

SEG Awards Entry 3 Award in Practical Environmental and Conservation Skills

Qualification Guidance

Entry 3 Award – 500/9864/0



About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is A9016-E3.

Issue	Date	Details of change
1.0	01/09/2021	New qualification guide
1.0	01/09/2021	New review date set
1.1	July 2023	Operational end date and certification end date set

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Introduction

This qualification develops work-related and employability skills in the conservation sector. It also provides essential industry knowledge to help learners make informed career decisions. Learners will complete this qualification with a concrete understanding of the following:

- Recognise trees and plants and their importance to wildlife
- Optional units include Plant Young Trees, Maintain an Area of Habitat, Shred Waste Vegetation, and more

Pre-requisites

No formal entry requirements but 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.

Qualification Structure and Rules of Combination

Rules of Combination: Learners must achieve a minimum of 8 credits. This must include 2 credits from Group A, (Entry Level 3 Mandatory unit) plus a minimum of 3 credits from Group B (Entry Level 3 Optional units). The remaining credit may be made up of any other units from Groups B, C or D.

Unit	Unit Number	Level	Credit Value	GL
Group A – Entry Level 3 Mandatory Unit				
Recognise trees and plants and their importance to wildlife	Y/502/0824	E3	2	20
Group B – Entry Level 3 Optional Units				
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
Plant young trees	K/502/0925	E3	2	20
Show visitors around a wildlife area	R/502/0935	E3	2	20
Using and maintaining garden hand tools	Y/505/6996	E3	3	30
Plant flower bulbs for naturalisation or bedding	H/504/5337	E3	3	30

Tree planting and staking	K/504/5341	E3	3	30
Group C - Entry Level 2 Optional Units				
Recognise trees and plants	R/502/0823	E2	1	10
Recognise, use and care for tools used in conservation	D/502/0825	E2	2	20
Maintain a footpath	H/502/0826	E2	3	30
Maintain a fence	K/502/0827	E2	2	20
Plant an area to attract wildlife	M/502/0828	E2	2	20
Communicating with others at work	D/501/6631	E2	1	10
Group D - Level 1 Optional Units				
Team work in environmental studies	M/501/4883	1	3	30
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 planting and establishing plants	F/502/4088	1	3	27
Hedgelaying	H/502/4441	1	3	30
Introduction to dry stone walling	K/502/4442	1	2	20
Principles of planting and establishing plants	Y/502/4016	1	2	18

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

Aims

The SEG Awards Entry 3 Award in Practical Environmental and Conservation Skills aims to enable learners to

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

Target Group

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

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

Assessment

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

Teaching Strategies and Learning Activities

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

Progression Opportunities

Successful completion of the SEG Awards Entry Level 3 Award in Practical Environmental and Conservation Skills can lead to further education opportunities within the Environmental and Conservation sector. The award also provides progression to the Level 1 Award 500/4086/8 and Certificate 500/4085/6 in Practical Environmental and Conservation Skills.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres

must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

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

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

Language

This specification and associated assessment materials are in English only.

Qualification Summary

Qualification	
SEG Awards Entry Level 3 Award in Practical Environmental and Conservation Skills – 500/9864/0	
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Age Range	Pre 16 ✓ 16-18 ✓ 18+ ✓ 19+ ✓
Regulation	The above qualifications are regulated by Ofqual
Assessment	<ul style="list-style-type: none"> Internal assessment Internal and external moderation
Type of Funding Available	See FaLE (Find a learning aim)
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges
Grading	Pass To achieve a Pass learners must complete all units as stated in the rule of combination (RoC)
Operational Start Date	01/05/2010
Review Date	31/08/2025
Operational End Date	31/12/2023
Certification End Date	31/12/2024
Guided Learning (GL)	80 hours
Total Qualification Time (TQT)	80 hours
Skills and Education Group Awards Sector	Land Based
Ofqual SSA Sector	3.4 - Environmental conservation
Support from Stakeholders	This qualification is supported by Lantra, the Sector Skills Council for the Environmental and Land-based Sector
Administering Office	See Skills and Education Group Awards web site

Recognise Trees and Plants

Unit Reference	R/502/0823
Level	Entry 2
Credit Value	1
Guided Learning Hours	10
Unit Summary	To enable learners to demonstrate their ability to recognise trees and plants commonly found in woodland or hedgerows of the local area
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Recognise common trees and plants	1.1 Recognise common trees 1.2 Recognise common plants 1.3 Recognise constituent parts of trees and plants
2. Understand the function of parts of trees and plants	2.1 Give a function of a tree or plant root 2.2 Give a function of a tree or plant trunk or stem 2.3 Give a function of a tree or plant leaf

Supporting Unit Information

R/502/0823 Recognise trees and plants - Entry Level 2

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

LO1 is the key area of competence for this unit

Learning Outcome 1. Recognise common trees and plants

1.1 Recognise common trees. Lead learners to examples of common trees or provide pictures or photographs for learners to recognise and name one type of tree:

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

1.2 Recognise common plants. Make examples available or provide photographs or pictures for learners to recognise and name one plant in each of the groups below:

Shrub e.g. Buddleia (butterfly bush), lilac, fuchsia, rhododendron

Vegetable e.g. Potato, carrot, onion, cabbage

Fruit e.g. Apple, pear, plum, strawberry

1.3 Recognise constituent parts of trees and plants. Make examples available or provide photographs or pictures or diagrams for learners to recognise and name two constituent parts of a tree and two of a plant in the groups below:

Trees e.g. trunk, bark, branches, buds

Plants e.g. flower, leaf, stem, roots

LO2 is the key area of knowledge for this unit

Learning Outcome 2. Understand the function of parts of trees and plants

2.1 Give a function of a tree or plant root e.g. to anchor the tree or plant in the ground or to take in water and tree/plant foods

2.2 Give a function of a tree or plant trunk or stem. Tree trunk e.g. to take water and tree foods up from the roots and transport them around the tree or to take foods produced by the leaves through the branches and trunk to the roots.

OR Plants e.g. to hold the leaves up so they can catch the sun or to take water and plant foods from the roots and transport them around the plant, or to take foods

produced by the leaves down through the stem to the roots

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

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

Additional Information

See Skills and Education Group Awards website for further information

Recognise, Use and Care for Tools Used In Conservation

Unit Reference	D/502/0825
Level	Entry 2
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to recognise, use and care for hand tools used in conservation
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.6) <i>The learner can</i>
1. Be able to recognise and use tools used in conservation	1.1 Recognise and name hand tools 1.2 Check tools are safe to use 1.3 Work with hand tools 1.4 Use, clean and store PPE, tools and equipment safely 1.5 Maintain safety and personal hygiene during operations 1.6 Give a reason for storing tools safely and securely

Supporting Unit Information

D/502/0825 Recognise use and care for tools used in conservation - Entry Level 2

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

Learning Outcome 1. Be able to recognise and use tools used in conservation

1.1 Recognise and name hand tools

Tools e.g. garden rake, grass rake, border spade, digging spade, shovel, forks, trowels, secateurs, loppers, bow saw.

