs like a variety of areas to explore also a varied diet that would include different suitable vegetables as well as proprietary feeds and water
- 4.3 Outline cleaning routines appropriate to**
- **The animal species concerned**, in this case a guinea pig
  - **The accommodation in which they are being kept** Ref LO1.1.
  - **Why they are housed** e.g. Permanent housing or transport Ref LO1.1. Outline frequency e.g. (weekly) and depth of removal of soiled litter, cleaning, disinfection etc, ref LO1.3 and LO1.4.
- 4.4 Describe cleaning methods and materials appropriate to**
- **The animal species concerned** Ref LO 4.3
  - **The accommodation in which they are kept** Ref LO1.1

- **Why they are housed** Ref LO1.

**4.5 Describe how to recognise signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken** Ref LO1.3

Detail cleaning routine logically from the start, stating need for temporary safe housing, depending on depth of cleaning operation required. Ref LO4.3.

***Learning Outcome 5. Know how to maintain materials and fittings***

**5.1 State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation** Animals need to live within the five freedoms. Accommodation needs identified and monitored to ensure no illness or injuries can occur due to faults in the equipment. To enable the guinea pigs for example to be content. All aspects listed in need identified and checked. Ref LO1.4, LO1.5, LO3.1.

***Learning Outcome 6. Know relevant health and safety and animal welfare legislation and environmental good practice***

**6.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements** Ref LO 2.1.

**6.2 Describe how environmental damage can be minimised** Ref LO2.2 LO2.3.

**6.3 Describe the correct methods for disposing of organic and inorganic waste** Ref LO2.2.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3, 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which will be, mainly practical, but also knowledge based tests. Based in an animal care centre, wildlife centre, on a farm, or in a zoo where possible. Simulation is not acceptable for this unit

It is important that practical assessment activities are supervised appropriately

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes

- Worksheets/job sheets/workbooks
- Witness statements
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- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## **Additional Information**

### **Useful sources of reference**

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- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc.

See Skills and Education Group Awards website for further information.

## Establishing Plants or Seeds in Soil

<b>Unit Reference</b>	<b>A/502/1223</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds</p> <p><b>This unit requires independent assessment (see Methods of Assessment below)</b></p>
<b>Learning Outcomes (1 to 8)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 8.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to select, use and maintain equipment	<b>1.1</b> Select appropriate equipment for this area of work  <b>1.2</b> Use equipment according to instructions  <b>1.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>2.</b> Be able to select and transport plants and or seeds	<b>2.1</b> Select plants and or seeds as requested  <b>2.2</b> Identify a representative sample of plants  <b>2.3</b> Handle, prepare and transport plants and seeds in a way that maintains their health and condition

<p><b>3.</b> Be able to establish plants and or seeds in soil</p>	<p><b>3.1</b> Position and plant the plants and or seeds according to instructions/drawings</p> <p><b>3.2</b> Provide aftercare to meet the planting specifications</p>
<p><b>4.</b> Be able to work safely and minimise environmental damage</p>	<p><b>4.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Dispose of waste safely and correctly</p>
<p><b>5.</b> Know the requirements for establishing healthy plants</p>	<p><b>5.1</b> Describe how to prepare seeds and or plants in a way that is appropriate to the plant and conditions</p> <p><b>5.2</b> State what pH is and how to test for it</p> <p><b>5.3</b> Explain the importance of timing and seasonality on planting to encourage establishment and growth</p> <p><b>5.4</b> Describe how to handle and transport plants in a way which minimises damage and maintains health</p> <p><b>5.5</b> Explain the importance of planting seeds and or plants to the correct depth and position</p> <p><b>5.6</b> Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting</p> <p><b>5.7</b> Describe the different types of backfill materials relevant to different types of plants and situations</p> <p><b>5.8</b> Describe the range of protection methods which may be used for different plants eg anti-desiccants, tree guards and shelters</p>



	<b>5.9</b> Identify the types of records required and explain the importance of accurate record keeping
<b>6.</b> Know how to deal with damage and pollution	<b>6.1</b> State the correct methods of dealing with accidental damage and pollution  <b>6.2</b> Describe how to minimise damage and unnecessary waste when working
<b>7.</b> Know the types of equipment required and how to maintain them	<b>7.1</b> Describe the equipment which will be necessary for establishing plants and seeds in soil  <b>7.2</b> Describe methods of maintaining the equipment ready for use
<b>8.</b> Know the current health and safety legislation and environmental good practice	<b>8.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

# Supporting Unit Information

## A/502/1223 Establishing plants or seeds in soil - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

**LO1, LO2, LO3 and LO4 are the key areas of competence for this unit**

### ***Learning Outcome 1. Be able to select, use and maintain equipment***

**1.1** PPE selected and safely used e.g. steel toe-capped boots, face masks, gloves. CE marked. Tools and equipment selected e.g. fork, trowel, stakes / support, cloches.

**1.2&3** Equipment used only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe: Preparation, e.g. spade blade cleaned. Use e.g. push tread with sole of foot to avoid slippage / scrapping achilles tendon area. Maintenance e.g. clean / oil after use, wooden handle rub with linseed oil. Storage e.g. securely hanging from handle, blade down, accessible. Secure e.g. valuable tools locked away. Maintain records e.g. maintenance and repairs. Report faults to line manager. Refer to LO7.2.

### ***Learning Outcome 2. Be able to select and transport plants and or seeds***

**2.1** Plants / seeds selected e.g. healthy, no broken parts and seeds within sowing date, stored correctly.

**2.2** Representative sample identified e.g. suitable for location, type / shape of bed, sunny or shady, planting plan.

**2.3** Plants / seeds handled carefully e.g. without damaging stem, roots or leaves or dropping seeds. Prepared e.g. hardened off before planting or soaking roots /seeds. Transported e.g. prevent roots drying out, seeds cool and dry in transit.

### ***Learning Outcome 3. Be able to establish plants and or seeds in soil***

**3.1** Plants / seeds positioned / planted e.g. planting plan, group sizes and make up.

**3.2** Aftercare provided to specification e.g. provide water, nutrients, staking, and protection.

***Learning Outcome 4. Be able to work safely and minimise environmental damage***

**4.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection Acts, COPs as applicable, risk assessment and additional requirements. Refer to LO8.1.

**4.2** Waste disposed of correctly and safely: Waste e.g. organic - green or inorganic - stones, plastic bags. Correctly: Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag / bin or consider skip hire / private disposal with a licensed contractor. Safely e.g. PPE, safe lifting, care with perennial / invasive weeds.

**LO5, LO6, LO7 and LO8 are the key areas of knowledge for this unit**

***Learning Outcome 5. Know the requirements for establishing healthy plants***

**5.1** Refer to LO2.3 for examples.

**5.2** How to take / prepare soil sample for pH testing - acidity / alkalinity of soil.

**5.3** Timing / seasonality e.g. related to soil type - Spring planting on clay soils or Autumn planting on light soils. Need to over-winter. Timing to provide flower display / vegetables when required and avoid frosts

**5.4** Refer to LO2.3 for examples.

**5.5** Depth of plants / seeds e.g. correct depth for germination, normal, deep planting, different requirements grafted plants. Position e.g. according to seed / plant growth and aesthetic requirements.

**5.6** Aftercare to cover water, nutrients, protection, support and initial pruning or cutting e.g. water - timing, frequency, amount and method of application.

**5.7** Backfill: Materials e.g. Organic such as leaf mould, shredded material, types of animal manure - horse, pig or cattle manure.

Situations e.g. use mushroom compost for chalky soils (alkaline) or vegetable gardens. Bulbs in heavy soils e.g. backfill with grit first to ensure drainage.

**5.8** Protection methods e.g. shelters such as cloches protect seedlings from frost, glass protection for alpine against winter damp, wire netting to protect fruit bushes from birds.

**5.9** Records: Types e.g. diary, planting plans, labels. Label information date of planting, name / type of plant - half hardy, height / span.

Importance e.g. Learning, improving effectiveness, remembering tasks, scheduling.

***Learning Outcome 6. Know how to deal with damage and pollution***

- 6.1** Accidental damage and pollution e.g. artificial fertilisers spilt on plant leaves/lawn, brush/wash off immediately, spread of ragwort seeds from pulled flower - care in pulling, bag any flower heads that are seeding and burn in bags.
- 6.2** Minimise damage e.g. by using walking boards, working in appropriate weather conditions, alternatives to peat, care not to spread perennial weeds e.g. couch grass. Minimise unnecessary waste e.g. waste audit, re-use / recycling, water at correct time.

***Learning Outcome 7. Know the types of equipment required and how to maintain them***

- 7.1** Equipment - refer to LO1.1.
- 7.2** Maintenance - refer to LO1.3.

***Learning Outcome 8. Know the current health and safety legislation and environmental good practice***

- 8.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations Environmental Protection e.g. Environmental Protection Acts covering waste disposal Codes of Practice, Protecting our Water, Soil and Air, Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species  
Additional requirements e.g. Tractors - Safe Stop, ensure tetanus vaccination up to date.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes 1, 2, 3 and 4**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised establishment of plants or seeds giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of establishment work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 5, 6, 7, and 8**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of plant / seed establishment activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.

### **Methods Of Assessment**

If a learner is completing this qualification as part of their Apprenticeship, they must include independent assessment as specified by Skills and Education Group Awards. The Independent Knowledge Questions that must be used can be found on the Skills and Education Group Awards website.

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2, 3 and 4 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 5, 6, 7 and 8 to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised appropriately.

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/planting plans/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information.

## Plant Nomenclature, Terminology and Identification

<b>Unit Reference</b>	<b>A/502/1979</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to identify and botanically name a range of plants using the correct terminology and format
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Understand the terminology used in naming plants	<p><b>1.1</b> Define the terms family, genus, species, cultivar variety and hybrid using the bi-nomial system</p> <p><b>1.2</b> Explain the purpose and importance of botanical names and discuss why botanical names are reclassified</p> <p><b>1.3</b> Explain how descriptive botanical names can aid identification eg nana and pendula</p> <p><b>1.4</b> Define terms relating to plants characteristics</p> <ul style="list-style-type: none"> <li>• monocotyledons</li> <li>• dicotyledons</li> <li>• evergreen</li> <li>• deciduous</li> <li>• hardy</li> <li>• tender</li> </ul>



	<p><b>1.5</b> Define terms relating to plant lifecycles e.g.</p> <ul style="list-style-type: none"> <li>• annuals</li> <li>• biennials</li> <li>• herbaceous perennials</li> <li>• woody perennial</li> </ul>
<p><b>2.</b> Understand how the parts of plants can aid identification</p>	<p><b>2.1</b> Explain how a plant's characteristics aid identification</p> <p><b>2.2</b> Explain how plant anatomy and plant morphology aid identification e.g.</p> <ul style="list-style-type: none"> <li>• flowers</li> <li>• seeds and fruit</li> <li>• stems</li> <li>• leaves</li> <li>• roots</li> <li>• habit</li> </ul>
<p><b>3.</b> Identify and name plants using botanical names</p>	<p><b>3.1</b> Use a range of reference materials to aid identification of plants</p> <p><b>3.2</b> Use a plant's characteristics to aid identification e.g.</p> <ul style="list-style-type: none"> <li>• habit</li> <li>• leaves</li> <li>• stems</li> <li>• flowers</li> <li>• buds</li> </ul> <p><b>3.3</b> Identify and botanically name a total of 60 plants (from the following categories)</p> <ul style="list-style-type: none"> <li>• annuals and short-lived perennials</li> <li>• houseplants</li> <li>• herbaceous perennials</li> <li>• trees and shrubs</li> <li>• grasses</li> <li>• food crops</li> <li>• weeds</li> </ul> <p><b>3.4</b> Use the correct format when writing botanical names</p>

<b>4.</b> Be able to work safely and minimise environmental damage	<b>4.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements

# Supporting Unit Information

## A/502/1979 Plant nomenclature, terminology and identification - Level 2

### Indicative Content

Note 1 - Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### LO1 and LO2 are the key areas of knowledge for this unit

#### ***Learning Outcome 1. Understand the terminology used in naming plants***

**1.1** Define terms using the bi-nomial system: The name of a species comprises two names (hence bi-nomial). The name of the genus is first and often conveys information on e.g. ecological preferences and distribution. The epithet is the second name and captures a particular quality of the species - refer to LO1.3.

Terms such as family, genus, species, cultivar, variety and hybrid are defined in a number of reference sources e.g. refer to RHS website or books - see Useful sources of reference below. Also refer to LO2.1.

**1.2** Purpose and importance of botanical names: Purpose - provision of single name for each species that can be recognised in any country / language. Importance - provides a system to standardise and regulate names. Gives useful information about the relationship between and characteristics of plants. It is more effective to use botanical name when researching plants on internet / books or when ordering plants because e.g. some plants do not have common names, others may have several common names or the same common name is given to different plants. Re-classification - transfer of plants into different genus. All botanical names have authors. Sometimes same plant given different names by different authors - name given by first author preserved. Consequences - inconvenient, confusing.

**1.3** How descriptive botanical names can aid identification: The specific epithet often helps in describing the plant e.g. indicates colour, whether it is from the arctic or alpine conditions, has an unpleasant smell etc. For example, nana indicates small and pendula indicates hanging.

**1.4&5** Define terms: Terms are defined in a number of places eg refer to RHS sources - website or books - see Useful sources of reference below.

## ***Learning Outcome 2. Understand how the parts of plants can aid identification***

**2.1** How plant's characteristics aid identification: Identification aids: Type e.g. annuals, biennials and perennials. Habit eg erect, ascending, spreading, prostrate. Morphological characteristics eg flower / seeds / fruit, roots, stems and leaves Combinations of these help to classify the plant into its family, genus and species Family - some common characteristics such as petal number or flower arrangement but homogeneity within families varies. Categorisation into a family helps progress identification, giving a number of genera from which to select Genus - (plural genera) grouping of species that often have a number of common characteristics. Within a genus individual species will differ by one or more key characteristics e.g. within genus, flower type, petal arrangement and colour may be very similar with two different species being distinguished by sepals that are half the length of the petals in one and full length in the other. Species is the basic unit of plant classification. Refer to LO1.1.

**2.2** How plant anatomy and morphology aid identification:

Anatomy - study of plant structures internal arrangement - often now investigated at the cellular level and overlaps with morphology

Morphology - comparison of external construction of plants and generally more useful for field / garden identification, for example:

- (i) Flowers e.g. structure and detail sepals, petals, stamens, carpels - splitting carpels down into ovary, style and stigma may need dissection / magnification
- (ii) Seeds and fruit e.g. individual seed shape, size and profile, carried in pods, capsules, shells - numbers differ, dry or fleshed,
- (iii) Stems e.g. shape, glabrous or hairy, woody, bark structure, branch pattern
- (iv) Leaves e.g. shape, margins, base shape and attachment to stem, arrangement
- (v) Roots e.g. fibrous or fleshy tap roots, structure and direction of development.
- (vi) Habit e.g. erect, spreading, prostrate

**These are the key areas of competence for this unit**

## ***Learning Outcome 3. Identify and name plants using botanical names***

**3.1** Reference materials used to aid identification of plants e.g. internet sources and reference books with photographs / pictures / drawings of plants, wall charts if available, personal notes / photographs.

**3.2** Plant's characteristics used to aid identification. Refer to LO 2.2. e.g. *Cytisus scoparius* (Common broom)

- (i) Habit - height to 2.5m, erect, many branched, spineless
- (ii) Leaves - ternate, short stalked lower petiolate
- (iii) Stems - 5 ridged, long, straight, green, glabrous
- (iv) Flowers - deep yellow, 20mm, calyx usually glabrous
- (v) Buds - flower 1-2 in lateral groups on young twigs

**3.3** 60 plants identified and botanically named. Plants accessed in each of categories specified by the assessment criteria, identified with assistance of reference materials and botanical names written according to convention e.g. *Centranthus ruber* - refer to LO3.4

- i) Annuals e.g. *Psylliostachys suworowii* (Statice)  
Short lived perennials e.g. *Digitalis purpurea* (Foxglove)
- ii) Houseplants e.g. *Mammillaria bocasana* (Powder Puff cactus)
- iii) Herbaceous perennials e.g. *Lysimachia punctata* (Garden loosestrife)
- iv) Trees e.g. *Liriodendron tulipifera* (Tulip tree)  
Shrubs e.g. *Kalmia latifolia* (Calico bush)
- v) Grasses e.g. *Lagurus ovatus* (Hare's-tail grass)
- vi) Food crops e.g. *Lactuca sativa* (Lettuce)
- vii) Weeds e.g. *Convolvulus arvensis* (Field bindweed)

**3.4** Use the correct format when writing botanical names.

The name of the genus is first and starts with a capital letter. The epithet which follows is lower case and both are printed in italics e.g. *Syringa vulgaris* (Lilac). If hand written underlined - *Syringa vulgaris*. Once established in text this abbreviates to *S. vulgaris*. Subspecies is abbreviated to subsp. and written e.g. *Rhodanthe chlorocephala* subsp. *rosea*

Variety is abbreviated to var. and written e.g. *Lilium pyrenaicum* var. *rubrum*

Form is represented by f. and written e.g. *Crocus sieberi* subsp. *sublimis* f. *Tricolor*

Hybrids are indicated by a multiplication sign and written e.g. *Mentha x piperita*

Cultivar names added to botanical or generic name, single quotation marks enclose, normal text e.g. *Erigeron glaucus* 'Elstead Pink'

**Learning Outcome 4. Be able to work safely and minimise environmental damage**

**4.1** Identification activities carried out consistently with current legislation e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations Wildlife and Countryside Act, Habitats Directive Codes of Practice e.g. Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species.

Risk assessment e.g. considering aspects such as gaining access to plants, prickles, irritant hairs or poisonous parts, stinging insects or using VDU's to research for plant identification.

Additional requirements such as vaccination against tetanus, precautions against Weil's disease - waterproof gloves/hygiene or exposure to the sun - sun block.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 3 and 4**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised plant identification and naming giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

During identification activities photographs or video could be taken to provide evidence of how decisions on identification were made.

### **Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of identification activities, witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 3 and 4 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 1 and 2 to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/workbooks/identification notes and drawings
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion

- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- <http://www.rhs.org.uk/rhsplantfinder/plantnaming.asp> - The Royal Horticultural Society website at has a section on the naming of plants
- Royal Horticultural Society books - Encyclopaedia of Plants and Flowers
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife, landscape. Also licences and enforcement
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species



- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information.