Recognise by e.g. selecting or collecting tools from storage as instructed, identifying by name, use of labels

1.2 Check tools are safe to use

Check e.g. for condition making sure sharp, clean, in full working order, handles free from damage (e.g. splinters),

1.3 Work with hand tools

Range of tasks e.g. at least two simple conservation tasks using range of tools in LO1.1.

1.4 Use, clean and store PPE, tools and equipment safely

PPE (e.g. boots, overalls, gloves, eye protection), e.g. checked before and after use to make sure clean and not damaged, stored safely and securely

Tools and equipment; Use refer to LO1.3. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate, **Storage** e.g. place in safe and secure store or on vehicle for transport to store

1.5 Maintain safety and personal hygiene during operations

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

1.6 Give a reason for storing tools safely and securely

e.g. ready for next usage, prevent harm to people, prevent harm to the tools during storage (e.g. rusting, breakages), and prevent misuse or unauthorised removal.

Teaching Strategies And Learning Activities

It is important that practical assessment activities are closely supervised,

particularly when learners are young or vulnerable.

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

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

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

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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Additional Information

See Skills and Education Group Awards website for further information

Maintain a Footpath

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

Supporting Unit Information

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

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

Learning Outcome 1. Be able to maintain a footpath

1.1 Prepare tools and equipment for use

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

1.2 Check tools and equipment for safety. Refer to LO1.1

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

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

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

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

1.6 Dispose of waste and tidy site

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

1.7 Give a reason for keeping the area free from rubbish

e.g. to reduce hazards to workers and other people during operations, to reduce clearing up afterwards, to minimise wastage of materials.

1.8 Give a reason for recycling or composting

e.g. to reduce environmental impact, to reduce wastage of materials,

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

Range of tools and equipment refer to LO1.1

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

Teaching Strategies And Learning Activities

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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Methods Of Assessment

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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Additional Information

See Skills and Education Group Awards website for further information

Maintain a Fence

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

Supporting Unit Information

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

Indicative Content

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

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

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

Learning Outcome 1. Be able to maintain a fence

- 1.1 Prepare tools, materials and equipment. Tools and equipment** e.g. hammers, saws, pliers, wire strainers, wire brushes, paint brushes, PPE (e.g. boots, overalls, gloves, eye protection). **Materials** e.g. wire, wire netting, posts, panels, wood preservative, and sandpaper. **Prepare by** e.g. selection and collection from store, transport to work site, checking for condition,
- 1.2 Identify the fence to be maintained. Identify by** e.g. taking tools to work-site, pointing out site and fence to be maintained or directing supervisor to fence.
- 1.3 Carry out activities to repair damage** e.g. on a post and panel fence
Repairs e.g. replacement of damaged panels or posts, re-positioning posts that have moved, repairing panels, brushing down, treating with wood preservative
- 1.4 Dispose of waste and clear site**
Waste e.g. damaged panels or posts reused or recycled, empty containers, wire, wire netting recycled or placed in skip to await collection by authorised waste contractor.
Clear site e.g. remove tools, waste, unused material, return to store or vehicle as instructed.
- 1.5 State why the site needs to be cleared after work**
e.g. to reduce hazards to other users or harm to equipment, to leave site looking tidy, legal or contractual requirement.
- 1.6 Use, clean and store PPE, tools and equipment safely**
Range of tools and equipment refer to LO1.1
Use e.g. use only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate, **Storage** e.g. place in safe and secure store or on vehicle for transport to store.
- 1.7 Maintain the safety of self and others during the operation**
e.g. listening, remembering and following instructions. Complying with health and safety legislation and policies e.g. responsibility to take care of own and

others' health and safety, wearing appropriate PPE.

Learning Outcome 2. Know why fences need to be maintained

2.1 Give a reason for maintaining a fence

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

Teaching Strategies And Learning Activities

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Evidence Of Achievement

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

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ADDITIONAL INFORMATION

See Skills and Education Group Awards website for further information

Plant an Area to Attract Wildlife

Unit Reference	M/502/0828
Level	Entry 2
Credit Value	2
Guided Learning Hours	20
Unit Summary	To enable learners to demonstrate their ability to plant an area that may attract wildlife
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Be able to plant plants or trees to attract wildlife	1.1 Collect tools and equipment 1.2 Check equipment is safe to use 1.3 Prepare area for planting 1.4 Carry out activities to plant an area 1.5 Use, clean and store PPE, tools and equipment safely
2. Know the plants and animals that exist in wildlife sites	2.1 Name two plants in a wildlife area 2.2 Name two insects in a wildlife area 2.3 Name two animals in a wildlife area

Supporting Unit Information

M/502/0828 Plant an area to attract wildlife - Entry Level 2

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

Learning Outcome 1. Be able to plant plants or trees to attract wildlife

1.1 Collect tools and equipment

Tools and equipment e.g. shears, secateurs, forks, spades, trowels, wheelbarrow, rakes, PPE (e.g. boots, overalls, gloves, eye protection). **Collect by** e.g. identification and selection, checking (refer to LO1.2), remove from store or vehicle used to transport to work site, load onto vehicle for transport or carry to work site.

1.2 Check equipment is safe to use. Check e.g. for condition making sure sharp, clean, in full working order, handles free from damage (e.g. splinters), make sure PPE is clean and not damaged.

1.3 Prepare area for planting. Prepare by e.g. removing plants and plant debris, digging, cultivating, levelling, adding bulky organic matter or fertilizers.

1.4 Carry out activities to plant an area. Planting e.g. by hand of trees, shrubs or herbaceous plants as bare-roots, root trainers or containers, location, depth, orientation, firming as instructed, area round plant left tidy.

1.5 Use, clean and store PPE, tools and equipment safely

Range of tools and equipment refer to LO1.1

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

Learning Outcome 2. Know the plants and animals that exist in wildlife sites

2.1 Name two plants in a wildlife area e.g. oak, ash, willow, ivy, honeysuckle, herb robert, bluebells, heather, bracken. **Name by** e.g. identifying by common name, use of labels, selecting plant as instructed.

2.2 Name two insects in a wildlife area e.g. bumble bees, wasps, beetles, ladybirds, lacewings, aphids (greenfly), centipedes, and woodlice. **Name by** refer to LO2.1

2.3 Name two animals in a wildlife area e.g. rabbits, foxes, mice, deer, badgers,

weasels, moles, thrushes, sparrows, swallows, buzzards. **Name by** refer to LO2.1 or by identifying ground marks

Teaching Strategies And Learning Activities

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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ADDITIONAL INFORMATION

See Skills and Education Group Awards website for further information

Communicating With Others at Work

Unit Reference	D/501/6631
Level	Entry 2
Credit Value	1
Guided Learning Hours	10
Unit Summary	This unit introduces learners to communicating with people in the workplace
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.4) <i>The learner can</i>
1. Understand how to communicate appropriately with others at work	<p>1.1 Identify people who he/she needs to communicate with in the workplace</p> <p>1.2 Identify the types of information he/she will need to communicate</p> <p>1.3 Participate in discussions with others in familiar contexts</p> <p>1.4 Ask and respond to straightforward questions</p>
<p>Mapping to National Occupational Standards NOS: No direct link with NOS but links into Progression Pathways</p> <p>Mapping (Key skills, Functional Skills, PLTS) Mapped to the Functional Skills standard for speaking and listening at Entry 2.</p>	

Supporting Unit Information

D/501/6631 Communicating with others at work - Entry 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 is the key area of knowledge for this unit

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

- 1.1 Identify people who he/she needs to communicate with in the workplace.** People within the enterprise e.g. manager - about duties; supervisor - about how/when to groom plants, check out operator - about packing; work mates - to ask for/ offer help. People who visit the enterprise e.g. customer - about what customer is looking for; salesperson - about who he/she needs to speak to; other customer needs - direct towards restaurant/toilets
- 1.2 Identify the types of information he/she will need to communicate** e.g. personal details - birth date, home address; educational - skills, interests, achievement; work details - asking for time off; job details - asking where to find things, how to do jobs, who working with; health and safety - asking for help to lift heavy goods, checking when to wear gloves; technical aspects - checking how to groom plants, dispose of material removed, what to do about breakages; customer needs - where to find products, find more senior staff, find facilities such as restaurant/toilets
- 1.3 Participate in discussions with others in familiar contexts.** Participate in discussions e.g. listen carefully to points being made, contribute own opinion tactfully and politely whether in agreement/disagreement. Familiar contexts e.g. how to arrange plants/merchandise, how much stock to put out, how to move heavy containers/plants/ bags etc., from display point to check out, how to clean up/dispose of spillages
- 1.4 Ask and respond to straightforward questions.** Ask e.g. can I get you a trolley for that plant? Would you like me to put your plants in a box? Would you like me to load the compost bags in the boot? Respond e.g. 'please follow me and I'll show you where they are', 'yes, the stem does appear to be damaged - please let me find you a replacement', 'no problem, please give me a few seconds to fetch some steps'.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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- Product evidence
- Observation reports

- Oral/written questions and answers
- Witness statements
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Additional Information

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Edge and Repair a Footpath

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

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

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

1.1 Prepare tools and equipment

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

1.2 Prepare site for work

Prepare site by e.g. identifying site, checking for hazards, features and habitats to be protected (e.g. nest sites, waterways), marking out, erecting safety barriers and signs.

1.3 Carry out activities to edge and repair a footpath

Activities e.g. removing weeds and surface debris, filling in holes and low areas, draining, resurfacing, set out or replacing edging material (e.g. kerbs, logs, planks), building or rebuilding revetments, filling and packing edges.

1.4 State why secure edging is required at the sides of a path

e.g. to prevent path edge falling away, to show clearly where the edge is, to look tidy, reduce risk of users slipping off edge.

1.5 State why wooden stakes are cut off at an angle

e.g. to reduce chances of trips or other injury, to permit water to run off.

1.6 Use, clean and store PPE, tools and equipment safely

PPE e.g. checked before and after use to make sure clean and not damaged, stored safely and securely, worn/used as instructed.

Tools and equipment; Range refer to LO1.1 and LO1.3, **Use** only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate, **Storage** e.g. place in safe and secure store or on vehicle for transport to store

1.7 Maintain the safety of self and others during the operation

e.g. listening, remembering and following instructions. Complying with health and safety legislation and policies e.g. responsibility to take care of own and others' health and safety, wearing appropriate PPE.

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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Shred Waste Vegetation

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

Supporting Unit Information

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

Indicative Content

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

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

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

LO1 contains areas of competence and knowledge for this unit

Learning Outcome 1. Be able to shred waste vegetable matter

1.1 Give a reason for shredding waste vegetable matter e.g. vegetable material composts more efficiently when reduced to fine shreds; large volume of branches /hedge trimmings and other vegetable waste converted to a smaller/more easily handled volume; mulch or wood chip production

1.2 Identify shredder and check for safety to use. Identify shredder e.g. refer to manufacturer's instructions - usage to shred leaves/vegetable waste or twigs/branches.

Check for safety to use e.g. check screens/guards in place and all nuts/bolts secure, check that emergency stop button works, ensure feeding chamber is empty

1.3 A reason for checking the shredder is safe to use e.g. if incorrectly positioned bystanders could be hurt, if guards are not in place risk of injury from flying debris

1.4 Identify safe methods to load and operate shredder and recover shredded material. Safe loading e.g. wear appropriate PPE including gloves and goggles, turn face/body away from feeder aperture, care not to push hands through feeder aperture.

Operation e.g. listen to motor to detect if overloading, safe stop - always turn off, unplug and wait until shredder parts stop movement before clearing, never leave unattended and still switched on. Recovery of shredded material e.g. refer to LO1.7

1.5 A reason for loading material safely into the shredder e.g. material can be thrown back out of the feeder aperture; if a hand is accidentally pushed into the feeder aperture branches may drag it into the mechanism

1.6 Carry out activities to shred waste vegetation e.g. separate piles of vegetation to be shredded for compost or mulch, place wheelbarrow or tarpaulin with plenty of capacity under discharge, turn on and feed material into feeder aperture taking care not to exceed maximum capacity/ feed material in too fast, rake pile of shredded material periodically to ensure discharge does not back up

1.7 A reason for recovering shredded material safely e.g. thorns/sharp slivers of wood or unwanted materials such as stones/metal may be discharged at speed - turn off shredder to remove

1.8 Put shredded material in composter or on ground as mulch e.g. take barrow load to composter and spread to even depth over surface, replace cover; mulch beds on ongoing basis or take barrow load to mulch pile and bulk up for specific purposes

1.9 Use, clean and store PPE, tools and equipment safely. Use - PPE e.g. overalls to protect clothes, steel toe-capped boots, heavy duty gloves/goggles - protect hands/eyes from flying pieces. Use shredder - refer to LO1.4 and LO1.6. Clean e.g. clean goggles to ensure good vision, brush outside of shredder. Store e.g. overalls hung from peg - good ventilation, shredder stored in dry area, do not load things on top.