## Levelling and Preparing Sites for Landscaping

<b>Unit Reference</b>	<b>D/502/0467</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to level and preparing sites for landscaping. The unit does not cover the skills and knowledge required for using specialist equipment
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.3)</b> <i>The learner can</i>
<b>1.</b> Be able to select, use and maintain equipment for levelling and preparing sites	<b>1.1</b> Select appropriate equipment for this area of work  <b>1.2</b> Use equipment according to instruction  <b>1.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>2.</b> Be able to level and prepare sites for landscaping	<b>2.1</b> Position reference marks correctly and according to specification  <b>2.2</b> Position contours, levels and excavations within specified tolerances  <b>2.3</b> Reinststate the site to specified levels  <b>2.4</b> Keep working area clean according to client requirements

	<p><b>2.5</b> Complete work according to the agreed schedule and specification</p>
<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation and codes of practice</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know the importance of site preparation for landscaping</p>	<p><b>4.1</b> Describe the importance of levelling and preparing sites effectively for all of</p> <ul style="list-style-type: none"> <li>• green-field</li> <li>• urban derelict</li> <li>• reclaimed land</li> <li>• existing gardens</li> </ul> <p><b>4.2</b> Describe the importance of position reference marks relating to site specification</p> <p><b>4.3</b> Describe the procedures on a range of contrasting sites covering; green-field, urban, derelict, re-claimed and existing site</p> <p><b>4.4</b> State the importance of working within specified tolerances</p> <p><b>4.5</b> State the types of damage which may occur to services and how to minimise this</p> <p><b>4.6</b> Explain why it is important to complete work to agreed schedule and specification</p>
<p><b>5.</b> Know how to reinstate the ground to the required level</p>	<p><b>5.1</b> Describe how to reinstate ground to specified levels and why this is important</p>

	<b>5.2</b> State why it is important to clear debris effectively, safely, tidily and legally
<b>6.</b> Know the types of equipment required and how to maintain them	<p><b>6.1</b> Describe the equipment which will be necessary for levelling and preparing sites for landscaping</p> <p><b>6.2</b> Describe methods of maintaining the equipment ready for use</p>
<b>7.</b> Know the current health and safety legislation and environmental good practice	<p><b>7.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work</p> <p><b>7.2</b> Describe how environmental damage can be minimised</p> <p><b>7.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>

# Supporting Unit Information

## D/502/0467 Levelling and preparing sites for landscaping – Level 2

### Indicative Content

Note 1 – Cross references are first to the Learning Outcome (LO) e.g.) LO1 and then to Assessment Criteria number listed e.g. LO1.3.

Note 2 – Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

Note 3 – The example used in this indicative content is block paving.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to select, use and maintain equipment for levelling and preparing sites***

- 1.1** Select appropriate equipment for this area of work to include: steel toe-capped boots, gloves, face mask. Tools and equipment correctly selected and used for block paving to include: spades, shovels, rakes, wheelbarrows, tractor and trailer, mini-digger, CAT scan, mixer, vibrating plate, string lines, pegs, spirit level, laser level, staff and levelling board.
- 1.2** Use equipment according to instruction to include: C.A.T scan used to check sites for water, gas and electricity pipes. String lines, pegs, spirit level, laser level and staff to set up datum pegs and levels. Shovels, rakes and wheelbarrows and mini-digger used for digging out and levelling ground according to datum pegs. Tractor and trailer to transport tools, equipment and materials to and from site. Mixer for concrete to bed in and haunch edge restraints and vibrating plate for compacting hardcore and for final pass on laid blocks on completion. All work to be carried out to Supervisor and Manufacturers' instructions as well as current legislation and codes of practice
- 1.3** Prepare, maintain and store equipment in a safe and effective working condition throughout to include pre-start checks and Stop Safe. All tools and equipment to have pre-start checks and are to be cleaned, checked and locked away after use. All materials to be protected with sheeting from adverse weather as necessary. Refer to LO1.1 and LO1.2 for examples.

## ***Learning Outcome 2. Be able to level and prepare sites for landscaping***

- 2.1** Position reference marks correctly and according to specification to include: marks on pegs relating to finished ground levels 150mm below the D.P.C and to correspond with sand and hardcore layers after compaction and to show manhole covers and drainage systems.
- 2.2** Position contours, levels and excavations within specified tolerances to include the following: pegs showing depth of foundations and to mark out drainage to include: paving drainage systems such as channels into the surface of the block paving with a 1:100 fall to pipe surface water into waste systems or use a soak-away and foundations to correct depth below finished levels with a suitable fall to remove water to the soak-away.
- 2.3** Reinstatement of the site to specified levels to include: finished surfaces to be flush with surrounding areas to avoid hollows and trip hazards and to ensure that all water drains away from the site effectively.
- 2.4** Keep working area clean according to client requirements to include: sites are left clean, tidy and presentable immediately after construction or maintenance to comply with customer requirements, health and safety, landscape specification and quality standard of work.
- 2.5** Complete work according to the agreed schedule and specification to include: Work completed on time to avoid penalties and foundations are constructed securely to include suitable drainage systems where necessary and block paving for paths and drives laid on a 50mm of sand on a 100mm of hardcore e.g. M.O.T type 1 hardcore or crush and run. Install suitable block or bull-nosed edge restraints to contain block surfaces. Install a geo-textile membrane between the hardcore and the sand to prevent perennial weeds. This work must be to specified tolerances to comply with the specification and to ensure the surface meets requirements.

## ***Learning Outcome 3. Be able to work safely and minimise environmental damage***

- 3.1** Work in a way which maintains health and safety and is consistent with current legislation and codes of practice to include: Health and Safety, Environmental Protection legislation including Waste Acts and COP's such as soil, water and air and additional requirements such as customer regulations, environmental health requirements as well as LOLER, PUWER, Manual Handling and Stop Safe.
- 3.2** Carry out work in a manner which minimises environmental damage to include: carefully planning site access such as the removal and delivery of materials, working in correct weather conditions and not

allowing run off from chemicals or waste products into water courses in line with Environmental Agency guidelines.

- 3.3** Dispose of waste safely and correctly to include: organic wastes such as soil which can be stored and then re-used; vegetation that can be composted; wood that can be chipped. Inorganic wastes such as empty sealant containers that should be put in a skip, mortar and blocks which can be re-used as hardcore if appropriate or disposed of into a skip or taken to a local authority waste disposal unit.

***Learning Outcome 4. Know the importance of site preparation for landscaping***

- 4.1** Describe the importance of levelling and preparing sites effectively for all of the following:
- Green-field – clear vegetation and weeds and strip off topsoil and store in a suitable place away from contamination and the importance of storing topsoil and subsoil separately.
  - Urban derelict – removal of bricks and rubble and the importance of locating underground services with a CAT scan and the identification of possible asbestos where an approved contractor will need to be brought in for safe disposal.
  - Reclaimed land – removal of rubbish and location of possible underground services using a CAT scan as well as the importance of identifying hazards such as the presence of methane gas.
  - Existing gardens – gaining access to the site, location of stored materials, taping off the site to prevent public entry, re-locating plants and topsoil, identification of underground services using CAT scan and disposal of waste before the importance of re-structuring the existing site using topsoil, plants, turf and hard landscape materials.
- 4.2** Describe the importance of positioning reference marks relating to site specification to include: depth of hardcore, sand and blocks to the finished levels and marking out different patterns within the project as well as manhole covers and positions of underground pipes. Refer to LO2.1 for further details.
- 4.3** Describe the procedures on a range of contrasting sites covering; green-field, urban, derelict, re-claimed and existing site to include: checking for Local Authority planning permission and tree preservation orders; if site is designated or protected by being within a Conservation Area; Protection of a listed building, historical artefact or Scheduled Ancient Monument; Site of Special Scientific Interest or Nature Reserve. Check with Environmental Agency regarding protection of water courses; bat roosts and endangered species such as the Great Crested Newt or Water Vole. Refer to LO4.1 for details.
- 4.4** State the importance of working within specified tolerances. Refer to LO2.2 and LO2.5 for details.

- 4.5** State the types of damage which may occur to services and how to minimise this to include: Dealing with site problems such as: broken water, gas or electricity pipes by contacting the service provider; dealing with soft spots when excavating and installing sub-bases by digging out the soft spot and adding hardcore, 100mm at a time and compacting before building up the layers to that of the foundations; storage of landscape materials and waste where there is limited access and lack of space by timing the deliveries of materials and removal of skips from site; and dealing with damage and pollution by repairing the damage and reporting the pollution to a line manager. Refer to LO1.2 for further details.
- 4.6** Explain why it is important to complete work to agreed schedule and specification. Refer to LO2.5 for details.

***Learning Outcome 5. Know how to reinstate the ground to the required level***

- 5.1** Describe how to reinstate ground to specified levels and why this is important. Refer to LO2.3 for details.
- 5.2** State why it is important to clear debris effectively, safely, tidily and legally. Refer to LO2.4 for details.

***Learning Outcome 6. Know the types of equipment required and how to maintain them***

- 6.1** Describe the equipment which will be necessary for levelling and preparing sites for landscaping. Refer to LO1.1 for details.
- 6.2** Describe methods of maintaining the equipment ready for use. Refer to LO1.3 for details.

***Learning Outcome 7. Know the current health and safety legislation and environmental good practice***

- 7.1** Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work. Refer to LO3.1 for details.
- 7.2** Describe how environmental damage can be minimised. Refer to LO3.2 for details
- 7.3** Describe the correct methods for disposing of organic and inorganic waste. Refer to LO3.3 for details.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning



difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical construction of site clearance giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of construction work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5, 6 and 7**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of construction work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5, 6 and 7 to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- Local Authority websites for Building Control Department
- The Department for Environment, Food and Rural Affairs website <http://www.defra.gov.uk/> has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice: Protecting our Water, Soil and Air has a useful list of references in Section 9.
  
- The website <http://thepavingexpert.com> contains useful information and cross sectional diagrams of how to construct many landscape boundaries and paths.

See Skills and Education Group Awards website for further information.

## Establishing Crops or Plants in Growing Medium

<b>Unit Reference</b>	<b>F/502/0946</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to establish crops and plants in growing medium. This unit covers setting out crops and plants in the appropriate growing mediums at the current time according to production requirements
<b>Learning Outcomes (1 to 9)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 9.3)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare for setting out crops or plants	<b>1.1</b> Describe how to prepare the growing media for planting  <b>1.2</b> Describe the types of growing media and their relationship to the crop/plant growth and development  <b>1.3</b> State the indicators used to identify plant material that is unsuitable for planting
<b>2.</b> Know how to set out crops or plants	<b>2.1</b> Describe the methods of preparing plant material for planting  <b>2.2</b> Describe how production requirements influence planting operations

	<p><b>2.3</b> State how the correct spacing, depth, orientation and firmness of crops/plants differ according to the production requirements</p> <p><b>2.4</b> Describe the correct handling methods for crops and plants to maintain quality</p>
<b>3.</b> Know how to establish crops/plants	<p><b>3.1</b> Describe the methods of establishing crops and plants</p> <p><b>3.2</b> Describe the types of pests, diseases, weeds and environmental conditions which may affect production</p> <p><b>3.3</b> Describe the types of protection used for pests, disease, weeds and environmental conditions</p> <p><b>3.4</b> State the crops or plant requirements for nutrients and moisture in order to establish successfully</p>
<b>4.</b> Know the types of equipment required and how to maintain them	<p><b>4.1</b> Describe the equipment which will be necessary for establishing crops and plants</p> <p><b>4.2</b> Describe methods of maintaining the equipment ready for use</p>
<b>5.</b> Know the current health and safety legislation and environmental good practice	<p><b>5.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>5.2</b> Describe the correct methods for disposing of organic and inorganic waste</p>
<b>6.</b> Be able to set out crops or plants	<p><b>6.1</b> Prepare the growing medium ready for planting</p> <p><b>6.2</b> Identify and reject plant material which is unsuitable for planting</p>

	<p><b>6.3</b> Position the plants or crop in the growing medium in accordance with requirements</p> <p><b>6.4</b> Handle plants or crop in a way which optimises growth and development and minimises damage</p>
<b>7.</b> Be able to establish crops or plants	<p><b>7.1</b> Use a suitable method of establishing the crops or plants</p> <p><b>7.2</b> Apply suitable protection to the crops or plants</p>
<b>8.</b> Be able to select, use and maintain equipment	<p><b>8.1</b> Select appropriate equipment for this area of work</p> <p><b>8.2</b> Use equipment according to instructions</p> <p><b>8.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout</p>
<b>9.</b> Be able to work safely and minimise environmental damage	<p><b>9.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>9.2</b> Dispose of waste safely and correctly</p> <p><b>9.3</b> Provide accurate information for recording purposes</p>

# Supporting Unit Information

## F/502/0946 Establishing crops or plants in growing medium - Level 2

### Indicative Content

Note 1 – Cross references are first to the Learning Outcome (LO) e.g.) LO1 and then to Assessment Criteria number listed e.g. LO1.3.

Note 2 – Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

Note 3 – The example used in this indicative content is brassica crops grown in soil outdoors. The same approach could be used for crops grown in soil under protection or in growing media in pots, trays or other containers.

**LO1, LO2, LO3, LO4 and LO5 are the key area of knowledge for this unit**

### ***Learning Outcome 1. Know how to prepare for setting out crops or plants***

- 1.1** Growing media prepared for planting; Subsoiling, ploughing (mole board or chisel), use of power harrows, use of non-powered harrows, rollers and crumblers, bed formers, ridgers, addition of organic manures, application of limes and inorganic fertilizers, pre-planting herbicide, irrigation.
- 1.2** Types of growing media; range of soil types – clay, loamy, sandy, silty, organic  
Properties affecting crop/plant growth and development; nutrient and moisture status and retention, drainage, ease of tillage, rate of warming.
- 1.3** Indicators that plant material that is unsuitable for planting; growth state of the plants (too small, too large, presence of flowers), plant health (colour of leaves or stems, presence of pests, diseases or disorders, vigour of growth, trueness to type, modules or growing medium too wet or too dry).

### ***Learning Outcome 2. Know how to set out crops or plants***

- 2.1** Methods of preparing plant material for planting; watering, application of fertilizer, application of pesticide, pulling and boxing or bunching of bed grown plants, lifting of containers or trays from propagation area, loading to transport to planting area, protection during storage and transport.
- 2.2** Influence of production requirements on planting operations; location, timing (season, day, time of day), preparation of growing medium (see LO1.2), type of growing medium,
- 2.3** Correct spacing, depth, orientation and firmness of crops/plants (difference according to the production requirements); Spacing and orientation - variation with plant type (e.g. cabbage, sprouts) time of year, production system (organic, low input or non-organic), post-planting treatment and equipment to be used; Depth – variation with propagation method (Modules or bare-root, type of module) weather conditions (Wet, dry, windy); firmness – variation with plant type, type of growing medium, condition of growing medium, season.
- 2.4** Handling methods for crops and plants to maintain quality; methods of preparation (refer to LO2.1), use of appropriate containers, short-term storage in propagation area and planting area and during transport (protection from heat, wind, rain, pests, damage), timing and effectiveness of planting operations, maintenance of planting equipment, post planting treatments.

### ***Learning Outcome 3. Know how to establish crops/plants***

- 3.1** Methods of establishing crops and plants; planting of modular and bare-rooted plants, planting by hand using trowel or dibber, machine planting of bare-roots, automatic and semi-automatic module planters.
- 3.2** Pests:
  - Cabbage root fly – root damage, loss of vigour, wilting, eventual death of plant
  - Aphid – sap suckers, reduce vigour, disfigurement by honey dew and black fungus, risk of virus transmission
  - Large and small white butterfly – leaf damage, loss of photosynthetic potential, contamination by detritus
  - Slugs - leaf damage – loss of photosynthetic potential, contamination by detritus; root damage – loss of vigour, wilting; stem damage – loss of translocation secondary infections in damaged tissue
  - Rabbit, pigeon – grazing of leaves, reducing photosynthesis, reduced value of leaf crops, destruction of young plant
  - Diseases:
    - Mildews – grey appearance of leaves, loss of vigour, damage to curds of cauliflower
    - Club-root – swollen and distorted roots, loss of vigour, wilting



Damping off (wirestem) – darkened constricted area of stem near ground level, reduced translocation, instability and toppling, loss of vigour, destruction of young plant

Disorders:

Boron deficiency – browning of core of stem, hollowing of stem, breakdown of tissue to foul smelling fluid

Whiptail – leaf blades turn thin and narrow, only midrib left,

Blindness – loss of growing point,, diseases, weeds and environmental conditions which may affect production

Weeds:

Range of weeds including annual (e.g. redshank, polygonums, chickweeds, mayweeds, charlock) perennials (docks, dandelions, couch) other crops (rape, potatoes)

Environmental Conditions:

Extremes of wet and dry, frost, cold, high temperatures, wind (including wind-blown soil and salt winds), rain, hail, snow, erosion by wind or water, combinations of factors,

### **3.3** Protection from pest and diseases by

i) Chemical; Application by – Ground based high/low volume, fogs, mists and smokes, fumigants, dusts, granules, pellets and baits; use of hand-held or vehicle mounted applicators, seed treatments, dips and drenches, applications near water, use of aircraft, use within integrated pest management programmes

ii) Biological – use of one organism to control another; - e.g. the use of *Bacillus thuringiensis* for control of caterpillars.

iii) Cultural - choice of variety, timing of sowings and planting, choice of irrigation system, management of nutrient and water to promote healthy growth, reducing stress to reduce impact of pest/disease attack, management of temperature, ventilation and humidity, integrated pest management programmes, use of barriers and covers.

Weed control by use of herbicides (pre-planting, selective post-planting), by hand cultivation (hoeing or weeding), by inter-row machine cultivation (tines, brush) Flame weeders

Environmental protection by; use of wind-breaks and hedges, choice of site, timing, irrigation, use of crop covers.

### **3.4** Requirements for nutrients and moisture in order to establish successfully;

Nutrient; levels of N, P, K and trace elements, pH status, dependant on crop type, soil type, season

Moisture; condition of transplants, moisture content of soil for preparation of suitable tilth, moisture level at planting (dependant on weather conditions), moisture sensitive growth-stages.

#### ***Learning Outcome 4. Know the types of equipment required and how to maintain them***

##### **4.1** Equipment for establishing crops and plants:

PPE – refer to LO8.1

Soil preparation equipment (refer to LO1.1) – subsoilers, ploughs (mole board or chisel), power harrows, non-powered harrows, rollers and crumblers, bed formers, ridgers, organic manure spreaders, lime and inorganic fertilizer spreaders, pesticide application equipment, irrigation equipment.