Safely e.g. overall sleeves down to protect arms - sun/flying pieces, ensure no loose cuffs/flaps of material, keep hand out of feeder aperture

Teaching Strategies And Learning Activities

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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

Maintain an Area of Habitat

Unit Reference	H/502/0924
Level	E3
Credit Value	3
Guided Learning Hours	30
Unit Summary	To enable learners to demonstrate their ability to use a range of hand tools to maintain an area of habitat
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.8) <i>The learner can</i>
1. Be able to maintain an area of habitat	1.1 Prepare tools and equipment for work 1.2 Carry out maintenance appropriate to the habitat 1.3 Give a reason for maintaining a habitat 1.4 Recognise plants and animals common to the habitat 1.5 List plants and animals commonly found in a habitat 1.6 State why animals, birds and insects should be encouraged to a wildlife area 1.7 Dispose of waste materials and tidy site 1.8 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

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 exclusive

Note 2 – The example habitat used in this indicative content is an area of coppiced woodland with access paths. The same approach should be used for other habitats.

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

1.1 Prepare tools and equipment for work

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

1.2 Carry out maintenance appropriate to the habitat e.g. coppiced woodland with access paths. **Range of tasks** e.g. clearing and maintaining paths and access route, maintaining features of access routes (e.g. steps, revetments, gates, stiles, signs), coppicing on rotation according to management plan, clearing weeds and unwanted vegetation, maintaining fences and other boundaries

1.3 Give a reason for maintaining a habitat

e.g. to maintain access, to reduce unwanted access by people or livestock, to encourage desirable species, removal of undesirable species, developing feeding or nesting sites, reduce erosion.

1.4 Recognise plants and animals common to the habitat e.g. coppiced woodland with access paths

Name by e.g. identifying by common name, use of labels, selecting plant as instructed or by identifying ground marks (animals only).

Three plants e.g. willow, hazel, beech, alder, bluebells, bracken, rosebay willowherb.

Three animals e.g. rabbits, foxes, mice, thrushes, sparrows, thrushes, buzzards.

1.5 List plants and animals commonly found in a habitat

Habitat e.g. other than example used in LO1.4

Three plants e.g. heather, rhododendron, grasses, bracken, oak, hawthorn,

Three animals e.g. swallows, grouse, plover, toads/frogs, deer, otters.

1.6 State why animals, birds and insects should be encouraged to a wildlife area

e.g. to improve biodiversity, restore balance, improve educational interest.

1.7 Dispose of waste materials and tidy site

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

1.8 Use, clean and store PPE, tools and equipment safely

Range refer to LO1.1. **PPE** e.g. checked before and after use to make sure clean and not damaged, stored safely and securely, used/worn as instructed.

Tools and equipment; Range of use refer to LO1.2. **Use** only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate, **Storage** e.g. place in safe and secure store or on vehicle for transport to store.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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assessment criteria.

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Additional Information

See Skills and Education Group Awards website for further information

Plant Young Trees

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

Supporting Unit Information

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

Indicative Content

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

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

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

LO1 is the key area of competence and knowledge for this unit

Learning Outcome1. Be able to plant young trees

- 1.1 Prepare tools, materials and equipment for use.** Prepare PPE e.g. get overalls, gloves and safety boots ready to use - check for cleanliness, no tears/holes. Materials e.g. stakes and tree protectors - check enough available, right size. Tools e.g. garden fork/spade, wheelbarrow - check cleanliness, safe to use - no splinters/loose parts
- 1.2 Prepare ground for planting** e.g. remove turf/weeds, dig soil for area around tree and incorporate organic matter as directed
- 1.3 State the best time of year to plant young trees** e.g. autumn planting when ground warm/plenty of moisture in soil - optimum for rooting and establishment before winter. Spring planting more suitable in cold areas but young tree may suffer from insufficient root development in hot summer
- 1.4 Carry out activities to plant trees** e.g. dig planting hole to size and depth as directed, 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, tie tree to stake and add protection if necessary
- 1.5 Name conditions when it is unsuitable to plant trees** e.g. when ground is very wet, conditions of drought or when it is very cold/frosty
- 1.6 Name maintenance tasks that need to be undertaken** e.g. watering, feeding, pruning mulching, weeding
- 1.7 Dispose of waste and tidy site** Waste e.g. organic - weeds, roots or inorganic- stones plastic bags. Recycle/reuse or bag/bin and dispose of as instructed. Tidy site e.g. tools and equipment tidied away / stored, paths swept, pleasing appearance restored
- 1.8 Use, clean and store PPE, tools and equipment safely.** Use - PPE e.g.

refer LO1.1. Tools/equipment e.g. fork to dig area, spade to dig pit/add organic matter, wheel barrow 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, spade/garden fork/hoe hung up on nails, wheelbarrow upside down. Safety e.g. lift loads within capability when making planting hole, cover hole if left, overalls sleeves down to protect arms - sun/thorns, wheelbarrow - tyres properly inflated and weight of organic matter/stakes within capacity to lift and push.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

Additional Information

See Skills and Education Group Awards website for further information

Show Visitors around a Wildlife Area

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

Supporting Unit Information

R/502/0935 show visitors around a wildlife area - entry level 3

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

Learning Outcome 1. Be able to greet and show visitors around a wildlife area

1.1 Present self appropriately

e.g. wear clothing suitable for conditions and visitors (e.g. tidy, waterproof, warm, boots or strong shoes), clean, hair tidy.

1.2 Conduct self appropriately

e.g. use of suitable language (e.g. to describe the area, avoiding use of offensive or foul words, clear and loud enough), tolerance towards all visitors, supportive and helpful, punctual.

1.3 State why visitors should be greeted politely

e.g. expected behaviour, to give right impression, to make visitors welcome.

1.4 Greet visitors and show visitors around an area of habitat, conservation or wildlife; e.g. meeting on arrival, introductions, warning of hazards and procedures, describing site, management, purpose, follow plan for visit, departure and farewell.

1.5 State why visitors should not trample on plants

e.g. causes erosion, to avoid damage to habitats, feeding and nesting sites, unsightly, makes extra work,

1.6 Identify plants, trees and animals to visitors

Identify by e.g. naming using common or Latin names, use of labels or lists.

Trees at least three e.g. oak, ash, willow, silver birch, hawthorn, beech, hornbeam, field maple, bird cherry, common yew, Scots pine.

Plants at least three e.g. reeds, marram grass, marsh marigold, honeysuckle, Herb Robert, foxglove, Himalayan balsam, bluebells, heather, bracken, ragwort,

Animals at least three e.g. rabbits, foxes, mice, deer, badgers, weasels, moles, thrushes, sparrows, swallows, buzzards.

Teaching Strategies And Learning Activities

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

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

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

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

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

Evidence presented to support achievement is not prescribed for each learning

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

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

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

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Additional Information

See Skills and Education Group Awards website for further information

Recognise Trees and Plants and Their Importance to Wildlife

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

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

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

1.1 Recognise common trees

Recognise at least three of e.g. oak, ash, willow, silver birch, hawthorn, beech, hornbeam, field maple, bird cherry, common yew, Scots pine. **Recognise by** e.g. identifying by common name, use of labels, selecting plant as instructed.

1.2 Recognise common plants

Recognise at least three of e.g. reeds, marram grass, marsh marigold, honeysuckle, Herb Robert, foxglove, Himalayan balsam, bluebells, heather, bracken, ragwort, **Recognise by** refer to LO1.1

1.3 Recognise constituent parts of a tree or plant. Recognise at least three of e.g. leaves, stem, roots, and flowers. **Recognise by** naming, use of labels, labelling diagram

1.4 Identify the functions of constituent parts of trees or plants

Functions Roots e.g. anchorage, absorb water and nutrients; Stems e.g. transport of water, plant nutrient, plant building materials (sugars), support leaves and flowers; Leaves e.g. photosynthesis, to produce sugars and plant building materials; Flowers e.g. to produce seeds, attract insects

1.5 State the benefits of trees to wildlife

e.g. shelter, food (leaves, seeds and fruit), nesting sites, habitat for insects as food supply for other wildlife.

1.6 State the difference between deciduous and evergreen trees

e.g. deciduous lose leaves during winter, evergreen retain leaves in winter.

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

- Pictorial identifications

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

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Additional Information

See Skills and Education Group Awards website for further information

Using and Maintaining Garden Hand Tools

Unit Reference	Y/505/6996
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit allows learners to develop skills in the identification and maintenance of garden hand tools
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.5) <i>The learner can</i>
1 Know about a range of hand tools used in garden maintenance	1.1 Identify a range of hand tools 1.2 State the use of each tool
2 Be able to use and maintain a range of garden hand tools	2.1 Select appropriate tools for a range of tasks 2.2 Check the condition of the tools identifying any problems 2.3 Demonstrate the correct use of hand tools under supervision 2.4 Clean and maintain tools under supervision 2.5 Store the tools correctly

Supporting Unit Information

Y/505/6996 Using and maintaining garden hand tools - Entry Level 3

Indicative Content

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

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

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

LO1 is the key area of knowledge for this unit

Learning Outcome 1. Know about a range of hand tools used in garden maintenance

1.1 Identify a range of hand tools. Name 5 hand tools e.g. garden fork, spade, rake, trowel, secateurs, hoe, wheel barrow

1.2 State the use of each tool e.g. garden fork for digging / breaking clods, spade for digging / moving soil, rake for levelling beds and gathering debris, trowel for planting and weeding, secateurs for cutting back overgrown plants / pruning, hoe for weeding, wheelbarrow for moving compost / tools

LO2 is the key areas of competence for this unit

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

2.1 Select appropriate tools for a range of tasks e.g. digging, raking, planting, cutting back excessive growth, trimming grass, weeding. Refer to LO1.2

2.2 Check the condition of the tools identifying any problems.

Condition e.g. spade - check the blade, head (joins blade to shaft), shaft and handle. Identify problems e.g. rusty/pitted/muddy blade, movement where head joins shaft, shaft cracked or bending, splinters or rust on shaft, handle wobbles

3.2 Demonstrate the correct use of the hand tools under

supervision e.g. spade - correct technique - push in with middle/ball of foot and not with heel as slip could damage Achille's tendon, lift loads within own capacity, maintain good posture, observe safe working distances from other learners - twice tool length plus arm's length

2.2 Clean and maintain tools under supervision e.g. blades of

secateurs cleaned to remove sap, spade blades cleaned of mud / vegetation and oiled, wooden shafts sanded to remove rough areas and rubbed with linseed oil

2.3 Store the tools correctly e.g. safe placing in stores - rake hung from handle

so head cannot be stepped on, shadow board to check return or placed in racks, hung from nails as required, secure storage - locked shed

Teaching Strategies And Learning Activities

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

Evidence presented to support achievement is not prescribed for each learning

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

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

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ADDITIONAL INFORMATION

See Skills and Education Group Awards website for further information

Plant Flower Bulbs for Naturalisation or Bedding

Unit Reference	H/504/5337
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit introduces the skills required to plant bulbs for naturalisation or for bedding.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare to plant flower bulbs	1.1 Select and wear appropriate personal protective equipment 1.2 Select appropriate tools and equipment
2. Be able to plant flower bulbs	2.1 Prepare ground 2.2 Check the condition of the bulbs 2.3 Select appropriate bulbs 2.4 Plant bulbs at appropriate spacing and depth 2.5 Backfill and firm soil 2.6 Label planted area
3. Leave the work area in a safe condition	3.1. Dispose of waste and debris in accordance with health and safety guidance and site requirements 3.2 Leave the site clean and tidy 3.3 Clean and store tools safely

Supporting Unit Information

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

Indicative Content

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

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

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

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

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

- 1.1 Select and wear appropriate personal protective equipment** e.g. gloves, overalls, safety footwear. Appropriate e.g. overalls - keep clothes clean, safety boots - protect feet when digging, gloves - hands clean/prevent skin irritation - some bulb types
- 1.2 Select appropriate tools and equipment** e.g. spade, fork, rake, bulb planter, label, watering can. Appropriate e.g. choice of spade, fork, hand fork or bulb planter for different planting situations - woodland or bedding or planting in groups or individual bulbs; rake chosen to firm soil above planted bulbs rather than treading

Learning Outcome 2. Be able to plant flower bulbs

- 2.1 Prepare ground** e.g. dig correct depth/areas, break up soil and add organic matter/grit/sand as instructed. Take account of weather and soil conditions to avoid damage to soil. Refer to LO1.2.
- 2.2 Check the condition of the bulbs** e.g. fresh, healthy, firm bulbs avoiding mouldy, squashy, damaged or shrivelled ones
- 2.3 Select appropriate bulbs** select appropriate bulbs for woodland/shady or sunny sites e.g. naturalisation in grass - daffodil, crocus; herbaceous bedding - narcissi, tulip
- 2.4 Plant bulbs at appropriate spacing and depth** handle bulbs gently to avoid bruising/damage to growing tips/crushing; wear gloves for bulbs known to be irritant to skin - hyacinth bulbs. Plant bulbs e.g. dig holes with fork/spade for groups or plant singly making planting holes with bulb planter/trowel/garden fork for small bulbs; refer to LO2.2. Spacing e.g. 3 times bulb width apart depending leaf/flower size. Depth e.g. planting depth usually 2 -3 times bulb's own depth, some bulbs prefer shallower planting - follow instruction of supervisor
- 2.5 Backfill and firm soil** backfill e.g. carefully draw soil over positioned bulbs with hand/trowel to avoid knocking them over, when bulbs secure/lightly covered add

rest of soil. Firm e.g. gently using rake head/hand - care not to damage growing tips

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

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

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

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

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

Teaching Strategies And Learning Activities

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

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

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

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

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

Methods Of Assessment

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

assessment criteria.