Establishing crops and plants (refer to LO3.1); trowel or dibber, machine for planting of bare-roots, automatic and semi-automatic module planters.

Transporting of plants – tractors and off-road vehicles with or without trailer, transport boxes,

##### **4.2** Daily checking and cleaning as required of all equipment to ensure effective operation, lubrications of machinery as directed by manufacturer, periodic servicing of power units; checking and cleaning all equipment after use to ensure readiness for next operation.

#### ***Learning Outcome 5. Know the current health and safety legislation and environmental good practice***

##### **5.1** Health and Safety e.g. Management of Health & Safety at Work Regulations; Environmental Protection e.g. Environmental Protection Acts; Waste e.g. Hazardous Waste Regulations; Codes of Practice e.g. Protecting our Water, Soil and Air; Additional requirements including customer regulations, environmental health requirements, assured produce schemes, certification, LOLER, PUWER, Manual Handling, Stop Safe.

##### **5.2** Waste disposal. Organic waste – reduce waste removed from propagation area, unwanted plant material returned to growing area or composted (unless the material poses a threat to plant health e.g. diseased material or perennial weeds). Inorganic waste – wastes from servicing and maintenance of equipment disposed of in appropriate container; wastage of containers minimised and where unavoidable recycled or disposed of in appropriate container; inorganic waste is carefully controlled until disposed of through licensed contractor.

#### **LO6, LO7, LO8 and LO9 are the key areas of competence for this unit**

#### ***Learning Outcome 6. Be able to set out crops or plants***

##### **6.1** Growing medium prepared ready for planting (refer to LO1.1).

##### **6.2** Plant material which is unsuitable for planting is identified and rejected (Refer to LO1.3 for reasons for rejection).

**6.3** Plants or crop positioned in the growing medium in accordance with requirements (refer to LO2.2 & LO2.3).

**6.4** Plants or crop handled in a way which optimises growth and development and minimises damage (refer to LO2.4).

***Learning Outcome 7. Be able to establish crops or plants***

**7.1** Plants or crops established in growing medium (refer to LO2.3 for establishment criteria).

**7.2** Crops or plants protected to the help establishment (refer to LO3.3 for methods of protection and LO3.2 for problems likely to occur).

***Learning Outcome 8. Be able to select, use and maintain equipment***

**8.1** PPE selected and safely used e.g. waterproof clothing, steel toe-capped boots, UV Protection, gloves, aprons, hats.

Tools and equipment selected and used Refer to LO4.1 for examples.

**8.2** Manufacturer's / supplier's / supervisor's instructions followed for use of tools / equipment (Refer to LO4.1 for range of equipment).

**8.3** Manufacturer's / supplier's / supervisor's instructions followed for preparation and maintenance of tools / equipment; See LO4.2 for detail of activities.

***Learning Outcome 9. Be able to work safely and minimise environmental damage***

**9.1** Risk assessment studied and implemented. Work activities carried out consistently with current legislation See LO5.1.

**9.2** Waste disposed of correctly and safely see LO5.2.

**9.3** Records of preparation, planting and establishment kept or reported as required; Recording, activities carried out, quantity, timing, problems encountered;

Reported in person face to face or by telephone, or recording by written notes or approved recording form or electronically as required by the organisation.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2, 3, 4 and 5**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of preparation of growing media and establishing plants or crops, planting and other records and witness testimony, answering oral or written questions, referenced to the knowledge evidence.

### **Learning Outcomes 6, 7, 8 and 9**

Delivery of these learning outcomes is by supervised practical preparation of growing media and establishing plants or crops giving learners the opportunity, first to practice the various tasks involved and then to be observed competently doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of the work photographs or video could be taken to provide evidence of progress. Copies of planting and other records can be used to provide evidence of quality and rate of work and of sufficiency of evidence.

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person**

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes covering key areas of knowledge link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes covering key areas of competence to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised competently and appropriately.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications and HSE information sheets
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors

DEFRA website and publications

(<http://www.defra.gov.uk/hort/index.htm>)

- The Environment Agency website <http://www.environment-agency.gov.uk> for guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides guidance about environmental regulations.
- The Code of Practice - Protecting our Water, Soil and Air has references in Section 9

Learners should be directed to relevant publications and websites e.g.

- *Horticulture Week* ([www.hortweek.com](http://www.hortweek.com))
- Principles of Horticulture by C.R. Adams, et al / Paperback / Published 1998
- The Complete Book of the Greenhouse by Ian G. Walls, et al / Paperback / Published 1996
- Nursery Management by Harold Davidson, et al / Hardcover / Published 1994
- Nursery Stock Manual: Grower Manual 1 by Keith Lamb, et al / Paperback / Published 1995
- The Compost Book by David Taylor, et al / Hardcover / Published 1994
- A Handbook for Horticultural Students by Peter Dawson
- Cutting Propagation by James L. Gibson and John M. Dole
- Soil Science and Management by Edward J. Plaster
- The Commercial Greenhouse by James William Boodley
- Practical Woody Plant Propagation for Nursery Growers by Bruce Macdonald
- Vegetable Brassicas and Related Crucifers by G.R. Dixon and M.H. Dickson
- Greenhouse Operation and Management by Paul Nelson
- Farm Horticulture by George W. Wood
- Farm Machinery (Resource Management) (5th Edition) by Brian Bell ISBN 13:9781903366684
- Profitable Farm Mechanization by Claude Culpin ISBN-13: 9780258969847

See Skills and Education Group Awards website for further information.

## Clearing Horticultural and Landscaping Sites

<b>Unit Reference</b>	<b>H/502/0468</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to clear sites of unwanted materials and debris prior to landscaping and/or planting crops
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.3)</b> <i>The learner can</i>
<b>1.</b> Be able to clear sites effectively	<b>1.1</b> Locate the correct site for clearing and confirm what is to be cleared  <b>1.2</b> Ensure the site is safe and secure for the work to be conducted
<b>2.</b> Be able to select, use and maintain equipment for clearing horticultural and landscaping sites	<b>2.1</b> Select appropriate equipment for this area of work  <b>2.2</b> Use equipment according to instructions  <b>2.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>3.</b> Be able to work safely and minimise environmental damage	<b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements

	<p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know the appropriate methods for site clearance.</p>	<p><b>4.1</b> Describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites</p> <p><b>4.2</b> State why it is important to confirm what should be cleared</p> <p><b>4.3</b> Describe the different clearing methods that can be used</p>
<p><b>5.</b> Know the types of equipment required and how to maintain them</p>	<p><b>5.1</b> Describe the equipment which will be necessary for clearing horticultural and landscaping sites</p> <p><b>5.2</b> Describe methods of maintaining the equipment ready for use</p>
<p><b>6.</b> Know the current health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>



# Supporting Unit Information

## H/502/0468 Clearing horticultural and landscaping sites - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to clear sites effectively***

- 1.1** Site of clearance correctly located  
Materials to be cleared identified and confirmed.
- 1.2** Site safe e.g. site risk assessment studied and implemented  
Site secured e.g. fencing, CAT scan for underground services, hazard warning signs.

#### ***Learning Outcome 2. Be able to select, use and maintain equipment for clearing horticultural and landscaping sites***

- 2.1** PPE selected and safely used e.g. hard hats, steel toe-capped boots, high visibility gear, gloves. CE marked. Tools and equipment selected e.g. mattock, 180 degree excavator, and wheelbarrow.
- 2.2&3** Equipment used only for the operation and in situations as detailed by the manufacturer's / supplier's / supervisor's instructions, current legislation and codes of practice for safe preparation e.g. mattock brought to site disassembled, threaded down haft, seated tightly by dropping haft onto hard surface. Use e.g. do not lift too high. Maintenance e.g. clean and oil head. Storage e.g. do not store with head attached or able to fall, accessible. Secure e.g. valuable tools locked away. Maintain records e.g. maintenance and repairs. Report faults to line manager. Refer to LO5.2.

#### ***Learning Outcome 3. Be able to work safely and minimise environmental damage***

- 3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection Acts, COPs as applicable, risk assessment and additional requirements. Refer to LO6.1.
- 3.2** Environmental damage minimised e.g. by carefully planning site access, working in appropriate weather conditions, care not to discharge pollutants into controlled waters.
- 3.3** Waste disposed of correctly and safely: Waste e.g. organic - green or inorganic - building, asbestos, metal, batteries, sharps, fly tipped

waste, sub-soil, and top-soil. Correctly - refer to LO6.3. Safely e.g. PPE, hygiene, safe lifting.

#### **LO4, LO5 and LO6 are the key areas of knowledge for this unit**

#### ***Learning Outcome 4. Know the appropriate methods for site clearance***

**4.1&3** Differences in working to clear sites stem from previous activities and impact they have had on land:

- (i) Green-field sites - waste scrub land e.g. brush and small trees, abandoned cars, fly-tipped rubbish - use bow saws, brush cutters, tractors and trailers

**Note:** In each of the next 3 examples need to CAT scan for underground services

- (ii) Reclaimed land - quarries e.g. stored topsoil, stone embankments, roads compacted by heavy lorries - bulldozers, backhoes, excavators, lorries
- (iii) Urban derelict - redundant factory e.g. structure, underground services, asbestos risk, concrete / tarmac - use heavy machinery, excavators, dump trucks
- (iv) Existing sites - restructure of existing site e.g. flag stones, dry stone walling, plants and trees - use hand tools, tractor and fore-end loader, trailer

**4.2** Importance confirming what is to be cleared e.g. affects methods used, possibilities for recycling / reuse, hazards, access requirements and any permissions needed.

#### ***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Equipment - refer to LO's 2.1 & 4.3.

**5.2** Maintenance: Tractor e.g. check oil, water, air cleaner, tyre pressures, greasing according to manufacturer's instructions and schedules. Waste oil - refer to LO7.3.

#### ***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations Environmental Protection e.g. Environmental Protection Acts covering waste disposal and environmental permitting Codes of Practice e.g. Protecting our Water, Soil and Air  
Additional requirements including Local Authority permissions e.g. planning permission and also check if site is designated or protected by being within a Conservation Area, curtilage of a listed building,

Scheduled Ancient Monument, Site of Special Scientific Interest, Nature Reserve. Trees - check for tree preservation orders  
Environment Agency - environmental permitting, hazardous waste and other notifications e.g. activities affecting watercourses, groundwater, aquifers.

**6.2** Minimising environmental damage - refer to examples in LO3.2

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste such as oil / filters from maintenance Tractors. Method of disposal e.g. recycle / reuse - bag / bin or consider skip hire / private disposal with a licensed contractor. Check Environment Agency procedures regarding hazardous waste from clearing sites e.g. asbestos, batteries, waste oil - refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2, and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical clearance work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical clearance work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of clearance work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.**

## Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5, and 6 to allow knowledge evidence to be gathered during the practical activities

It is important that practical assessment activities are supervised appropriately.

## Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information.

## Preparing Ground for Seeding and Planting

<b>Unit Reference</b>	<b>K/502/0990</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor mounted equipment</p> <p><b>This unit requires independent assessment (see Methods of Assessment below)</b></p>
<b>Learning Outcomes (1 to 8)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 8.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to select, use and maintain equipment	<b>1.1</b> Select appropriate equipment for this area of work  <b>1.2</b> Use equipment according to instructions  <b>1.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout
<b>2.</b> Be able to prepare ground for seeding and planting	<b>2.1</b> Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions  <b>2.2</b> Add the materials specified for the operation (it may be compost, fertiliser or sand)

	<p><b>2.3</b> Produce the required tilth for the specified finish</p> <p><b>2.4</b> Clear debris from the site effectively, safely, tidily and legally</p> <p><b>2.5</b> Complete work to the agreed schedule</p>
<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know how to prepare the ground</p>	<p><b>4.1</b> Describe the different clearance and minor levelling methods which can be used for the following</p> <ul style="list-style-type: none"> <li>• green-field</li> <li>• urban derelict</li> <li>• reclaimed land</li> <li>• existing gardens</li> </ul> <p><b>4.2</b> Describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish</p> <p><b>4.3</b> State where and when composts, fertilisers and other materials should be used and the types of that are appropriate</p> <p><b>4.4</b> State how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site</p> <p><b>4.5</b> Describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them</p>

	<b>4.6</b> State why it is important to clear debris effectively, safely, tidily and legally
<b>5.</b> Know the types of hazards	<b>5.1</b> Describe the hazards of underground services and how to avoid these
<b>6.</b> Know the types of weeds	<b>6.1</b> Identify 15 types of perennial weeds and state how to control them
<b>7.</b> Know the types of equipment and materials required and how to maintain them	<p><b>7.1</b> Describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials</p> <ul style="list-style-type: none"> <li>• organic matter</li> <li>• fertiliser</li> <li>• lime</li> <li>• perennial weed herbicides</li> </ul> <p><b>7.2</b> Describe methods of maintaining the equipment ready for use</p>
<b>8.</b> Know the current health and safety legislation and environmental good practice	<p><b>8.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>8.2</b> Describe how environmental damage can be minimised</p> <p><b>8.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>



# Supporting Unit Information

## K/502/0990 Preparing ground for seeding and planting - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to select, use and maintain equipment***

**1.1** PPE selected and safely used e.g. steel toe-capped boots, overalls, and ear defenders. CE marked. Tools and equipment selected e.g. spade, rotorvator, tractor and plough / tines.

**1.2&3** Equipment used only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe: Preparation, e.g. spade blade cleaned. Use e.g. push tread with sole of foot to avoid slippage / scraping achilles tendon area. Maintenance e.g. clean /oil after use, wooden handle rub with linseed oil. Storage e.g. securely hanging from handle, blade down, accessible. Secure e.g. valuable tools locked away. Maintain records e.g. maintenance and repairs. Report faults to line manager. Refer to LO7.2.

#### ***Learning Outcome 2. Be able to prepare ground for seeding and planting***

**2.1** Ground prepared appropriate to plants / seeds. To suit soil types e.g. clay, sand, silt, chalk, peat or loam. Appropriate to ground conditions and seasonality e.g. removal of perennial weeds, retention of moisture in sandy soils by timing / work patterns, wet clay or silt soils not trodden on.

**2.2** Materials added as specified e.g. add organic matter in form of compost or manure to sandy soils, fertiliser added to peat soils and coarse grit to clay or silt soils.

**2.3** Specified finish produced e.g. fine tilth - lettuce seed, deep tilth - plants such as roses.

**2.4** Debris cleared safely and effectively. Gathering, picking up, removing debris from site. Safe lifting and handling. Refer to LO8.3

**2.5** Ground prepared e.g. safely, on time and to specification.

### ***Learning Outcome 3. Be able to work safely and minimise environmental damage***

- 3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection Acts, COPs as applicable, risk assessment and additional requirements. Refer to LO8.1.
- 3.2** Environmental damage minimised e.g. by working in appropriate weather conditions, recycling / reuse, alternatives to peat, care not to spread perennial weeds - couch grass.
- 3.3** Waste disposed of correctly and safely: Waste e.g. organic - green, roots and sticks or inorganic - stones, plastic bags. Correctly - refer to LO8.3. Safely e.g. PPE, safe lifting.

### **LO4, LO5, LO6, LO7 and LO8 are the key areas of knowledge for this unit**

### ***Learning Outcome 4. Know how to prepare the ground***

- 4.1** Different clearance methods needed to clear sites stem from previous activities and impact they have had on land:
- (i) Green-field sites - waste scrub land with perennial weeds such as docks, thistles and nettles e.g. brush and small trees, abandoned cars, fly-tipped rubbish – use bow saws, brush cutters, tractors and trailers **Note:** In each of the next 3 examples need to CAT scan for underground services
  - (ii) Reclaimed land - quarries e.g. stored topsoil, stone embankments, roads compacted by heavy lorries - bulldozers, backhoes, excavators, lorries
  - (iii) Urban derelict - redundant factory e.g. structure, underground services, asbestos risk, concrete / tarmac - use heavy machinery, excavators, dump trucks
  - (iv) Existing sites - restructure of existing site e.g. flag stones, dry stone walling, plants and trees - use hand tools, tractor and fore-end loader, trailer
- Minor levelling methods as appropriate to site. How to mark out to level an area e.g. use pegs marked at same distance from top, straight edge and spirit level used to set tops of pegs level. Add or remove top soil as necessary.
- 4.2** Correct soil conditions. Good physical structure both at surface and depth for drainage and aeration. Role of well-rotted organic matter and how much needed. Method and degree of consolidation. How acid and alkaline soils affect the availability of some nutrients e.g. acid soils lock up phosphates. How to test pH and improve soils.
- 4.3** Fertiliser use. How and when to improve main soil types using composts, fertilisers and other materials e.g. add organic matter in form of compost or manure to sandy soils. Types of organic matter e.g. manure.

Types of fertiliser's e.g. general purpose. Optimum time(s) of year for application related to main soil types.

**4.4** Preparation. To meet structural, pH and nutrient requirements. To avoid adverse effects related to soil type and ground or weather conditions e.g. do not trample clay when it is wet. How preparation is affected by site e.g. size of site, flat or sloping terrain.

**4.5** Unwanted impacts e.g. drying of sand avoided by adding organic matter and lightly raking to conserve moisture.

**4.6** Clearing debris e.g. efficient time use and working practices, safe lifting and handling, maintain pleasing appearance of site, local authority waste disposal requirements.

### ***Learning Outcome 5. Know the types of hazards***

**5.1** Hazards of underground services e.g. electricity - loss of life or disruption of service. Detect using CAT scan or information / planning sources. Avoidance mark line(s) of services and erect barriers if necessary to avoid e.g. digging or deep ploughing.

### ***Learning Outcome 6. Know the types of weeds***

**6.1** Perennial weeds e.g. couch grass, ground elder, and horsetail. How to control e.g. stinging nettles - dig out or control with contact weed killer.

### ***Learning Outcome 7. Know the types of equipment and materials required and how to maintain them***

**7.1** Equipment - refer to LO1.1.

**7.2** Maintenance: Tractor e.g. check oil, water, air cleaner, tyre pressures, greasing according to manufacturer's instructions and schedules.  
Waste oil - refer to LO8.3.

### ***Learning Outcome 8. Know the current health and safety legislation and environmental good practice***

**8.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulation Environmental Protection e.g. Environmental Protection Acts covering waste disposal Codes of Practice e.g. Protecting our Water, Soil and Air  
Additional requirements e.g. Tractors - Safe Stop, ensure tetanus vaccination up to date.