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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Additional Information

See Skills and Education Group Awards website for further information

Tree Planting and Staking

Unit Reference	K/504/5341
Level	Entry 3
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit introduces the skills required to plant and stake a tree
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare to plant a tree	1.1 Select and wear appropriate personal protective equipment 1.2 Select appropriate tools
2. Be able to plant and stake a tree	2.1 Prepare area of ground as instructed 2.2 Select tree and check condition 2.3 Select and position stake 2.4 Plant tree at appropriate depth 2.5 Backfill planting and apply mulch if appropriate 2.6 Attach tree to stake 2.7 Water planted tree
3. Leave the work area in a safe condition	3.1. Dispose of waste and debris in accordance with health and safety guidance and site requirements 3.2 Leave the site clean and tidy 3.3 Clean and store tools safely

SUPPORTING UNIT INFORMATION

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

Indicative Content

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

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

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

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

Learning Outcome 1. Be able to prepare to plant a tree

- 1.1 Select and wear appropriate personal protective equipment** e.g. gloves, overalls, safety footwear. Select and wear PPE that is appropriate to the task e.g. overalls to keep clothes clean, safety boots to protect feet when digging.
- 1.2 Select appropriate tools** e.g. spade, fork, mulch, watering can/hose, tree stake, tree tie, 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.

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

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

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

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

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

Teaching Strategies And Learning Activities

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

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

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

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

METHODS OF ASSESSMENT

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

assessment criteria.

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

EVIDENCE OF ACHIEVEMENT

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

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

Team Work in Environmental Studies

Unit Reference	M/501/4883
Level	1
Credit Value	3
Guided Learning Hours	30
Unit Summary	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
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand objectives for group activities	1.1 Confirm the given objectives and contribute to the planning of a specific group task 1.2 Work co-operatively with colleagues and person in charge of the activity to achieve the group's objectives
2. Be able to reflect on performance	2.1 Review their individual and the group's performance to identify how the objectives were met 2.2 Identify how they could improve their performance when working in a team
3. Be able to communicate effectively	3.1 Report unexpected findings to the person in charge of the activity 3.2 Communicate with colleagues and person in charge to achieve the group's objectives
Mapping to National Occupational Standards	
The Skills and Education Group Awards Certificate in Practical Environmental and Conservation Skills Level 1, unit 2 is mapped to the following national standards <i>Lantra Land-based Operations Level 1 (2002)</i> CU1.2, CU1.3	

Supporting Unit Information

M/501/4883 Team work in environmental studies - 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.

Learners should understand the importance of

- Checking that they understand what has to be achieved together
- Identifying what needs to be done, their individual responsibilities and the arrangements for working together
- Communicating clearly and effectively to all involved in the activity
- Reviewing the group's and their individual performance to identify what went well, what went less well and how to suggest improvements

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.

Methods Of Assessment

Learners should demonstrate that they are able to successfully complete the learning outcomes and apply the related knowledge to different activities and situations, possibly linking with the optional units chosen.

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.

Evidence Of Achievement

Evidence for this unit should be generated from the practical work based activities linked to any of units 3-12 where group work is involved.

As this is a practically based qualification, the main types of valid, authentic evidence included in each learner portfolio would be records of direct observation and oral

questioning. Other types of valid, authentic assessment evidence could include

- written questions and answers
- case studies
- worksheets/workbooks
- witness testimonies
- photographic evidence
- reports/job sheets/diary
- recorded evidence (audio or visual)

Additional Information

Some evidence for this unit, particularly in relation to reviews, could be gathered from tutorials/appraisals.

Assist With Maintaining Structures and Surfaces

Unit Reference	K/502/4098
Level	1
Credit Value	2
Guided Learning Hours	18
Unit Summary	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
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.10) <i>The learner can</i>
1. Be able to assist with maintaining structures and surfaces	<p>1.1 Correctly prepare the necessary tools and materials for the maintenance operation</p> <p>1.2 Prepare the area for the work in a manner appropriate for the maintenance operation</p> <p>1.3 Maintain structures and surfaces effectively and completely in accordance with the instructions, to include</p> <ul style="list-style-type: none"> • cleaning • rubbing down • surface protection <p>1.4 Use tools safely and correctly</p> <p>1.5 Report any problems that arise without delay</p> <p>1.6 Maintain the health and safety of self and others at all times</p> <p>1.7 Handle and dispose of waste safely and correctly</p> <p>1.8 Leave the site in a safe condition</p> <p>1.9 Clean tools after use in an appropriate manner</p>

	1.10 Store tools and materials after use in an agreed and safe location
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Mapping to National Occupational Standards

CU16

Supporting Unit Information

K/502/4098 Assist with maintaining structures and surfaces - Level 1

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

Learning Outcome 1. Be able to assist with maintaining structures and surfaces

1.1 Tools and materials correctly prepared: 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 Area for work prepared 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 Structures and surfaces maintained 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 Tools used: 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 Problems reported e.g. difficulties accessing areas of surface / structure, rust, rotten wood, mould, unexpected holes / cracks, runs forming in paint / wood preservative

1.6 Health and safety of self and others maintained 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 Waste handled and disposed of 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 Site left 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 Tools cleaned 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 Tools and materials stored 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 leftover paint - before sealing lid remove excess paint from around container rim, place plastic over open container and reseal on top of plastic this to make seal airtight, store paint cans upside down (so skin if forms is on bottom) in cool dry area away from sunlight / heat sources / freezing. Ensure storage is secure e.g. to avoid theft or children accessing harmful tools / substances

Teaching Strategies And Learning Activities

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

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

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

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

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

Methods Of Assessment

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

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

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcome 1 can be assessed practically by observation or by generation of diverse evidence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

- Product evidence

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

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

It is important that practical assessment activities are supervised appropriately.