**8.2** Minimising environmental damage - refer to examples in LO3.2

**8.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste such as oil / filters from maintenance Tractors. Method of disposal e.g. recycle/reuse - bag/bin or consider skip hire/private

disposal with a licensed contractor. If quantities justify check Environment Agency procedures regarding hazardous waste e.g. oil Refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2, and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised preparation of ground giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of ground preparation work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5, 6, 7 and 8**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of ground preparation work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.

## **Methods Of Assessment**

If a learner is completing this qualification as part of their Apprenticeship, they must include independent assessment as specified by Skills and Education Group Awards. The Independent Knowledge Questions that must be used can be found on the Skills and Education Group Awards website.

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5, 6, 7 and 8 to allow knowledge evidence to be gathered during the practical activities

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment

- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## **Additional Information**

### **Useful sources of reference**

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- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
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See Skills and Education Group Awards website for further information.

## Identify and Report the Presence of Pests, Diseases and Disorders

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<b>Unit Reference</b>	<b>K/502/1511</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to identify and report the presence of pests, diseases and disorders
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
<b>1.</b> Identify and report the presence of pests, diseases and disorders	<b>1.1</b> Monitor the crop(s) in accordance with production requirements  <b>1.2</b> Correctly identify the presence of pests, diseases and disorders  <b>1.3</b> Correctly identify the presence of any biological controls in use and beneficial insects  <b>1.4</b> Establish the extent of the pest population, disease and any disorders  <b>1.5</b> Promptly report the presence to the appropriate person

<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Carry out work in a manner which minimises environmental damage</p>
<p><b>3.</b> Know how to identify and report the presence of pests, diseases and disorders</p>	<p><b>3.1</b> Describe reasons for monitoring the crop</p> <p><b>3.2</b> Describe when to carry out crop monitoring</p> <p><b>3.3</b> Describe common types of pests, diseases and disorders and the problems caused</p> <p><b>3.4</b> Describe biological controls and beneficial insects that can be used</p> <p><b>3.5</b> Identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Describe how environmental damage can be minimised</p> <p><b>4.3</b> Describe the correct methods for disposing of waste.</p> <p><b>4.4</b> Describe the health and safety risks in monitoring pests, diseases and disorders</p>



# Supporting Unit Information

## K/502/1511 Identify and report the presence of pests, diseases and disorders – Level 2

### Indicative Content

Note 1 – Cross references are first to the Learning Outcome (LO) e.g.) LO1 and then to Assessment Criteria number listed e.g. LO1.3.

Note 2 – Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive.

Note 3 – The example used in this indicative content is field grown brassica crops. The same approach should be used for other crops.

### LO1 and LO2 are the key areas of competence for this unit

#### ***Learner Outcome 1. Identify and report the presence of pests, diseases and disorders***

- 1.1** Monitor is carried out effectively as instructed; Refer to LO3.2; routine, planned as specified in programme; ad hoc by supervisor, during other operations, at crop stage.
- 1.2** Presence of pests, diseases and disorders identified. (Refer to LO3.3 for examples.
- 1.3** Biological Control is used as instructed. See note in LO3.
- 1.4** Levels of pest, disease or disorder are identified and related to the action required. Level is recognised as presence, at economic injury level, at action threshold or at economic threshold.
- 1.5** Presence is reported to supervisor, agronomist or manager; reporting face to face, by telephone, written report, electronically.

#### ***Learner Outcome 2. Be able to work safely and minimise environmental damage***

- 2.1** Risk assessment studied and implemented. Work activities carried out consistently with current legislation See LO4.1.
- 2.2** Environmental damage minimised Refer to LO4.2.

### LO3 and LO4 are the key area of knowledge for this unit

#### ***Learner Outcome 3. Know how to identify and report the presence of pests, diseases and disorders***

**3.1** Early identification of problems, reducing crop damage and economic impact, reducing need for control measures, improved crop planning, requirement of quality assurance scheme.

**3.2** Timing of monitoring; ad hoc, with other activities, daily, weekly or less frequently; depends on season, crop sensitivity, crop stage, site history, market,

**3.3** Examples refer to field grown brassica crops.

#### **Pests**

Cabbage root fly – root damage, loss of vigour, wilting, eventual death of plant

Aphid – sap suckers, reduce vigour, disfigurement by honey dew and black fungus, risk of virus transmission

Large and small white butterfly – leaf damage, loss of photosynthetic potential, contamination by detritus

Slugs – leaf damage – loss of photosynthetic potential, contamination by detritus; root damage – loss of vigour, wilting; stem damage – loss of translocation secondary infections in damaged tissue

Rabbit, pigeon – grazing of leaves, reducing photosynthesis, reduced value of leaf crops, destruction of young plant.

#### **Diseases**

Mildews – grey appearance of leaves, loss of vigour, damage to curds of cauliflower

Club-root – swollen and distorted roots, loss of vigour, wilting

Damping off (wirestem) – darkened constricted area of stem near ground level, reduced translocation, instability and toppling, loss of vigour, destruction of young plant.

#### **Disorders**

Boron deficiency – browning of core of stem, hollowing of stem, breakdown of tissue to foul smelling fluid

Whiptail – leaf blades turn thin and narrow, only midrib left,

Blindness – loss of growing point.

**3.4** Biological control – rarely applicable on field brassica crops except the use of *Bacillus thuringiensis* for control of caterpillars.

Examples for protected crops

Aphidoletes for control of aphid, a small midge, larvae are voracious eaters of aphids

Aphidius for control of aphid, a small winged parasitic wasp, lays single eggs to parasitize immature aphids

Encarsia for control of whitefly in protected crops, a parasitic wasp, lays its eggs in young whitefly, parasitized whitefly turn dark and die.

Nematodes for control of vine weevil – *Steinernema kraussei*, a nematode that parasitizes vine weevil larvae preventing them from developing and damaging plants.

Beneficial insects – encouraged by providing varied habitats around

growing areas; Examples – beetles – feed on eggs of slugs and other pests; lacewings and ladybirds (and their larvae) feed on aphids, bees and flies act as pollinators on crops.

**3.5** Reporting to supervisor, agronomist or manager.

***Learner Outcome 4. Know relevant health and safety legislation and environmental good practice***

**4.1** Health and Safety e.g. Management of Health and Safety at Work Regulations; Environmental Protection e.g. Environmental Protection Acts; Waste e.g. Hazardous Waste Regulations; Codes of Practice e.g. Protecting our Water, Soil and Air; Additional requirements including customer regulations, environmental health requirements, assured produce schemes, certification, LOLER, PUWER, Manual Handling.

**4.2** Environmental damage minimised e.g. by carefully planning site access, working in appropriate weather conditions to avoid soil damage, early detection of problems avoiding extensive use of pesticides, biological control, integrated pest management.

**4.3** Waste disposal.

Organic waste – reduce waste, waste organic composted (unless the material poses a threat to plant health e.g. diseased material or perennial weeds).

Inorganic waste – wastage minimised and where unavoidable recycled or disposed of in appropriate container; inorganic waste is carefully controlled until disposed of through licensed contractor.

**4.4** Exposure to pesticides in cropped areas, carrying out monitoring in working areas, risk of contact with machinery or equipment, exposure to heat, cold and UV.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by supervised practical identification of pests, diseases and disorders giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

During monitoring photographs or video could be taken to provide evidence of progress. Copies of monitoring record can be used to provide evidence.

### **Learning Outcomes 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of monitoring, monitoring records and witness testimony, answering oral or written questions, or profiles of pests diseases and disorder referenced to the knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes covering key areas of knowledge link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes covering key areas of competence to allow knowledge evidence to be gathered during the practical activities

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications and HSE information sheets
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments

- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors  
*DEFRA website and publications*  
(<http://www.defra.gov.uk/hort/index.htm>)
- The Environment Agency website <http://www.environment-agency.gov.uk> for guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The website <http://www.netregs.gov.uk/> provides guidance about environmental regulations.
- The Code of Practice - Protecting our Water, Soil and Air has references in Section 9

Learners should be directed to relevant publications and websites e.g.

- Horticulture Week ([www.hortweek.com](http://www.hortweek.com))
- *Principles of Horticulture* by C.R. Adams, et al / Paperback / Published 1998
- *The Complete Book of the Greenhouse* by Ian G. Walls, et al / Paperback / Published 1996
- *Postharvest: an Introduction to the Physiology and Handling of Fruit, Vegetables and Ornamentals* by R. Wills, et al / Paperback / Published 1998
- *Nursery Management* by Harold Davidson, et al / Hardcover / Published 1994
- *Nursery Stock Manual: Grower Manual 1* by Keith Lamb, et al / Paperback / Published 1995
- *A Handbook for Horticultural Students* by Peter Dawson
- *Cutting Propagation* by James L. Gibson and John M. Dole
- *Vegetable Diseases* by Steven Koike, Peter Gladders and Albert Paulus
- *The Commercial Greenhouse* by James William Boodley
- *Practical Woody Plant Propagation for Nursery Growers* by Bruce Macdonald
- *Vegetable Brassicas and Related Crucifers* by G.R. Dixon and M.H. Dickson
- *Greenhouse Operation and Management* by Paul Nelson
- *Farm Horticulture* by George W. Wood

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management Work to Maintain Suitable Site Conditions for Wetland

<b>Unit Reference</b>	<b>K/502/3260</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of wetland habitats. Work on sites must be carried out in line with appropriate permissions and licences
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable site conditions for wetland	<b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following reasons <ul style="list-style-type: none"> <li>• to maintain water levels required for the conservation of the habitat</li> <li>• to reduce the impact of public access on the site</li> <li>• to reduce the impact of pollution on the site</li> <li>• to maintain soil conditions required for the conservation of the habitat</li> </ul> <b>1.2</b> Keep the site clear of any unnecessary obstacles and waste material
<b>2.</b> Be able to select, use and maintain	<b>2.1</b> Select and use appropriate equipment for this area of work

equipment for maintaining suitable site conditions for wetland	<b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition
<b>3.</b> Be able to work safely and minimise environmental damage	<b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>3.2</b> Carry out work in a manner which minimises environmental damage  <b>3.3</b> Dispose of waste safely and correctly
<b>4.</b> Know how to maintain suitable site conditions for wetlands	<b>4.1</b> Explain how to interpret job specifications  <b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these  <b>4.3</b> Outline how your work fits into local biodiversity action plans  <b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required
<b>5.</b> Know the types of equipment required and how to maintain them	<b>5.1</b> Describe the equipment which will be necessary for maintaining suitable site conditions for wetland  <b>5.2</b> Describe methods of maintaining the equipment in a fit state for use
<b>6.</b> Know the current health and safety legislation and environmental good practice	<b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work



	<p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>
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# Supporting Unit Information

## K/502/3260 Carry out habitat management work to maintain suitable site conditions for wetland - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to maintain suitable site conditions for wetland***

**1.1** Maintenance tasks carried out in line with work specifications including two of the following:

- (i) Maintain water levels required for the conservation of the habitat e.g. assist with surveys - water level or hydrological, sluice mechanisms maintained, in and outflow at sluices adjusted, leaks repaired and blockages cleared, channels dredged of silt / cleared of blocking vegetation
- (ii) Reduce impact of public access on site e.g. fencing / gates / styles / signs established to manage access in acceptable directions and boardwalks, bridges, causeways, hides, dipping or fishing platforms built to minimise trampling
- (iii) Reduce the impact of pollution on the site e.g. silt traps emptied, periodic rubbish picking activity, cut vegetation removed to avoid nutrient enrichment and alteration of wetland flora, invasive weeds such as Himalayan balsam controlled
- (iv) Maintain soil conditions required for the conservation of the habitat e.g. leaking banks / revetments repaired, water levels replenished by controlled flooding to prevent drying out

**1.2** Site kept clear of any unnecessary obstacles and waste material e.g. old barbed wire / fencing removed, near urban areas - bicycles, fly tipped material, syringes / needles / broken glass / bottles cleared - refer to LO3.3. Harvested reeds / osiers stacked tidily ready for removal. Habitat piles created - osiers. Trees / undergrowth cut and removed.

#### ***Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable site conditions for wetland***

**2.1** PPE selected and safely used e.g. overalls, old wet suit, work or rubber gloves, steel toe-capped boots, Wellingtons, waders. CE marked. Tools and equipment selected e.g. spade types, chrome, mattock, bow saw, wheelbarrow, ATV and trailer, planks, sharps box / picker.

**2.1&2** Use equipment only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe: Preparation e.g. chrome thoroughly cleaned before being taken to work site. Use e.g. lift loads within capacity, care when twisting to drop load on bank, safe working distance. Maintenance e.g. clean head and handle of mud/vegetation. Storage e.g. in rack or make hole through handle and hang on nail in both cases with tines down. Secure e.g. valuable tools locked away, fuel and oil clearly labelled and stored separately, shadow board - check return. Maintain records e.g. maintenance and repairs. Report faults to line manager.

### ***Learning Outcome 3. Be able to work safely and minimise environmental damage***

**3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, COPs as applicable, risk Assessment. Additional requirements such as vaccination against tetanus, precautions against Weil's disease - waterproof gloves/hygiene, exposure to the sun or standing in cold water - sun block or wet suit - refer to LO6.1.

**3.2** Environmental damage minimised e.g. by carefully planning site access and removal of product or materials to be cleared from site, use of planks for moving materials, correct timing to avoid nesting birds, rotational clearance of vegetation to ensure a variety of growth stages of vegetation, tree trimming / pollarding, use of reed beds to treat eutrophic / polluted water before it reaches water of value to wildlife, working in accordance with local biodiversity plans, awareness of rare species.

**3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, cleared undergrowth / trees or inorganic - old barbed wire / netting, tyres, plastic bags. Correctly - refer to LO6.3. Safely e.g. PPE, hygiene, safe lifting, safe handling / disposal of glass / needles / syringes near urban areas using sharps box and picker - refer to LO1.2.

### **LO4, LO5 and LO6 are the key areas of knowledge for this unit**

### ***Learning Outcome 4. Know how to maintain suitable site conditions for wetlands***

**4.1** How to interpret job specifications e.g. location, dimensions, materials, methods of access to site and transport within site, grazing

/ fencing / mowing / cutting / dredging / vegetation clearance requirements, removal route

**4.2** Environmental value of work sites e.g. Sites of Special Scientific interest, site subject to Local Authority Biodiversity Action Plan (LBAP) or historical interest such as water systems and wetlands associated with old water mills, moats or mediaeval fish pond

Potential effects of work on the environment e.g. disturbance of species listed under the Habitats Directive such as great crested newt, natterjack toad or otter, change of conditions and species mix.

Control: Biodiversity - e.g. survey the site, make changes slowly monitoring the effects, and care not to introduce hard to control species such as Canadian pondweed / Himalayan balsam into vulnerable sites. Control: Historical / archaeological value: e.g. maintain banks / revetments / sluices / dams and weirs to preserve character and structure of sites.

**4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species and habitat action plans e.g. to reduce litter and disturbance of reedbeds, steps to prevent drying out and encroachment of scrub - water level management plans, extension of reedbed areas to increase biodiversity, monitoring and recording species, focus on specific species such as the bittern

**4.4** Implications of legislation which affects work: Complex regulatory structure - different organisations have different areas of responsibility and involvement in giving permission / consent depending on exact nature of activity e.g. to make a pond needs Local Planning Authority (LPA) permission depending on area of work, whether considered an engineering works, how much spoil is to be removed and how it is to be disposed of.

Permission from Environment Agency e.g. to fill pond unless filled by groundwater / rainwater. Permission of Internal Drainage Boards and / or Environment Agency if any effects on drainage ditches / streams / rivers. Permission of County Council - historic, environmental and archaeological services e.g. if pond to be built on site of buried medieval village. Permission of Natural England e.g. if on site of SSSI or disturbance likely of species protected under the Habitats Directive or re any activities that impinge on Agri Environment Schemes - Countryside Stewardship. Permission of land owner. Other organisations e.g. Health and Safety Executive, Wildlife Trusts, RSPB. Other considerations e.g. LBAP's, Tree Preservation Orders, felling licences, Internal Drainage Board by-laws. Identify conditions that apply, exemptions, penalties for non-compliance.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance - refer to LO2.2.

***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife e.g. Wildlife and Countryside Act, Conservation (Natural Habitats &c.) Regulations (as amended), Habitats Directive Additional requirements including e.g. LBAP's - refer to LO4.3. Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations Environment Agency notifications e.g. activities affecting watercourses, groundwater Health and Safety Executive notifications of construction projects involving more than 500 person days or lasting more than 30 days for the overall project - refer to LO3.1.

**6.2** Minimising environmental damage - refer to examples in LO3.2.

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor - refer to LO3.3. Check Local Authority procedures regarding hazardous waste from wetlands e.g. fly-tipped, abandoned cars, fridges, needles / syringes / broken glass in sharps box - refer to LO3.3.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical wetland habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

Prior to, during and after completion of wetland habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of wetland habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports

- Oral/written questions and answers
- Reports/notes diaries/reflective accounts/water level or hydrological surveys/drainage plans
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- National Federation of Biological Recording website <http://www.nbn-nfbr.org.uk/nfbr.php> lists all Local / Biological Recording Centres - Useful to find local Biodiversity Action Plans
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land

management for the benefit of wildlife and landscape. Also licences and enforcement

- Local Authority websites for Local Planning Authority permissions and LBAP's
- County Council websites for historic, environmental and archaeological services
- Internal Drainage Board websites to check compliance with by-laws
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- Association of Drainage Authorities has useful contacts and a number of drainage consultation document downloads on <http://www.ada.org.uk>
- The Pond Conservation website has useful information on both garden and wildlife ponds at <http://www.pondconservation.org.uk/>
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Waterways and Wetlands - practical handbooks

See Skills and Education Group Awards website for further information.



## Carry Out Habitat Management Work to Maintain Suitable Site Conditions for Hedgerows/Farmland

<b>Unit Reference</b>	<b>M/502/3258</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of hedgerow/farmland habitats</p> <p>Work on sites must be carried out in line with appropriate permissions and licences</p>
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable site conditions for hedgerows/farmland	<b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following reasons <ul style="list-style-type: none"> <li>• to maintain water levels required for the conservation of the habitat</li> <li>• to reduce the impact of public access on the site</li> <li>• to reduce the impact of pollution on the site</li> <li>• to maintain soil conditions required for the conservation of the habitat</li> </ul> <b>1.2</b> Keep the site clear of any unnecessary obstacles and waste material
<b>2.</b> Be able to select, use and maintain	<b>2.1</b> Select and use appropriate equipment for this area of work

equipment for maintaining suitable site conditions for hedgerows/farmland	<b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition
<b>3.</b> Be able to work safely and minimise environmental damage	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<b>4.</b> Know how to maintain suitable site conditions for hedgerows/farmland	<p><b>4.1</b> Explain how to interpret job specifications</p> <p><b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these</p> <p><b>4.3</b> Outline how your work fits into local biodiversity action plans</p> <p><b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required</p>
<b>5.</b> Know the types of equipment required and how to maintain them	<p><b>5.1</b> Describe the equipment which will be necessary for maintaining suitable site conditions for hedgerows/farmland</p> <p><b>5.2</b> Describe methods of maintaining the equipment in a fit state for use</p>
<b>6.</b> Know the current health and safety legislation and environmental good practice	<b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

	<p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>
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# Supporting Unit Information

## M/502/3258 Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

### LO1, LO2 and LO3 are the key areas of competence for this unit

#### ***Learning Outcome 1. Be able to maintain suitable site conditions for hedgerows / farmland***

- 1.1** Maintenance tasks carried out in line with work specifications including two of the following:
- (i) Maintain water levels required for the conservation of the habitat e.g. new ditches created, existing ditches dredged of silt to prevent wet land affecting hedgerow. Mulching e.g. young hedge sheet mulched to retain moisture
  - (ii) Reduce impact of public access on site e.g. gaps in hedges filled to discourage access, fencing / gates / styles built to manage access in acceptable directions
  - (iii) Reduce the impact of pollution on the site e.g. periodic rubbish picking activity
  - (iv) Maintain soil conditions required for the conservation of the habitat e.g. re-bank banked hedgerows by removing soil from bottom of bank and moving to top
- 1.2** Site kept clear of any unnecessary obstacles and waste material e.g. farm machinery put in barn, old barbed wire removed, near urban areas syringes / needles / glass / fly-tipped materials cleared, stakes / turves stacked tidily ready for use or logs for removal. Habitat piles created. Trimmed branches stacked for chipping / burning taking due care about smoke, fumes and gases - obtain permission of Landowner, check with Local Authority if in doubt.

#### ***Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable site conditions for hedgerows/farmland***

**2.1** PPE selected and safely used e.g. overalls, hedging gloves, heavy duty leather working boots, safety helmet / mesh visor, knee pads. CE marked. Tools and equipment selected e.g. spade, mattock, axe, billhook, bow saw, and sharpening stone.

**2.2** Use equipment only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe: Preparation e.g. billhook brought to site with blade covered for safety, blade already sharpened. Use e.g. check for anything that will interfere with cut, always cut away from body. Maintenance e.g. clean sap from blade and oil, clean mud from handle, sharpen in tool store. Storage e.g. in slatted rack or box - make sure billhook cannot fall. Secure e.g. valuable tools locked away, fuel and oil clearly labelled and stored separately, shadow board - check return. Maintain records e.g. maintenance and repairs. Report faults to line manager.

### ***Learning Outcome 3. Be able to work safely and minimise environmental damage***

**3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, Hedgerow Regulations, COPs as applicable, risk assessment.

Additional requirements such as vaccination against tetanus, precautions against Weil's disease - waterproof gloves/hygiene or exposure to the sun - sun block - refer to LO6.1.

**3.2** Environmental damage minimised e.g. by carefully planning site access, working in appropriate weather conditions, correct timing to avoid nesting birds, loss of berries etc, working in accordance with local biodiversity plans, awareness of rare species in hedge.

**3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, twigs and branches or inorganic - fly tipped waste, old barbed wire / netting. Correctly - refer to LO6.3. Safely e.g. PPE, hygiene, safe lifting, safe handling / disposal of needles / syringes / glass near urban areas.

### **LO4, LO5 and LO6 are the key areas of knowledge for this unit**

### ***Learning Outcome 4. Know how to maintain suitable site conditions for hedgerows / farmland***

**4.1** How to interpret job specifications e.g. location, dimensions, planting requirements, preparation of ground including existing vegetation control, protection, mulching.

**4.2** Environmental value of work sites e.g. Ancient hedgerows - rule of thumb that number of woody species in 27.5 metre length of hedge

reflects how many centuries hedge has existed and limitations of rule. SSSI's, SINC's, site subject to LBAP.

Potential effects of work on the environment e.g. disruption of wildlife corridor, aesthetically out of keeping with hedges of historic significance. Control: Biodiversity e.g. correct trimming frequency / intensity. Historical/archaeological value: e.g. preserve structure, characteristics and diversity of ancient hedgerows.

**4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species and habitat action plans e.g. species rich hedgerows or supporting uncommon species, local species mixture, linkage of habitats of existing biodiversity value, availability of grant aid

**4.4** Implications of legislation which affects work e.g. Forestry. Commission licence to fell growing trees. Natural England licence to work in hedgerows in the vicinity of species protected under Habitats Directive. Local Planning Authority (LPA) consent needed for removal certain hedgerows - Hedgerow Regulations or cutting down/working on trees under a Tree Preservation Order. In Conservation areas notice to LPA of intention to cut down tree. Identify conditions that apply, exemptions, penalties for non-compliance.

### ***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance e.g. clean, oil to protect from rust or lubricate moving parts, sharpen, refasten handles - refer to LO2.2.

### ***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife e.g. Wildlife and Countryside Act, Hedgerow Regulations, Habitats Directive Codes of Practice e.g. Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species, Protecting our Water, Soil and Air.

Additional requirements including e.g. Local Authority checks for site designations, Hedgerow Regulations, LBAP's. Forestry Commission - felling licences - refer to LO4.4 Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations Environment Agency notifications e.g. activities affecting watercourses, groundwater.

**6.2** Minimising environmental damage - refer to examples in LO3.2.

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor - refer to LO3.3. Check Local Authority procedures regarding hazardous waste from hedgerows e.g. fly-tipped, needles / syringes / glass - refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical hedgerow habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

Prior to, during and after completion of hedgerow habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of hedgerow habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes diaries/reflective accounts/surveys of flora and fauna
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**



All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- National Federation of Biological Recording website <http://www.nbn-nfbr.org.uk/nfbr.php> lists all Local / Biological Recording Centres - Useful to find local Biodiversity Action Plans
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife, landscape
- Local Authority websites for Local Planning Authority permissions and LBAP's
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The Forestry Commission [www.forestry.gov.uk](http://www.forestry.gov.uk) application for licences
- The Farming and Wildlife Advisory Group website <http://www.fwag.org.uk/> for environmental and conservation advice
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Hedging a practical handbook

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management Work to Maintain Suitable Site Conditions for Woodlands

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<b>Unit Reference</b>	<b>M/502/3261</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of woodland habitats. Work on sites must be carried out in line with appropriate permissions and licences
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable site conditions for woodlands	<b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following reasons <ul style="list-style-type: none"> <li>• to maintain water levels required for the conservation of the habitat</li> <li>• to reduce the impact of public access on the site</li> <li>• to reduce the impact of pollution on the site</li> <li>• to maintain soil conditions required for the conservation of the habitat</li> </ul> <b>1.2</b> Keep the site clear of any unnecessary obstacles and waste material
<b>2.</b> Be able to select, use and maintain	<b>2.1</b> Select and use appropriate equipment for this area of work

equipment for maintaining suitable site conditions for woodlands	<b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition
<b>3.</b> Be able to work safely and minimise environmental damage	<b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>3.2</b> Carry out work in a manner which minimises environmental damage  <b>3.3</b> Dispose of waste safely and correctly
<b>4.</b> Know how to maintain suitable site conditions for woodland	<b>4.1</b> Explain how to interpret job specifications  <b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these  <b>4.3</b> Outline how your work fits into local biodiversity action plans  <b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required
<b>5.</b> Know the types of equipment required and how to maintain them	<b>5.1</b> Describe the equipment which will be necessary for maintaining suitable site conditions for woodlands  <b>5.2</b> Describe methods of maintaining the equipment in a fit state for use
<b>6.</b> Know the current health and safety legislation and environmental good practice	<b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

	<p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>
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# Supporting Unit Information

## M/502/3261 Carry out habitat management work to maintain suitable site conditions for woodlands - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to maintain suitable site conditions for woodlands***

**1.1** Maintenance tasks carried out in line with work specifications including two of the following:

- (v) Maintain water levels required for the conservation of the habitat e.g. woodland ponds dredged to prevent silting up, branches and debris removed
- (vi) Reduce impact of public access on site e.g. maintain paths, ensure routes are clearly signposted, construct boardwalks and bridges
- (vii) Reduce the impact of pollution on the site e.g. periodic rubbish picking activity
- (viii) Maintain soil conditions required for the conservation of the habitat e.g. new ditches created, existing ditches dredged, cleared of trees and fallen branches, outfalls cleared, install cross drains or culverts on paths, revetments repaired

**1.2** Site kept clear of any unnecessary obstacles and waste material e.g. clear fallen branches from paths, dumped cars pulled out with tractor, regular rubbish picking, clear syringes / needles / glass near urban areas, install barriers to restrict access for fly tipping - care not to infringe legal access rights.

#### ***Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable site conditions for woodlands***

**2.1** PPE selected and safely used e.g. overalls, hedging gloves, heavy duty leather working boots, safety helmet / mesh visor, knee pads. CE marked. Tools and equipment selected e.g. spade, mattock, slasher, billhook, bow saw, and sharpening stone.

**2.2** Use equipment only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current

legislation and codes of practice for safe: Preparation e.g. billhook brought to site with blade covered for safety, blade already sharpened. Use e.g. checks for anything that will interfere with cut, always cut away from body. Maintenance e.g. clean sap from blade and oil, clean mud from handle, sharpen in tool store. Storage e.g. in slatted rack or box - make sure billhook cannot fall. Secure e.g. valuable tools locked away, fuel and oil clearly labelled and stored separately, shadow board - check return. Maintain records e.g. maintenance and repairs. Report faults to line manager.

### ***Learning Outcome 3. Be able to work safely and minimise environmental damage***

**3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, Hedgerow Regulations, COPs as applicable, risk assessment.

Additional requirements such as vaccination against tetanus, precautions against Weil's disease - waterproof gloves/hygiene or exposure to the sun - sun block - refer to LO6.1.

**3.2** Environmental damage minimised e.g. working in appropriate weather conditions, correct timing to avoid nesting birds, loss of berries / nuts etc, working in accordance with local biodiversity plans, awareness of rare species in wood - mark site of bat roost trees and plan to ensure no disturbance.

**3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, twigs / branches or inorganic - fly tipped waste, dumped cars, wire / netting. Correctly - refer to LO6.3. Safely e.g. PPE, hygiene, safe lifting, safe handling / disposal of needles / syringes / glass near urban areas.

### **LO4, LO5 and LO6 are the key areas of knowledge for this unit**

### ***Learning Outcome 4. Know how to maintain suitable site conditions for woodland***

**4.1** How to interpret job specifications e.g. location, dimensions, materials, methods of access to site and transport within site, felling / thinning requirements, removal route.

**4.2** Environmental value of work sites e.g. Ancient woodlands / genetic stock, Sites of Special Scientific interest, site subject to Local Authority Biodiversity Action Plan (LBAP).  
Potential effects of work on the environment e.g. disturbance of species listed under the Habitats Directive such as bats, dormice, loss of mature habitat, change of species mix, influx of deer or weeds.  
Control: Biodiversity - e.g. survey the site, make changes slowly

monitoring the effects, increase range of habitats by maintaining rides, new ponds. Control: Historical/archaeological value: e.g. do not plant new trees - allow regeneration from old stock.

**4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species and habitat action plans e.g. species rich ancient woodland areas or supporting uncommon / local species

**4.4** Implications of legislation which affects work: Forestry Commission licence to fell growing trees or to carry out work in woodlands in the vicinity of species protected under the Habitats Directive. Local Planning Authority (LPA) consent needed for cutting down or working on trees under a Tree Preservation Order. In Conservation areas notice to LPA of intention to cut down a tree. Identify conditions that apply, exemptions, penalties for non-compliance.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance e.g. clean, oil to protect from rust or lubricate moving parts, sharpen, refasten handles - refer to LO2.2.

***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife e.g. Wildlife and Countryside Act, Hedgerow Regulations, Habitats Directive Additional requirements including e.g. Local Authority checks for site designations, Hedgerow Regulations, LBAP's. Forestry Commission - felling licences - refer to LO4.4 Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations Environment Agency notifications e.g. activities affecting watercourses, groundwater.

**6.2** Minimising environmental damage - refer to examples in LO3.2

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor - refer to LO3.3. Check Local Authority procedures regarding hazardous waste from woodlands e.g. fly-tipped, abandoned cars, fridges, needles / syringes / glass - refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical woodland habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

Prior to, during and after completion of woodland habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of woodland habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities

It is important that practical assessment activities are supervised appropriately.



## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
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- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife, landscape. Also licences and enforcement
- Local Authority websites for Local Planning Authority permissions and LBAP's
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- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The Forestry Commission [www.forestry.gov.uk](http://www.forestry.gov.uk) application for licences
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Woodlands / Tree Planting and Aftercare - practical handbooks

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management Work to Maintain Suitable Site Conditions for Grassland

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<b>Unit Reference</b>	<b>M/502/3289</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of grassland habitats Work on sites must be carried out in line with appropriate permissions and licences
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable site conditions for grassland	<b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following reasons <ul style="list-style-type: none"> <li>• to maintain water levels required for the conservation of the habitat</li> <li>• reduce the impact of public access on the site</li> <li>• to reduce the impact of pollution on the site</li> <li>• to maintain soil conditions required for the conservation of the habitat</li> </ul>
<b>2.</b> Be able to select, use and maintain equipment for maintaining suitable conditions for grassland	<b>2.1</b> Select and use appropriate equipment for this area of work  <b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition throughout

<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know how to maintain suitable site conditions for grassland</p>	<p><b>4.1</b> Explain how to interpret job specifications</p> <p><b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these</p> <p><b>4.3</b> Outline how your work fits into local biodiversity action plans</p> <p><b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required</p>
<p><b>5.</b> Know the types of equipment required and how to maintain them</p>	<p><b>5.1</b> Describe the equipment which will be necessary for maintaining suitable conditions for grassland</p> <p><b>5.2</b> Describe methods of maintaining the equipment in a fit state for use</p>
<p><b>6.</b> Know the current health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>

# Supporting Unit Information

## M/502/3289 Carry out habitat management work to maintain suitable site conditions for grassland - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to maintain suitable site conditions for grassland***

**1.1** Maintenance tasks carried out in line with work specifications including two of the following:

- (i) Maintain water levels required for the conservation of the habitat e.g. assist with water level surveys, new ditches created, existing ditches dredged of silt / cleared of blocking vegetation to prevent wet areas, drains repaired.
- (ii) Reduce impact of public access on site e.g. paths cleared / surfaced, fencing / drystone walling / gates / styles / signs established to manage access in acceptable directions, information boards to encourage careful use.
- (iii) Reduce the impact of pollution on the site e.g. periodic rubbish picking activity, waste bins near parking / picnic areas - emptied regularly, hedges planted or managed to thicken as barrier to fertiliser / herbicide drift from adjacent agricultural land, weed infestations controlled e.g. ragwort, thistles.
- (iv) Maintain soil conditions required for the conservation of the habitat e.g. mow for hay / remove cut grass to retain low nutrient status of soil, graze livestock to create bare soil suitable for establishment of new species but avoid excessive damage to soil / vegetation especially on poorly drained areas - regularly move troughs for supplementary feeding, hayricks and mineral licks.

**Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable conditions for grassland**

- 2.1** PPE selected and safely used e.g. overalls, work gloves, heavy duty leather working boots, long sleeved shirts and trousers tucked into socks to keep ticks out, sun glasses / hat. CE marked. Tools and equipment selected e.g. tractor mounted mowing equipment, strimmer, spade types for fencing, bow saw, axe, livestock feeders.
- 2.1&2** Use equipment only for the operation and in situations as detailed by the manufacturer's / supplier's / supervisor's instructions, current legislation and codes of practice for safe: Preparation e.g. tractor mounted drum mowers - set up for level cutting and set drums for desired cutting height, stone protection guards fitted, field checked for stones / logs etc. Use e.g. correct pto speed, do not approach machine whilst still running, Safe stop. Maintenance e.g. sharpen / replace blades, ensure blades balanced, check belts, grease. Storage e.g. clean off cutting debris after use, check and replace damaged parts, grease and store under cover. Secure e.g. valuable equipment locked away, intruder lights, fuel and oil clearly labelled and stored separately. Maintain records e.g. maintenance / repairs. Report faults to line manager.

**Learning Outcome 3. Be able to work safely and minimise environmental damage**

- 3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, COPs as applicable, risk assessment. Additional requirements such as vaccination against tetanus, precautions against ticks - refer to LO2.1, awareness of tick borne diseases such as Lyme disease, exposure to the sun - sun block, precautions when working with cattle especially if accompanied by a dog - refer to LO6.1.
- 3.2** Environmental damage minimised e.g. assistance with site survey of flora and fauna, carefully planning site access, siting and movement of livestock feeders, correct timing of cutting to avoid nesting birds / favour identified target species, grazing and / or browsing with species and stocking densities to achieve conservation aims, working in accordance with local biodiversity plans, awareness of rare species e.g. butterflies - Chalk Hill and Adonis blue.
- 3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, cut grass, cleared scrub or inorganic - old barbed wire / netting, fence posts, plastic bags. Correctly - refer to LO6.3. Safely e.g. PPE - refer to LO2.1, hygiene, safe lifting.