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

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

Additional Information

Useful sources of reference

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- BTCV Footpaths and Fencing - practical handbooks - both contain sections on wood preservatives

See Skills and Education Group Awards website for further information

Principles of Maintaining Structures and Surfaces

Unit Reference	R/502/5715
Level	1
Credit Value	2
Guided Learning Hours	18
Unit Summary	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
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.13) <i>The learner can</i>
1. Know how to maintain structures and surfaces	<p>1.1.State why structures and surfaces need to be maintained</p> <p>1.2 State the potential problems which may arise if maintenance is not carried out</p> <p>1.3 List the tools and materials which are needed for different maintenance operations</p> <p>1.4 State how to prepare tools and materials for the particular maintenance operation</p> <p>1.5 State how to prepare structures and surfaces for the different maintenance operations</p> <p>1.6 State the correct way to carry out the different maintenance operations</p> <p>1.7 State what the result of effective maintenance operations should look like</p> <p>1.8 State how to correctly use tools and materials</p> <p>1.9 Describe how to maintain their own health and safety during the maintenance operations</p>

	<p>1.10 State how to reduce the risk to other’s health and safety when undertaking maintenance operations (e.g. by putting up notices)</p> <p>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</p> <p>1.12 State how to handle and dispose of waste safely</p> <p>1.13 State how to clean and store tools correctly and the risks of not doing so</p>
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Mapping to National Occupational Standards

CU16

Supporting Unit Information

R/502/5715 Principles of maintaining structures and surfaces - Level 1

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

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

LO1 is the key area of knowledge for this unit

Learning Outcome 1. Know how to maintain structures and surfaces

- 1.1** 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** Potential problems which may arise if maintenance is not carried out e.g. exterior paint / wood preservative fades in colour, blisters, 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** Tools and materials needed for different maintenance operations: Cleaning: Tools e.g. stiff broom, stiff bristle brush, wire brush, step ladder, soft cloth, and plastic sheet. Materials .g. wood soap, detergent methylated / white spirits, paint remover. Rubbing down: Tools e.g. sanding block, rasp / scraper. Materials e.g. sand paper types. Surface protection: Tools e.g. paint brushes, roller and tray, sprayer. Materials e.g. suitable fillers, sealant, primer, undercoat, paint finish, wood stain / preserver. PPE e.g. gloves overalls, dust mask, goggles. CE marked. Refer to LO1.8 and 1.13
- 1.4** 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** How to prepare structures and surfaces for the different maintenance operations: Cleaning e.g. dust / cobwebs brushed off fence / shed with stiff bristle brush, mouldy areas washed with fungicidal wash and rinsed with water, greasy or oily surfaces cleaned with methylated spirits, brick surfaces stiff brushed and washed with water, sanding dust removed with damp soft cloth. Rubbing down e.g.

sanding block / sandpaper rubbed along grain of wood, appropriate grade of sandpaper used for stage of preparation, scrapper used for areas of rough wood, wire brush to clear flaking paint

- 1.6** Correctly carry out 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** 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** 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** 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, do not over-reach
- 1.10** 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** Types of problems or difficulties which may occur, relating to: 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** 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 How to clean and store tools correctly, risks of not doing so: Clean tools e.g. paint brushes used with solvent - based paints - use old rags / paper to wipe off excess stir brush in jar of white spirit repeatedly drawing it across rim of jar to remove paint, brush out stubborn paint with stiff brush, wash with warm soapy water, hang brushes up to dry. Storage e.g. store tools for each function together, ensure storage area is clean, shadow board to check return, secure to avoid children accessing harmful tools/ substances.

Risks of not storing tools correctly e.g. stiff, bent or damaged paint brush bristles, rusty scrapper - refer to LO1.3

Teaching Strategies And Learning Activities

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

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

Learning Outcome 1

Delivery of this learning outcome is by generation of knowledge evidence, for example by answering oral or written questions, assignments or internet information sources cross referenced to the knowledge evidence. This unit could be completed in conjunction with Assist with Maintaining Structures and Surfaces - Level 1, which would allow knowledge evidence to be linked to the practical work e.g. by observation of surface / structure maintenance activities and witness testimony

METHODS OF ASSESSMENT

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

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

Where possible learners should be given the opportunity to view practical situations relevant to the learning outcomes in this unit as a basis for any projects or assignments. Centres will need to devise assessment methods that cover all of the knowledge evidence requirements in a stimulating and interesting way. Alternatively if the learner also progresses towards the unit - Assist with Maintaining Structure and

Surfaces - Level 1, Learning Outcome 1 could also be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

It is important that practical assessment activities are supervised appropriately.

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

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

ADDITIONAL INFORMATION

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- BTCV Footpaths and Fencing - practical handbooks - both contain sections on wood preservatives

See Skills and Education Group Awards website for further information

Principles of Transporting Supplies of Physical Resources within the Work Area

Unit Reference	D/502/4096
Level	1
Credit Value	1
Guided Learning Hours	9
Unit Summary	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
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Know how to load and unload physical resources safely	<p>1.1 Give reasons for, and methods of, labelling products and equipment for transportation</p> <p>1.2 State safe lifting techniques</p> <p>1.3 State the correct use of lifting equipment and relevant legal restrictions on operation</p> <p>1.4 State ways of securing products and equipment for transit in order to maintain safety and minimise damage</p> <p>1.5 State relevant methods of protecting products and equipment from adverse weather conditions and contamination</p> <p>1.6 State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually</p> <p>1.7 State methods for the safe stacking of products</p>

<p>2. Know how to transport physical resources within the work area</p>	<p>2.1 Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment</p> <p>2.2 State ways of handling transportation equipment to minimise damage to physical resources in transit</p> <p>2.3 State ways of monitoring the condition of physical resources during transit</p> <p>2.4 State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment</p>
<p>3. Know how to work safely</p>	<p>3.1 State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment</p>
<p>Mapping to National Occupational Standards CU8</p>	

Supporting Unit Information

D/502/4096 Principles of transporting supplies of physical resources within the work area - Level 1

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable.

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

Learning Outcome 1. Know how to load and unload physical resources safely

- 1.1** Give reasons for, and methods of, labelling products and equipment for transportation.
E.g. labels that read 'this way up', labels that describe the content of load, security of load must be considered, avoiding cross contamination of loads.
- 1.2** State safe lifting techniques, such as; adopt correct posture for safe manual handling. travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip (gloves), keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest side to trunk. Refer to Manual Handling Regulations.
- 1.3** State the correct use of lifting equipment and relevant legal restrictions on operation. Describe carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice. Selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. Safety boots, overalls, gloves, ear and eye protections, high visibility jackets.
- 1.4** State ways of securing products and equipment for transit in order to maintain safety and minimise damage e.g. minimise damage to equipment and resources during transportation Refer to L.O1.1 and ensure work activities carried out consistently with current legislation e.g. Health and Safety, Environmental protection, Waste regulation acts and COP's as required. Work in appropriate weather conditions, clear any spillages and keep work area clean and free from unauthorised access. State ways of ensuring loads are secure e.g. ropes, netting and sheeting.
- 1.5** State relevant methods of protecting products and equipment from adverse weather conditions and contamination e.g. Sheeting and correct labelling and

storage to prevent cross contamination, avoid spillages need to protect from rain, frost, direct sunshine etc.