**LO4, LO5 and LO6 are the key areas of knowledge for this unit.**

#### ***Learning Outcome 4. Know how to maintain suitable site conditions for grassland***

- 4.1** How to interpret job specifications: Interpret e.g. location, area, dimensions, materials, methods of access to site and transport within site, methods of construction and finishing, terms used. Types of jobs specified e.g. fencing, walling, hedging, gates, styles, signs, information boards, drainage construction, and pathway construction re-surfacing or vegetation clearance requirements.
- 4.2** Environmental value of work sites e.g. Sites of Special Scientific interest, site subject to Local Authority Biodiversity Action Plan (LBAP) or historical interest such as sites of ancient forts / villages, burial grounds - ancient and recent times.  
Potential effects of work on the environment e.g. conflict between nature conservation interest and agricultural objectives (if any) which will change conditions, reduce species mix and may cause disturbance of target flora / fauna species. Control: Biodiversity e.g. carefully planned mowing regime to allow birds to complete nesting activities, mowing from the centre outwards, mowing height not too low, timely removal of hay bales or cut grass, survey the site, make changes slowly monitoring the effects and care not to introduce undesirable competitive species such as nettles / docks / ragwort into vulnerable sites. Control: Historical / archaeological value: e.g. control scrub encroachment, provide pathways / fencing / signage as appropriate to protect delicate areas from trampling / compaction / soil run-off to preserve character / structure of sites.
- 4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species and habitat action plans e.g. active management steps to prevent drying out or to maintain soil moisture, prevent encroachment of scrub, monitoring and recording species, and focus on specific species such as the small blue butterfly on calcareous grassland.
- 4.4** Implications of legislation which affects work: Complex regulatory structure - different organisations have different areas of responsibility and involvement in giving permission / consent depending on exact nature of activity e.g. permission of Natural England if on site of SSSI or disturbance likely of species protected under the Habitats Directive or regarding any activities that impinge on Agri Environment Schemes - Countryside Stewardship or Environmentally Sensitive Areas. Local Planning Authority (LPA) consent needed for cutting down/working on trees under a Tree Preservation Order or in Conservation areas notice to LPA of intention to cut down tree. Permission of Internal Drainage Boards and / or Environment Agency if any effects on drainage ditches / streams / rivers. Permission of land owner. Other organisations e.g. Health and

Safety Executive, Wildlife Trusts, RSPB. Other considerations e.g. LBAP's, felling licences, Internal Drainage Board by-laws. Identify conditions that apply, exemptions, penalties for non-compliance.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance - refer to LO2.2.

***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife and conservation e.g. Wildlife and Countryside Act, Conservation (Natural Habitats &c.) Regulations (as amended), Habitats Directive Health and Safety Executive guidance - Cattle and public access in England / Wales Additional requirements including e.g. LBAP's - refer to LO4.3. Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations. Environment Agency notifications e.g. activities affecting watercourses, groundwater - refer to LO3.1.

**6.2** Minimising environmental damage - refer to examples in LO3.2

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor - refer to LO3.3.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

**Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical grassland habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment



criteria. Prior to, during and after completion of grassland habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of grassland habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities

It is important that practical assessment activities are supervised appropriately

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports

- Oral/written questions and answers
- Reports/notes diaries/reflective accounts/water level surveys
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

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All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

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- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land

management for the benefit of wildlife the public and landscape. Also licences and enforcement

- Local Authority websites for Local Planning Authority permissions and LBAP's
- County Council websites for historic, environmental and archaeological services
- Internal Drainage Board websites to check compliance with by-laws
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Footpaths, Fencing and Dry Stone Walling - practical handbooks

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management Work to Maintain Suitable Site Conditions for Moorland

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<b>Unit Reference</b>	<b>T/502/3259</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of moorland habitats. Work on sites must be carried out in line with appropriate permissions and licences
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable site conditions for moorland	<b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following reasons <ul style="list-style-type: none"> <li>• to maintain water levels required for the conservation of the habitat</li> <li>• to reduce the impact of public access on the site</li> <li>• to reduce the impact of pollution on the site</li> <li>• to maintain soil conditions required for the conservation of the habitat</li> </ul> <b>1.2</b> Keep the site clear of any unnecessary obstacles and waste material
<b>2.</b> Be able to select, use and maintain equipment for maintaining suitable	<b>2.1</b> Select and use appropriate equipment for this area of work

site conditions for moorlands	<b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition
<b>3.</b> Be able to work safely and minimise environmental damage	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<b>4.</b> Know how to maintain suitable site conditions for moorland	<p><b>4.1</b> Explain how to interpret job specifications</p> <p><b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these</p> <p><b>4.3</b> Outline how your work fits into local biodiversity action plans</p> <p><b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required</p>
<b>5.</b> Know the types of equipment required and how to maintain them	<p><b>5.1</b> Describe the equipment which will be necessary for maintaining suitable site conditions for moorland</p> <p><b>5.2</b> Describe methods of maintaining the equipment in a fit state for use</p>
<b>6.</b> Know the current health and safety legislation and environmental good practice	<p><b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>

# Supporting Unit Information

## T/502/3259 Carry out habitat management work to maintain suitable site conditions for moorland - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to maintain suitable coastal site conditions for moorland***

**1.1** Maintenance tasks carried out in line with work specifications including two of the following:

- (i) Maintain water levels required for the conservation of the habitat e.g. assist with water level or hydrological surveys, existing ditches blocked to restore boggy conditions, created to maintain dry heather areas, and blocked culverts/silt cleared.
- (ii) Reduce impact of public access on site e.g. assist with path / path condition surveys, paths cleared / surfaced, fencing, signs established to manage access to moors or around sites of historical interest, mountain bike routes, styles constructed through or over drystone walls, path gullies filled in and re-turfed.
- (iii) Reduce the impact of pollution on the site e.g. control bracken and scrub to desirable levels, periodic rubbish picking around car parking / picnic areas.
- (iv) Maintain soil conditions required for the conservation of the habitat e.g. assist with grazing stock management to avoid creation of poached areas / paths that lead to soil erosion and gully formation, assist with moorland burning as appropriate to soil / peat conditions - refer to Heather and Grass Burning Code for correct soil / peat conditions and other factors such as wind speed / direction.

**1.2** Site kept clear of any unnecessary obstacles e.g. old fencing, dead livestock / deer, scrub or bracken encroachment. Materials such as fencing posts, coils of wire, stone for drystone walling stacked tidily near point of use. Waste material e.g. rubbish left by walkers, wind-

blown waste - plastics, cans, bottles, fly tipped material - refer to LO6.3.

***Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable site conditions for moorlands***

**2.1** PPE selected and safely used e.g. overalls, PVC or leather work gloves, heavy leather work boots - with steel toe caps if drystone walling / surfacing paths, face mask with visor and protective goggles if burning heather, long sleeved shirts and trousers tucked into socks to keep ticks out, sun glasses / hat. CE marked. Tools and equipment selected e.g. spade types, fork, mattock, bow saw, slasher, sledgehammer and wedges, wheelbarrow, ATV and trailer / roller, fencing / woodwork tools.

**2.1&2** Use equipment only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe: Preparation e.g. bow saw correctly tensioned before being taken to work site. Use e.g. saw with full length of blade, steadying hand well away from cut in case blade jumps out. Maintenance e.g. clean blade and handle of sap/vegetation, restore set of teeth. Storage e.g. hang vertically on peg, de-tension to prolong blade life Secure e.g. valuable tools locked away, fuel and oil clearly labelled and stored separately, shadow board - check return. Maintain records e.g. maintenance and repairs. Report faults to line manager.

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

**3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, COPs as applicable, risk Assessment. Additional requirements e.g. vaccination against tetanus, precautions against ticks - refer to LO2.1, awareness of tick borne diseases such as Lyme disease, lone working - mobile phone and inform others of whereabouts, awareness of weather forecast and what to do if changes adversely, exposure to the sun - sun block, brimmed hat, long sleeves - refer to LO6.1.

**3.2** Environmental damage minimised e.g. assistance with site survey of flora and fauna, by carefully plan site access across firm/dry routes of travel, use of low ground pressure vehicles - ATV's and keep use to the minimum, timing of work to avoid nesting birds. Graze livestock at suitable stocking rate to maintain moorland vegetation, allow enough trampling to encourage biodiversity but manage the stock to avoid too much trampling / run-off / gully formation / damage to bog pools e.g. by adapting feeding / husbandry

practices, routes of movement. Do not apply lime, fertiliser or pesticides to heather other than herbicides approved for bracken control. Assistance with burning - moorland burns carried out in correct conditions, wind direction / speed, timing, sequence to avoid unplanned spread - refer to Heather and Grass Burning Code. Work in accordance with local biodiversity plans, awareness of rare species e.g. merlin, black grouse.

- 3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, cleared scrub or inorganic - refer to LO1.2. Correctly - choose timing to maximise benefit with respect to recreational use of area - refer to LO6.3. Safely e.g. PPE - refer to LO2.1, hygiene, safe lifting, safe handling / disposal of glass, rusted barbed wire.

#### **LO4, LO5 and LO6 are the key areas of knowledge for this unit**

#### ***Learning Outcome 4. Know how to maintain suitable site conditions for moorland***

- 4.1** How to interpret job specifications: Interpret e.g. location, dimensions, materials, methods of access to site and transport within site, methods of construction and finishing, terms used. Types of jobs specified e.g. fencing, walling, hedging, gates, styles, signs, information boards, drainage / path construction or re-surfacing.
- 4.2** Environmental value of work sites e.g. National Parks, Areas of Outstanding Natural Beauty, Sites of Special Scientific interest, sites subject to National / Local Authority Biodiversity Action Plans. Historical interest e.g. standing stones, burial mounds, crosses, quarrying and mining activities. Potential effects of work on the environment e.g. change of water holding capacity / flow, loss of vegetation cover leading to erosion, change of conditions / species mix, disturbance of target flora / fauna species. Damage of archaeological features of interest. Control: Biodiversity e.g. survey the site, measures to diversify site such as grazing management regimes, control of bracken or scrub. Historical e.g. identify features of historical interest, fence off to mark and protect sites, create safe viewing / information boards to create interest and educational value.
- 4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species and habitat action plans e.g. active management to provide / surface pathways and signs to keep public access away from sensitive areas for flowers / nesting birds / historical sites, prevent bracken / scrub encroachment, monitoring and recording species e.g. the hen harrier - recording nest sites and monitoring breeding success and causes of failure.



**4.4** Implications of legislation which affects work: Complex regulatory structure - different organisations have different areas of responsibility and involvement in giving permission / consent depending on exact nature of activity, including the following: Permission of land owner e.g. private, MOD, water companies etc. Check with Commons Associations if planned activities infringe by-laws or particular consents are needed.

Permission of Natural England e.g. if on site of SSSI / SAC / SPA or disturbance likely of species protected under the Habitats Directive or re any activities that impinge on Agri Environment Schemes - Environmentally Sensitive Areas. Permission of MOD for access to firing range areas. Permission of Environment Agency if any affects water system e.g. stump treatment using Glyphosate. Prior to heather burning and depending on site need to contact e.g. relevant police, fire service, neighbouring land managers, Natural England, Forestry Commission and Park Authorities. In upland areas, to burn outside 1<sup>st</sup> October to 15<sup>th</sup> April burning licence required from Natural England. Other organisations e.g. Local Planning Authority (LPA), Health and Safety Executive, Wildlife Trusts, RSPB. Other considerations e.g. LBAP's, felling licences, Commoners Association by-laws. Identify conditions applying, exemptions, and non-compliance penalties.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance - refer to LO2.2.

***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife and conservation e.g. Wildlife and Countryside Act, Conservation (Natural Habitats &c.) Regulations (as amended), Habitats Directive. Heather and Grass etc (Burning) Regulations. Additional requirements including e.g. LBAP's - refer to LO4.3. Natural England notifications e.g. SSSI's (and SPA's) - notification of listed.

Operations. Environment Agency notifications e.g. activities affecting watercourses, Groundwater. Refer to LO's 3.1 and 4.4.

**6.2** Minimising environmental damage - refer to examples in LO3.2.

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or

consider skip hire / private disposal with a licensed contractor - refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical moorland habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

Prior to, during and after completion of moorland habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of moorland habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence.

These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities  
It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Diaries/reflective journals
- accounts/water level/ hydrological/habitat/species surveys
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

### **Additional Information**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- National Federation of Biological Recording website <http://www.nbn-nfbr.org.uk/nfbr.php> lists all Local / Biological Recording Centres - Useful to find local Biodiversity Action Plans
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife the public and landscape. Also licences and enforcement
- Local Authority websites for Local Planning Authority permissions and LBAP's
- County Council websites for historic, environmental and archaeological services
- Internal Drainage Board websites to check compliance with by-laws
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- The Forestry Commission [www.forestry.gov.uk](http://www.forestry.gov.uk) application for licences and involvement in Areas of Outstanding Natural Beauty e.g. New Forest  
<http://www.ruralways.org.uk/new-forest>
- National Park Authorities e.g. <http://www.peakdistrict.org/> for details of the Peak District National Park Authority activities
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Footpaths Fencing and Dry Stone Walling - practical handbooks

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management Work to Maintain Suitable Site Conditions for Heathland

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<b>Unit Reference</b>	<b>T/502/3262</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of heathland habitats. Work on sites must be carried out in line with appropriate permissions and licences
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable site conditions for heathland	<b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following reasons <ul style="list-style-type: none"> <li>to maintain water levels required for the conservation of the habitat</li> <li>to reduce the impact of public access on the site</li> <li>to reduce the impact of pollution on the site</li> <li>to maintain soil conditions required for the conservation of the habitat</li> </ul> <b>1.2</b> Keep the site clear of any unnecessary obstacles and waste material
<b>2.</b> Be able to select, use and maintain equipment for maintaining suitable	<b>2.1</b> Select and use appropriate equipment for this area of work

site conditions for heathland	<b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition
<b>3.</b> Be able to work safely and minimise environmental damage	<b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>3.2</b> Carry out work in a manner which minimises environmental damage  <b>3.3</b> Dispose of waste safely and correctly
<b>4.</b> Know how to maintain suitable site conditions for heathland	<b>4.1</b> Explain how to interpret job specifications  <b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these  <b>4.3</b> Outline how your work fits into local biodiversity action plans  <b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required
<b>5.</b> Know the types of equipment required and how to maintain them	<b>5.1</b> Describe the equipment which will be necessary for maintaining suitable site conditions for heathland  <b>5.2</b> Describe methods of maintaining the equipment in a fit state for use
<b>6.</b> Know the current health and safety legislation and environmental good practice	<b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work  <b>6.2</b> Describe how environmental damage can be minimised  <b>6.3</b> Describe the correct methods for disposing of waste

# Supporting Unit Information

## T/502/3262 Carry out habitat management work to maintain suitable site conditions for heathland - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to maintain suitable site conditions for heathland***

**1.1** Maintenance tasks carried out in line with work specifications including two of the following:

- (i) Maintain water levels required for the conservation of the habitat e.g. assist with water level or hydrological surveys, existing ditches dammed / sluice gates installed to re-establish natural level of water table, restore wet heath conditions.
- (ii) Reduce impact of public access on site e.g. assist with path / path condition surveys, paths cleared / surfaced, signs established to manage access to heathlands, styles constructed over fencing, information boards provided.
- (iii) Reduce the impact of pollution on the site e.g. periodic rubbish picking around car parking/picnic areas, empty bins regularly, control bracken, scrub and trees to desirable levels, clear invasive species such as rhododendron.
- (iv) Maintain soil conditions required for the conservation of the habitat e.g. assist with maintaining low nutrient status of heathlands by sod cutting, mowing or burning as appropriate to the specific area.

**1.2** Site kept clear of any unnecessary obstacles e.g. old fencing, dead livestock, bracken, scrub, tree encroachment. Materials e.g. fencing posts, coils of wire, stone for dry stone walling stacked tidily near point of use. Logs stacked tidily for removal, habitat piles created. Waste material e.g. rubbish left by walkers, wind-blown waste materials - plastics, cans, bottles, fly tipped material - refer to LO6.3.

#### ***Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable site conditions for heathland***

- 2.1** PPE selected and safely used e.g. overalls, PVC or leather work gloves, heavy leather work boots - with steel toe caps if dry stone walling / surfacing paths, face mask with visor and protective goggles if burning heather, long sleeved shirts and trousers tucked into socks to keep ticks out, sun glasses / hat. CE marked. Tools and equipment selected e.g. spade types, fork, mattock, bow saw, slasher, sledgehammer and wedges, wheelbarrow, ATV and trailer / roller, fencing / woodwork tools.
- 2.1&2** Use equipment only for the operation and in situations as detailed by the manufacturer's / supplier's / supervisor's instructions, current legislation and codes of practice for safe: Preparation e.g. mattock brought to site disassembled, head threaded down haft, seated tightly by dropping haft onto hard surface. Use e.g. do not lift too high. Maintenance e.g. clean, sharpen and oil head. Storage e.g. do not store with head attached or able to fall. Secure e.g. valuable tools locked away, fuel and oil clearly labelled and stored separately, shadow board - check return. Maintain records e.g. maintenance and repairs. Report faults to line manager.

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

- 3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, COPs as applicable, risk Assessment. Additional requirements e.g. vaccination against tetanus, precautions when working, especially if accompanied by a dog, in proximity with free-ranging cattle - awareness of points of safety, precautions against ticks - refer to LO2.1, awareness of tick borne diseases - Lyme disease, exposure to the sun - sun block, hat- refer to LO6.1.
- 3.2** Environmental damage minimised e.g. assistance with site survey of flora and fauna, carefully plan site access across firm/dry routes of travel, use of low ground pressure vehicles - ATV's, timing of work to avoid nesting birds / target species. Graze livestock (different species) at suitable stocking rate for the time of year to check successional change, maintain heathland vegetation, allow trampling to encourage biodiversity but husband the stock to avoid excessive damage to soil / vegetation especially on poorly drained areas leading to areas of denuded vegetation / underlying peat. Assistance with burning - if part of the management of wet heathland areas tailor the burning regime for each specific area - extending the number of years between burns or making sensitive areas no-burn areas, ensure correct timing, moisture levels in underlying peat, wind speed and direction, preparation of firebreaks etc. Work in



accordance with local biodiversity plans, awareness of rare species e.g. sand lizard, smooth snake.

- 3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, cleared scrub or inorganic - refer to LO1.2. Correctly - timing to maximise recreational use benefit of area - refer to LO6.3. Safely e.g. PPE - refer to LO2.1, hygiene, safe lifting, safe handling / disposal of rusted barbed wire or needles / syringes near urban areas.

**LO4, LO5 and LO6 are the key areas of knowledge for this unit**

***Learning Outcome 4. Know how to maintain suitable site conditions for heathland***

- 4.1** How to interpret job specifications: Interpret e.g. location, dimensions, materials, methods of access to site and transport within site, methods of construction and finishing, terms used. Types of jobs specified e.g. fencing, walling, hedging, coppicing, gates, styles, signs, information boards, and drainage damming / sluice / path construction.
- 4.2** Environmental value of work sites e.g. National Parks, Areas of Outstanding Natural Beauty, Sites of Special Scientific interest, sites subject to National / Local Authority Biodiversity Action Plans. Historical interest such as earthworks, burial mounds / barrows and ditch systems, sites rich in flints or earthenware. Potential effects of work on the environment e.g. change of water holding capacity / flow, loss of vegetation cover leading to erosion, enrichment of nutrient status of soils, denudation of peat, change of conditions and species mix, disturbance of target flora / fauna species. Damage of archaeological features of interest. Control: Biodiversity e.g. survey the site, measures to diversify site such as grazing husbandry regimes, tree cutting, and control of bracken or scrub, elimination of invasive species such as rhododendron. Historical e.g. Survey areas to identify features of historical interest, fence off to mark and protect sites create safe viewing / information boards to create interest and educational value.
- 4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species / habitat action plans e.g. active management to provide / surface pathways, signs to keep public access away from sensitive areas for flowers / nesting birds / historical sites. Monitoring / recording species e.g. smooth snake - management of habitat to avoid scrub encroachment / shading or removal of ground materials such as dead wood that may provide cover.

**4.4** Implications of legislation which affects work: Complex regulatory structure - different organisations have different areas of responsibility and involvement in giving permission / consent depending on exact nature of activity, including the following: Permission of land owner e.g. private, MOD, water companies. Permission of Natural England e.g. if on site of SSSI / SAC / SPA or disturbance likely of species protected under the Habitats Directive or any activities that impinge on Agri Environment Schemes - Environmentally Sensitive Areas. Check with Commons Associations if activities may infringe by-laws or particular consents are needed. Permission of MOD for access to firing range areas. Permission of Environment Agency if any effects on water system e.g. damming / sluices for wet heath drainage ditches. Prior to heather burning and depending on site need to contact e.g. relevant police, fire service, neighbouring land managers, Natural England, Forestry Commission, Commoners Association and Park Authorities. In lowland areas, to burn outside 1<sup>st</sup> November to 31<sup>st</sup> March burning licence required from Natural England. Many of the regulations listed in LO6.1 cover other aspects of heather burning e.g. Wildlife and Countryside Act, Health and Safety at Work Act, PUWER etc. Other organisations e.g. Local Planning Authority (LPA), Health and Safety Executive, Wildlife Trusts, RSPB. Other considerations e.g. LBAP's, felling licences, Commoners Association by-laws. Identify conditions that apply, exemptions, penalties for non-compliance.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance - refer to LO2.2.

***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife and conservation e.g. Wildlife and Countryside Act, Conservation (Natural Habitats &c.) Regulations (as amended), Habitats Directive. Heather and Grass (Burning) Regulations. Health and Safety Executive guidance – Cattle and public access in England / Wales. Additional requirements including e.g. LBAP's - refer to LO4.3, Natural England notifications e.g. SSSI's (and SPA's) - notification of listed Operations, Environment Agency notifications e.g. activities affecting watercourses, Groundwater. Refer to LO's 3.1 and 4.4.

- 6.2** Minimising environmental damage - refer to examples in LO3.2.
- 6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor - refer to LO3.3.

## **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical heathland habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

Prior to, during and after completion of heathland habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of heathland habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes diaries/reflective accounts/water level/hydrological/habitat/species surveys
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- National Federation of Biological Recording website <http://www.nbn-nfbr.org.uk/nfbr.php> lists all Local / Biological Recording Centres - Useful to find local Biodiversity Action Plans
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife the public and landscape. Also licences and enforcement
- Local Authority websites for Local Planning Authority permissions and LBAP's
- County Council websites for historic, environmental and archaeological services
- Internal Drainage Board websites to check compliance with by-laws
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Footpaths, Fencing and Dry Stone Walling - practical handbooks

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management

<b>Unit Reference</b>	<b>Y/502/1472</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>53</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to carry out habitat management work. Vegetation includes wood and non-woody vegetation. This unit does not cover heather management by burning. Work on sites must be carried out in line with appropriate permissions and licences
<b>Learning Outcomes (1 to 8)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 8.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able carry out maintenance tasks	<b>1.1</b> Carry out two of the following maintenance tasks <ul style="list-style-type: none"> <li>• maintain water levels required for the conservation of the habitat</li> <li>• reduce the impact of public access on site</li> <li>• reduce the impact of pollution on site</li> <li>• maintain soil conditions required for the conservation of the habitat</li> </ul> <b>1.2</b> Keep the site clear of any unnecessary obstacles and waste materials
<b>2.</b> Be able to manage vegetation in different types of habit	<b>2.1</b> Identify vegetation according to each site's management plan and any constraints

	<p><b>2.2</b> Recognise any hazards and reduce any associated risks to an acceptable level</p> <p><b>2.3</b> Manage vegetation using at least four of the correct management techniques and equipment according to the site management plan to include four of the following</p> <ul style="list-style-type: none"> <li>• felling</li> <li>• coppicing</li> <li>• uprooting</li> <li>• hedge maintenance</li> <li>• pruning</li> <li>• thinning</li> <li>• cutting or mowing</li> <li>• mulching</li> <li>• spraying</li> </ul>
<b>3.</b> Be able to select, use and maintain equipment for manage vegetation	<p><b>3.1</b> Select appropriate equipment for this area of work</p> <p><b>3.2</b> Use equipment according to instructions</p> <p><b>3.3</b> Prepare, maintain and store equipment in a safe and effective working condition throughout</p>
<b>4.</b> Be able to work safely and minimise environmental damage	<p><b>4.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>4.3</b> Dispose of waste safely and correctly</p>
<b>5.</b> Know how to carry out maintenance	<p><b>5.1</b> Describe how to identify hazards and interpret risk assessments</p> <p><b>5.2</b> State how to interpret job specifications</p> <p><b>5.3</b> Describe how the maintenance work is affected by the environmental value (in terms of</p>

	biodiversity and of historical and archaeological value)
<b>6.</b> Know and understand the need to manage vegetation	<p><b>6.1</b> Describe how to recognise the age, state and type of vegetation</p> <p><b>6.2</b> Describe all the management techniques used to manage vegetation</p> <ul style="list-style-type: none"> <li>• felling</li> <li>• coppicing</li> <li>• uprooting</li> <li>• hedge maintenance</li> <li>• pruning</li> <li>• thinning</li> <li>• cutting or mowing</li> <li>• mulching</li> <li>• spraying</li> </ul> <p><b>6.3</b> Describe the action to take in the case of accidental damage to habitat, wildlife or landscape</p> <p><b>6.4</b> Describe how the work fits into local biodiversity action plans</p>
<b>7.</b> Know the types of equipment required and how to maintain them	<p><b>7.1</b> Describe the equipment which will be necessary for managing vegetation</p> <p><b>7.2</b> Describe methods of maintaining the equipment in a fit state for use</p>
<b>8.</b> Know the current health and safety legislation and environmental good practice	<p><b>8.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work including permissions or licences</p> <p><b>8.2</b> Describe how environmental damage can be minimised</p> <p><b>8.3</b> Describe the correct methods for disposing of waste</p>



# Supporting Unit Information

## Y/502/1472 Carry out habitat management - Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**LO1, LO2 , LO3and LO4 are the key areas of competence for this unit**

### ***Learning Outcome 1. Be able to carry out maintenance tasks***

#### **1.1 Carry out two of the following maintenance tasks**

- **Maintain water levels required for the conservation of the habitat** e.g. assist with water level surveys, new ditches created, existing ditches dredged of silt / cleared of blocking vegetation to prevent wet areas, drains repaired.
- **Reduce impact of public access on site** e.g. paths cleared / surfaced, fencing / dry stone walling / gates / styles / signs established to manage access in acceptable directions, information boards to encourage careful use.
- **Reduce the impact of pollution on the site** e.g. periodic rubbish picking activity, waste bins near parking / picnic areas - emptied regularly, hedges planted or managed to thicken as barrier to fertiliser / herbicide drift from adjacent agricultural land, weed infestations controlled e.g. ragwort, thistles. Use spill mats when refuelling refer to L.O.4.3.
- **Maintain soil conditions required for the conservation of the habitat** e.g. mow for hay / remove cut grass to retain low nutrient status of soil, graze livestock to create bare soil suitable for establishment of new species but avoid excessive damage to soil / vegetation especially on poorly drained areas. Clear debris after clearing woody vegetation and either remove from site or use to create habitat piles for conservation purposes.

#### **1.2 Keep the site clear of any unnecessary obstacles and waste materials** Clear away cut vegetation and woody materials away from

footpaths and points of access, stack as in L.O.1.1 and dispose of waste materials dependant on type organic or non –organic.

***Learning Outcome 2. Be able to manage vegetation in different types of habitat***

**2.1 Identify vegetation according to each site's management plan and any constraints**

Identify between woody and non woody species. Identify between native and non-native species. Identify classification of site e.g. SSSI, SAC, Identify from site management plan which are target species and any constraints in terms of use of tools powered or hand tools to use.

**2.2 Recognise any hazards and reduce any associated risks to an acceptable level**

Recognise any hazards and reduce risks by undertaking a risk assessment of the site, risks could be slips ,trips, falls. Working under overhead cables, working near underground cables. Working close to members of public and public access points. Working near water, working on slopes. Ensure site cordoned off and signage erected to warn members of public and others. Ensure safe working distances are maintained between workers especially using power tools.

Follow industry safety guidelines as per HSE recommendations and manufactures instructions.

**2.3 Manage vegetation using at least four of the correct management techniques and equipment according to the site management plan to include four of the following**

- felling – hand saw or chainsaw
- coppicing- handsaw or chainsaw
- uprooting- hand winch, digging or tractor mounted winch
- hedge maintenance- hand held pruners or power driven pruning saw
- pruning- hand held pruners
- thinning- power driven saw or hand saw
- cutting or mowing- hand held sickle or scythe or pedestrian mower or tractor mounted flail etc
- mulching- by hand or by machine
- spraying –hand held knapsack or by tractor or driven vehicles.

**All the above will need the correct instruction or training and some operations will require Certificates of Competence prior to operating.**

***Learning Outcome 3. Be able to select, use and maintain equipment to manage vegetation***

**3.1 Select appropriate equipment for this area of work** PPE selected appropriate for the task and according to manufacturers' instructions

dependant on tool type and task undertaken in order to carry out the task safely e.g. overalls, eye protection, ear protection, hard hat, and safety boots. Tools and equipment selected that are suitable for the task e.g. woody - handsaws or power driven saws, non woody - hand held cutters or machine or tractor mounted flails. Take into account ground conditions and undertake site specific risk assessment prior to commencing work and identifying tool type required.

**3.2 Use equipment according to instructions** Use equipment only for the operation and as identified in manufactures' instructions, follow supervisors' instructions and operate under current legislation and safely according to relevant Codes of Practice. E.g. SAFE STOP.

**3.3 Prepare, maintain and store equipment in a safe and effective working condition throughout** Equipment to be stored in designated areas and to be kept clean and operational at all times. Store valuable equipment in a secure locked premises. All tools and equipment only to be stored in designated areas; replace any damaged parts and report any faults or damage to person in charge such as the supervisor. Ensure any spillages are cleaned up and fuels and dangerous materials are stored in relevant areas.

#### ***Learning Outcome 4. Be able to work safely and minimise environmental damage***

**4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts. Codes of Practice as applicable for tools and equipment used and tasks undertaken. Additional requirements such as vaccinations against tetanus, precautions in place such as wearing of correct and relevant PPE, First aid kit on site and areas of work activity clearly signed and cordoned off from unauthorised personnel.

**4.2 Carry out work in a manner which minimises environmental damage** Environmental damage minimised e.g. correct timing of harvesting of vegetation, avoid nesting and breeding seasons of identified species on site. Careful planning in place and take into account changing conditions as equipment and tools and mobile plant are mobilised.

Avoid damage to site and vegetation that isn't to be managed or removed. Follow instructions according to site management plan.

**4.3 Dispose of waste safely and correctly** Waste e.g. organic- green vegetation, cut grass cleared, woody waste cleared or stacked, refer to L.O.1.2. Contaminated waste (spill mats etc, waste oil) disposed of in correct manner and according to waste disposal acts in designated

containers. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor.

**L05, L06, L07 and L08 are the key areas of knowledge for this unit**

***Learning Outcome 5. Know how to carry out maintenance***

**5.1 Describe how to identify hazards and interpret risk**

**assessments** Describe how to undertake risk assessments both site based and generic and identify hazards Refer to L.O.2.2.

**5.2 State how to interpret job specifications** Describe what job specifications mean and refer to site management plan.

**5.3 Describe how the maintenance work is affected by the environmental value (in terms of biodiversity and of historical and archaeological value)** e.g. Sites of Special Scientific Interest , Local Authority Biodiversity Action Plan (LBAP) or historical interest such as sites of ancient forts / villages, burial grounds - ancient and recent times. Potential effects of work on the environment e.g. conflict between nature conservation interest and agricultural objectives (if any) which will change conditions, reduce species mix and may cause disturbance of target flora/fauna species. Control: Biodiversity e.g. carefully planned maintenance regime to allow birds to complete nesting activities, mowing from the centre outwards, mowing height not too low, timely removal of hay bales or cut grass, survey the site, make changes slowly monitoring the effects and care not to introduce undesirable competitive species such as nettles/docks/ragwort into vulnerable sites. Timing of felling, coppicing and similar activities. Control: Historical/archaeological value: e.g. control scrub encroachment, provide pathways/fencing/signage as appropriate to protect delicate areas from trampling/compaction/soil run-off to preserve character/structure of sites.

***Learning Outcome 6. Know and understand the need to manage vegetation***

**6.1 Describe how to recognise the age, state and type of vegetation** Describe how to recognise age, state and type of vegetation e.g. when the vegetation is due to be harvested or removed if deemed to be in need of thinning, cutting back etc. Be able to identify invasive species and types such as woody or non-woody and refer to site management plan.

**6.2 Describe all the management techniques used to manage vegetation** refer to L.O.2.3.

**6.3 Describe the action to take in the case of accidental damage to habitat, wildlife or landscape** e.g. report to the appropriate

authorities, put measures in place to ensure there is no repeat of the damage, protect the site. Refer to L.O.4.2.

#### **6.4 Describe how the work fits into local biodiversity action plans**

Refer to the site management plan and refer to L.O. 5.3.

### ***Learning Outcome 7. Know the types of equipment required and how to maintain them***

**7.1 Describe the equipment which will be necessary for managing vegetation** Refer to L.O.2.3 and L.O.3.2.

**7.2 Describe methods of maintaining the equipment in a fit state for use** Refer to L.O. 3.1 and L.O. 3.3.

### ***Learning Outcome 8. Know the current health and safety legislation and environmental good practice***

**8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work including permissions or licences** e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife and conservation e.g. Wildlife and Countryside Act, Conservation (Natural Habitats &c.) Regulations (as amended), Habitats Directive Health and Safety Executive guidance - Cattle and public access in England / Wales. Additional requirements including e.g. LBAP's - refer to LO5.3. Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations. Environment Agency notifications e.g. activities affecting watercourses, groundwater - refer to LO4.1 and LO 4.2.

**8.2 Describe how environmental damage can be minimised** Refer to LO 4.2.

**8.3 Describe the correct methods for disposing of waste** Refer to L.O.4.3.

### **Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

## Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## Evidence Of Achievement

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding

- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- National Federation of Biological Recording website <http://www.nbn-nfbr.org.uk/nfbr.php> lists all Local / Biological Recording Centres - Useful to find local Biodiversity Action Plans
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife the public and landscape. Also licences and enforcement
- Local Authority websites for Local Planning Authority permissions and LBAP's
- County Council websites for historic, environmental and archaeological services
- Internal Drainage Board websites to check compliance with by-laws
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Footpaths, Fencing and Dry Stone Walling - practical handbooks <http://www.lantra.co.uk>

See Skills and Education Group Awards website for further information.

## Carry Out Habitat Management Work to Maintain Suitable Coastal Site Conditions

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<b>Unit Reference</b>	<b>Y/502/3254</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of coastal habitats. Habitat types include; dunes and dune slacks, estuaries and mudflats, salt marsh</p> <p>Work on sites must be carried out in line with appropriate permissions and licences</p>
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to maintain suitable coastal site conditions	<p><b>1.1</b> Carry out maintenance tasks in line with work specifications to include two of the following tasks</p> <ul style="list-style-type: none"> <li>• to maintain water levels required for the conservation of</li> <li>• the habitat</li> <li>• to reduce the impact of public access on the site</li> <li>• to reduce the impact of pollution on the site</li> <li>• to maintain soil conditions required for the conservation of the habitat</li> </ul> <p><b>1.2</b> Keep the site clear of any unnecessary obstacles and waste material</p>



<p><b>2.</b> Be able to select, use and maintain equipment for maintaining suitable coastal site conditions</p>	<p><b>2.1</b> Select and use appropriate equipment for this area of work</p> <p><b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition</p>
<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know how to maintain suitable coastal site conditions</p>	<p><b>4.1</b> Explain how to interpret job specifications</p> <p><b>4.2</b> Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these</p> <p><b>4.3</b> Outline how your work fits into local biodiversity action plans</p> <p><b>4.4</b> Outline the implications of the legislation which affects your work including any permissions or licences which are required</p>
<p><b>5.</b> Know the types of equipment required and how to maintain them</p>	<p><b>5.1</b> Describe the equipment which will be necessary for maintaining suitable coastal site conditions</p> <p><b>5.2</b> Describe methods of maintaining the equipment in a fit state for use</p>

<p><b>6.</b> Know the current health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>
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# Supporting Unit Information

## Y/502/3254 Carry out habitat management work to maintain suitable coastal site conditions - Level 2

### Indicative Content

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1, LO2 and LO3 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to maintain suitable coastal site conditions***

**1.1** Maintenance tasks carried out in line with work specifications including two of the following

- (i) Maintain water levels required for the conservation of the habitat e.g. assist with surveys - water level or hydrological, encourage growth of vegetation on beach areas/sand dunes to increase moisture holding capacity, excavate dune slacks, maintain embankments, revetments, sluices.
- (ii) Reduce impact of public access on site e.g. identify areas sensitive to trampling or disturbance, fencing / paths / boardwalks, information boards / signs to direct access / provide guided walks. Fencing to separate people from grazing animals.
- (iii) Reduce the impact of pollution on the site e.g. periodic rubbish picking activity, restrict vehicle access to prevent fly tipping without infringing legal access rights, and maintain ditches to allow efficient flow of fresh water through salt marshes.
- (iv) Maintain soil conditions required for conservation of the habitat e.g. encourage vegetation to stabilise sand and increase organic content of soil, mulch / fertilise dune soils to increase fertility or cut/remove vegetation to decrease fertility, protect fragile soils such as at cliff tops, sand dunes from erosion.

**1.2** Site kept clear of any unnecessary obstacles e.g. military waste materials, washed up tree trunks, dead whales/seals, derelict boats, and scrub or sea buckthorn encroachment. Materials such as fencing posts, coils of wire, boardwalk planks stacked tidily close to point of use. Waste material e.g. sea borne and wind-blown waste materials - plastics, drums, cans, bottles, lumps of solidified oil, fly tipped material.

***Learning Outcome 2. Be able to select, use and maintain equipment for maintaining suitable coastal site conditions***

- 2.1** PPE selected and safely used e.g. overalls, work or rubber gloves, heavy leather work boots, sunglasses, safety helmet for work near cliffs. CE marked. Tools and equipment selected e.g. spade types, fork, dibber, bow saw, billhook, axe, wheelbarrow, ATV and trailer, planks, fencing / woodwork tools.
- 2.1&2** Use equipment only for the operation and in situations as detailed by the manufacturers / suppliers / supervisor's instructions, current legislation and codes of practice for safe: Preparation e.g. bow saw correctly tensioned before being taken to work site. Use e.g. saw with full length of blade, steadying hand well away from cut in case blade jumps out. Maintenance e.g. clean blade and handle of mud/vegetation, restore set of teeth. Storage e.g. hang vertically on peg, de-tension to prolong blade life Secure e.g. valuable tools locked away, fuel and oil clearly labelled and stored separately, shadow board - check return. Maintain records e.g. maintenance and repairs. Report faults to line manager.

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

- 3.1** Work activities carried out consistently with current legislation e.g. Health and Safety, Environmental Protection and Wildlife and Countryside Acts, COPs as applicable, risk Assessment. Additional requirements such as knowledge of high and low tides, dangerous areas of soft sand or rapid tidal flow, how to deal with unexploded military ordnance or canisters washed up on the strand line - refer to LO3.3, vaccination against tetanus, precautions against Weil's disease - waterproof gloves/hygiene, exposure to the sun - sun block, brimmed hat, long sleeves - refer to LO6.1.
- 3.2** Environmental damage minimised e.g. by carefully planning site access especially on delicate ecosystems such as shingle banks or dunes, use of planks for moving materials, identification / roping off sites of nesting birds or timing work to avoid, working in accordance with local biodiversity plans, awareness of rare species
- 3.3** Waste disposed of correctly and safely: Waste e.g. organic - green vegetation, cleared scrub or inorganic - refer to LO1.2. Correctly - choose timing to maximise benefit with respect to recreational use of area, empty bins frequently, use gull proof bin arrangements where provided, refer to LO6.3. Safely e.g. PPE, hygiene, safe lifting, safe handling / disposal of glass, rusted metal, unexploded bomb - call police / coastguard for assistance and keep distance of 100 metres, unknown substances / canisters - call police / coastguard for assistance.

## **LO4, LO5 and LO6 are the key areas of knowledge for this unit**

### ***Learning Outcome 4. Know how to maintain suitable coastal site conditions***

- 4.1** How to interpret job specifications e.g. location, dimensions, materials, methods of access to site and transport within site, grazing / fencing / mowing / cutting / dredging / stabilisation / laying boardwalk / vegetation clearance requirements, removal route.
- 4.2** Environmental value of work sites e.g. Sites of Special Scientific interest, Special Areas of Conservation, Ramsar sites, site subject to Local Authority Biodiversity Action Plan (LBAP). Historical interest such as indications of shellfish farming activities - lines of posts and timber lined pits for storage, quays and jetties medieval villages, wartime defences, sites rich in artefacts such as flints or fossils.  
Potential effects of work on the environment e.g. disturbance of species listed under the Habitats Directive such as natterjack toad, sand lizard or shore dock, change of conditions and species mix.  
Damage/removal of features of archaeological interest. Control: Biodiversity - e.g. survey the site, measures to diversify site such as creating ponds, dune slacks, control of dominant species such as sea buckthorn or scrub to protect local or rare species. Historical e.g. identify features of historical interest, create safe viewing and information boards to create interest and educational value.
- 4.3** How work fits into local biodiversity action plans (LBAP's). Where to find LBAP e.g. Local Authority website. Work needs to link into both species and habitat action plans e.g. signs and rope to reduce disturbance of shingle banks where little terns nest, boardwalks to protect delicate dune flora, planting/seeding sea hog's fennel (itself near threatened) in new areas to provide the food plant of fisher's estuarine moth (occurs only in two locations in Kent).
- 4.4** Implications of legislation which affects work e.g. Complex regulatory structure - different organisations have different areas of responsibility and involvement in giving permission / consent depending on exact nature of activity e.g. to make a scrape for wildfowl /waders need Local Planning Authority (LPA) permission depending on area of work, whether considered an engineering works, how much spoil is to be removed and how it is to be disposed of and also any effects on Shoreline Management Plans under LPA responsibility. Permission from Internal Drainage Boards and / or Environment Agency e.g. if any effects on drainage system. Check / permission from relevant Environment Agency Development Control Team e.g. to ensure no coastal flood defence / abstraction issues. Permission of County Council - historic, environmental and

archaeological services e.g. if scrape to be built on site of buried medieval ruins and also check against coastal management plans / projects and other interested bodies such as the Broads Authority in Norfolk / Suffolk. Permission of Natural England e.g. if on site of SSSI or disturbance likely of species protected under the Habitats Directive or re any activities that impinge on Agri Environment Schemes - Countryside Stewardship. Permission of land owner. Other organisations e.g. Health and Safety Executive, Wildlife Trusts, RSPB. Other considerations e.g. LBAP's, Tree Preservation Orders, felling licences, Internal Drainage Board by-laws. Identify conditions that apply, exemptions, penalties for non-compliance.

***Learning Outcome 5. Know the types of equipment required and how to maintain them***

**5.1** Types of equipment - refer to LO2.1.

**5.2** Maintenance - refer to LO2.2.

***Learning Outcome 6. Know the current health and safety legislation and environmental good practice***

**6.1** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Environmental Protection e.g. Environmental Protection Acts covering waste disposal Wildlife e.g. Wildlife and Countryside Act, Conservation (Natural Habitats &c.) Regulations (as amended), Habitats Directive Additional requirements including e.g. LBAP's - refer to LO4.3. Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations Environment Agency notifications e.g. activities affecting watercourses, groundwater, coastal / flooding defences. Health and Safety Executive notifications of construction projects involving more than 500 person days or lasting more than 30 days for the overall project - refer to LO3.1.

**6.2** Minimising environmental damage - refer to examples in LO3.2.

**6.3** Waste disposal. Duty of care - controlled wastes. Where to dispose e.g. check costs, procedures and which Local Authority sites accept types of waste. Method of disposal e.g. recycle / reuse - bag or bin or consider skip hire / private disposal with a licensed contractor - refer to LO3.3. Check Local Authority procedures regarding hazardous waste from coastal areas e.g. fly-tipped, glass - refer to LO3.3.

**Teaching Strategies And Learning Activities**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,

including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical coastal habitat management work giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate competence in each of the assessment criteria.

Prior to, during and after completion of coastal habitat management work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of coastal habitat management activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 4, 5 and 6 to allow knowledge evidence to be gathered during the practical activities.

It is important that practical assessment activities are supervised appropriately.

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes diaries/reflective accounts/water level or hydrological surveys
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).



## Additional Information

### Useful sources of reference

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- National Federation of Biological Recording website <http://www.nbn-nfbr.org.uk/nfbr.php> lists all Local / Biological Recording Centres - Useful to find local Biodiversity Action Plans
- The Natural England website <http://www.naturalengland.org.uk/> has information about countryside protection schemes and land management for the benefit of wildlife, landscape. Also licences and enforcement
- Local Authority websites for Local Planning Authority permissions and LBAP's
- County Council websites for historic, environmental and archaeological services
- Internal Drainage Board websites to check compliance with by-laws
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc
- Association of Drainage Authorities has useful contacts and a number of drainage consultation document downloads on <http://www.ada.org.uk>
- Horticultural Code of Practice - Helping to prevent the spread of invasive non-native species
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9
- BTCV Sand Dunes and Waterways and Wetlands - practical handbooks

See Skills and Education Group Awards website for further information.

## Plan, Prepare and Construct Tied Floristry Designs

<b>Unit Reference</b>	<b>H/501/7702</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>45</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, prepare and assemble tied floristry designs using the appropriate materials under minimal direction or guidance
<b>Learning Outcomes (1 to 10)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 10.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to plan the assembly of tied floristry designs	<b>1.1</b> Check the specification for the work and obtain any necessary clarification concerning the design  <b>1.2</b> Plan the work to meet the requirements of the design and customer
<b>2.</b> Prepare to construct tied designs	<b>2.1</b> Select the appropriate materials and tools for the specified design  <b>2.2</b> Check that tools are clean and in good working order prior to use  <b>2.3</b> Take the appropriate action if materials and tools are unsuitable for use  <b>2.4</b> Check that floral materials are in a fit condition for use and for sale including fresh, manufactured, dried and preserved

	<p><b>2.5</b> Prepare cut materials and any ancillary items in readiness for assembling the design</p>
<p><b>3.</b> Be able to assemble tied floristry designs</p>	<p><b>3.1</b> Handle materials and tools safely and in a way that minimises waste</p> <p><b>3.2</b> Assemble the design using an appropriate method, according to the design specifications to meet the needs of the customer and organisation e.g. relay</p> <p><b>3.3</b> Secure the design using an appropriate tying method to produce the shape, structure and robustness required</p> <p><b>3.4</b> Select and position materials according to the principles and elements of design</p> <p><b>3.5</b> Complete the design within commercial timescales</p> <p><b>3.6</b> Evaluate the finished design in relation to the specification</p>
<p><b>4.</b> Cost designs</p>	<p><b>4.1</b> Cost up designs according to the order requirements</p> <p><b>4.2</b> Cost down designs according to the order requirements</p>
<p><b>5.</b> Be able to maintain the tied floristry design</p>	<p><b>5.1</b> Maintain and store the design prior to delivery or collection in an environment that minimises deterioration and damage</p>
<p><b>6.</b> Know how to use and maintain tools and equipment</p>	<p><b>6.1</b> Describe how tools used for constructing arrangements are used and maintained</p>

	<p><b>6.2</b> Describe the importance of maintaining tools in a clean and safe state</p>
<p><b>7.</b> Know how to plan and prepare for the tied floristry designs</p>	<p><b>7.1</b> State the requirements needed to construct the design</p> <p><b>7.2</b> Describe how to address problems with mediums, materials (fresh, manufactured, dried and preserved) and tools that are not suitable for use and the remedial action that would be required</p> <p><b>7.3</b> Describe the planning stages for the preparation of tied floristry designs</p>
<p><b>8.</b> Know how to assemble tied designs</p>	<p><b>8.1</b> Outline the preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan</p>
<p><b>9.</b> Understand how to assemble, package and evaluate tied floristry designs</p>	<p><b>9.1</b> Explain how the principles of design: balance, contrast, dominance, harmony, proportion and rhythm can be used effectively</p> <p><b>9.2</b> Explain how the elements of design: colour, form, space, texture, and line have been used effectively</p> <p><b>9.3</b> Explain when it is necessary to vary the design from the specification and what action should be taken</p> <p><b>9.4</b> Explain how to package a design for a customer and the use of ancillary items</p> <p><b>9.5</b> Outline suitable conditions for maintaining and storing designs, including; temperature, humidity, light, space and storage</p>

	<b>9.6</b> State the criteria used to evaluate designs against customer orders
<b>10.</b> Know the relevant legislation and codes of practice	<b>10.1</b> State current safe working practices and responsibilities contained within relevant legislation

# Supporting Unit Information

## H/501/7702 Plan, prepare and construct tied floristry designs – Level 2

### Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

### ***Learning Outcome 1. Be able to plan the assembly of tied floristry designs***

- 1.1 Check the specification for the work and obtain any necessary clarification concerning the design** Be able to take relevant information from an order and understand the requirements e.g.) colour scheme, special materials to be used, occasion, price.
- 1.2 Plan the work to meet the requirements of the design and customer** Follow a work schedule/checklist to meet design requirements e.g. spiralled stems, profile achieved, recession evident, design balance.

### ***Learning Outcome 2. Prepare to construct tied designs***

- 2.1 Select the appropriate materials and tools for the specified design** Discuss suitable tools that can be used to include scissors, knife etc.
- 2.2 Check that tools are clean and in good working order prior to use** Be able to carry out the visual checks on tools and identify the standard e.g. knife blade sharp, scissor joints secure.
- 2.3 Take the appropriate action if materials and tools are unsuitable for use** Be aware of when tools should not be used, compile a report checklist to use for checking tools are fit for use e.g. to ensure that the tools are not missing.
- 2.4 Check that floral materials are in a fit condition for use and for sale including fresh, manufactured, dried and preserved** Be able to carry out visual checks and know when materials are not fit for sale/use e.g. wilted, soft stem/petals, diseased.
- 2.5 Prepare cut materials and any ancillary items in readiness for assembling the design** Know what materials and ancillary items are required for different designs e.g. depending on customer requirements/occasion/price.

### ***Learning Outcome 3. Be able to assemble tied floristry designs***

#### **3.1 Handle materials and tools safely and in a way that minimises waste**

Follow good working practises, demonstrate safe methods of construction e.g. wash hands after use, use tools correctly etc.

#### **3.2 Assemble the design using an appropriate method, according to the design specifications to meet the needs of the customer and organisation e.g. relay.**

Know the design requirements of a range of designs, to include how principles of design are applied e.g.) balanced both visually and actually, profile and recession evident.

#### **3.3 Secure the design using an appropriate tying method to produce the shape, structure and robustness required**

Demonstrate a suitable tying technique appropriate to design and be able to use this technique safely e.g. spiralled stems achieved and maintained.

#### **3.4 Select and position materials according to the principles and elements of design**

Follow a good work schedule and be able to identify the relevant principles of design e.g. balance, colour, proportion, texture.

#### **3.5 Complete the design within commercial timescales**

Be able to work to suitable timescales. Be aware of average construction timescales e.g.) commercially viable timescales to be realistic dependant on size/type of design.

#### **3.6 Evaluate the finished design in relation to the specification**

Compile an evaluation of design to check it meets criteria e.g.) ensuring it meets principles/elements of design.

### ***Learning Outcome 4. Cost designs***

#### **4.1 Cost up designs according to the order requirements**

Demonstrate good costing up technique showing workings e.g. taking in labour charges.

#### **4.2 Cost down designs according to the order requirements**

Demonstrate good costing down technique showing workings e.g. taking in labour charges.

### ***Learning Outcome 5. Be able to maintain the tied floristry design***

#### **5.1 Maintain and store the design prior to delivery or collection in an environment that minimises deterioration and damage**

Demonstrate good awareness of storage and maintenance of designs until they are ready to be delivered e.g. out of elements, safe place.

### ***Learning Outcome 6. Be able to maintain the tied floristry design***

#### **6.1 Describe how tools used for constructing arrangements are used and maintained**

Explain the different tools available that are

suitable for construction and how they should be maintained e.g. scissors, knives

- 6.2 Describe the importance of maintaining tools in a clean and safe state** Explain how you can care for the tools used to ensure that they are maintained in good condition e.g. keeping clean, greasing regularly, and tightening joints.

***Learning Outcome 7. Know how to plan and prepare for the tied floristry designs***

- 7.1 State the requirements needed to construct the design** Be able to read an order requirement and know what is required e.g. occasion, colour, cost, date, flower types.
- 7.2 Describe how to address problems with mediums, materials (fresh, manufactured, dried and preserved) and tools that are not suitable for use and the remedial action that would be required** Be fully aware of the range of materials and mediums available and how you would substitute accordingly e.g. carnations for roses.
- 7.3 Describe the planning stages for the preparation of tied floristry designs** Draw up a 'recipe' style procedure to show the planning stages e.g. choose flowers and foliages, select tools, accessories etc.

***Learning Outcome 8. Know how to assemble tied designs***

- 8.1 Outline the preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan** Show knowledge of how materials should be handled to minimise damage e.g. groom stem and flower head, remove damaged petals.

***Learning Outcome 9. Understand how to assemble, package and evaluate tied floristry designs***

- 9.1 Explain how the principles of design: balance, contrast, dominance, harmony, proportion and rhythm can be used effectively** Draw a plan of the principles of design and how they can be applied to various aspects of floristry work e.g. proportion, balance.
- 9.2 Explain how the elements of design: colour, form, space, texture, and line have been used effectively** Draw a plan of the elements of design and how they can be applied to various aspects of floristry work e.g. texture.
- 9.3 Explain when it is necessary to vary the design from the specification and what action should be taken** Be able to adapt an order when necessary and notify customer. Know alternative



products/materials that could be used e.g. be aware of seasonal materials e.g. tulips.

**9.4 Explain how to package a design for a customer and the use of ancillary items** Draw up a work room list of materials needed to include ancillary items e.g. care card, flower food.

**9.5 Outline suitable conditions for maintaining and storing designs, including; temperature, humidity, light, space and storage** Be able to identify suitable storage conditions appropriate to a range of fresh materials in different weather conditions e.g. wrapped or boxed, stored in safe place out of draughts/hot temperatures.

**9.6 State the criteria used to evaluate designs against customer orders** Draw up an evaluation checklist for a floristry design e.g. does it have balance, proportion, colour harmony, does it meet order requirements.

***Learning Outcome 10. Understand how to assemble, package and evaluate tied floristry***

**10.1 State current safe working practices and responsibilities contained within relevant legislation** Be able to show which duties relate to safe handling lifting, health and safety, retail legislation e.g. health and safety at work act, COSHH, manual handling.

**Teaching Strategies And Learning Activities**

**It is important that practical assessment activities are closely supervised, particularly when learners are young or vulnerable.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

## **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects

- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

### **Additional Information**

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

Learner Achievement Checklists are provided on the Skills and Education Group Awards web site for learners/centres to track learner achievement evidence against Learning Outcomes and Assessment Criteria.

Additional guidance for Delivering and Assessing Skills and Education Group Awards qualifications and information about Internal Quality Assurance are also available on Skills and Education Group Awards web site.

# Recognition of Prior Learning (RPL), Exemption, Credit Transfer and equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.  
Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.  
It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.  
Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

## Certification

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the Skills and Education Group Awards web site.

## Glossary of Terms

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### GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report

- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.