- 1.6** State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually e.g. Even distribution, stacked correct way up, well secured and labelled and for safe methods refer to L.O.1.2 when unloading split heavy loads into manageable loads or use mechanical aids. Refer to manual handling regulations Refer to L.O.1.2
- 1.7** State methods for the safe stacking of products, labelled clearly, secure packaging, no cross contamination, protected from elements. Stacked in correct manner- not too high. Split large loads into manageable ones.

Learning Outcome 2. Know how to transport physical resources within the work area

- 2.1** Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment by stating operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements, by following manufactures' instructions. Only use equipment or machinery that you are qualified and certified to use (e.g. forklifts). Refer to L.O.1.3
- 2.2** State ways of handling transportation equipment to minimise damage to physical resources in transit by stating only to use according to manufactures' instructions and guidelines and ensuring resources are safely secure and protected by ropes, nets and sheeting. Taking into account ground conditions and any obstructions. Report any faults to the person in charge.
- 2.3** State the ways of monitoring the condition of physical resources during transit e.g. by regular checks of security and tensions on netting, ropes or similar.
- 2.4** State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment by explaining Maintain health and safety according to relevant legislation and codes of practice. Refer to HASAW Act, Manual Handling Regulations, PUWER and if applicable LOLER checks in place and correctly recorded. Maintain any transportation equipment according to manufactures' instructions or guidelines.

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 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.

Learning Outcomes (LO)1, 2 and 3

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

Trailers only

Note that there is an exemption for any candidate who has passed their driving test prior to January 1997 as the categories B, E will already be on their driving licence when it comes to towing trailers on the highway

Methods Of Assessment

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

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

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

Additional Information

Useful sources of reference

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc

See Skills and Education Group Awards website for further information

Assist With the Transport of Supplies of Physical Resources within the Work Area

Unit Reference	J/502/4741
Level	1
Credit Value	2
Guided Learning Hours	18
Unit Summary	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
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Be able to assist with loading and unloading physical resources	<p>1.1 Identify the physical resources requiring transportation</p> <p>1.2 Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice</p> <p>1.3 Move heavy and bulky items using the correct lifting equipment, in accordance with instructions</p> <p>1.4 Position physical resources safely, securely and in a manner which protects them from damage and contamination</p>
2. Be able to assist with the transport of physical resources within the work area	<p>2.1 Operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements</p> <p>2.2 Minimise damage to equipment and resources during transportation</p>

	2.3 Monitor the physical resources during transportation and take the appropriate action for any which become unsafe
3. Be able to work safely	3.1 Maintain health and safety according to relevant legislation and codes of practice
Mapping to National Occupational Standards CU8	

SUPPORTING UNIT INFORMATION

J/502/4741 Assist with the transport of supplies of physical resources within the work area - Level 1

Indicative Content

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive. Units can be cross-referenced where applicable

LO1, LO2 and LO3 are the key areas of competence for this unit.

Learning Outcome 1. Be able to assist with loading and unloading physical resources

- 1.1** Identify the physical resources requiring transportation e.g. what resources need transporting such as boxes, sacks, tools, materials or equipment or as requested by person in charge or written instruction, job sheet or job card.
- 1.2** Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice. Selection of appropriate equipment e.g. trolley, sack truck, lifting aids and ensure equipment is safe to use, undertake PUWER checks and if applicable LOLER checks. Selection of correct and appropriate PPE e.g. safety boots, overalls, gloves, ear and eye protections, high visibility jackets. Travel route clear and well lit, keep as close to load as possible, correct foot position, adopt good posture, bend the knees, get good grip (gloves) keep back straight, maintain spine curve by lifting head, lift using thigh muscles, avoid jerking, smooth lift, keep load close to body and heaviest side to trunk. Correct pre-use checks undertaken to ensure safety of operator and equipment. Refer to HASAW act and Manual Handling Regulations
- 1.3** Move heavy and bulky items using the correct lifting equipment, in accordance with instructions, refer to L.O.1.2. Demonstrate reducing loads of heavy and bulky items by splitting to more manageable load and demonstrate safe lifting techniques by assessing, planning, preparing and performing. Demonstrate use of and consider mechanical aids and bio-mechanical techniques. Ensure loads are stable, cover sharp and abrasive edges, ensure even distribution when stacking. Ensure loads are correctly secured, packaged and clearly labelled. Secure by ropes, netting and sheeting and correctly labelled e.g. 'this way up'.
- 1.4** Position physical resources safely, securely and in a manner which protects them from damage and contamination such as not damaged, no cross contamination, kept dry and stored in designated area. Stored in correct position e.g. 'this way up' and not too high. Demonstrate suitable methods of storage-

follow manufactures instructions.

Learning Outcome 2. Be able to assist with the transport of physical resources within the work area

- 2.1** Operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements by following manufactures' instructions for say trolleys, forklifts. Undertake risk assessment. Only use equipment or machinery that you are qualified and certified to use (e.g. forklifts). Refer to L.O. 1.2
- 2.2** Minimise damage to equipment and resources during transportation, refer to L.O's 1.2 and 1.4. Work activities carried out consistently with current legislation e.g. Health and Safety, environmental protection, Waste regulation acts and COP's as required.
Work in appropriate weather conditions to ensure loads not damaged by rain, frost or direct sunlight. Clear any spillages to prevent accidents and keep work area clean and free from unauthorised access. Ensure loads are secure e.g. ropes, netting and sheeting.
- 2.3** Monitor the physical resources during transportation and take the appropriate action for any which become unsafe. Refer to L.O.2.2 and report any faults. If load becomes unsafe, stop and rectify or seek advice from person in charge whilst ensuring the area is kept clear from any unauthorised access. Re-adjust the load.

Learning Outcome 3. Be able to work safely

- 3.1** Maintain health and safety according to relevant legislation and codes of practice, refer to HASAW Act, Manual Handling Regulations, PUWER and if applicable LOLER checks in place and correctly recorded. Maintain any equipment according to manufactures instructions or guidelines. Undertake Risk assessments.

Teaching Strategies And Learning Activities

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

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

Learning Outcomes (LO)1, 2, and 3

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks involved in transporting supplies of physical resources within the work area and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria and therefore competence.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

Trailers only

Note that there is an exemption for any candidates who has passed their driving test prior to January 1997 as the categories B,E will already be on their driving licence when it comes to towing trailers on the highway

Methods Of Assessment

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

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

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and can be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

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

Additional Information

Useful sources of reference

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc

See Skills and Education Group Awards website for further information

Assist With Planting and Establishing Plants

Unit Reference	F/502/4088
Level	1
Credit Value	3
Guided Learning Hours	27
Unit Summary	The candidate will be able to assist with the establishment of plants; the activities can take place in nursery or amenity situations and outdoors or under protected situations and must comply with all health and safety requirements
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Be able to assist with carrying out planting	<p>1.1 Select the necessary tools, materials and any personal protective equipment for the job</p> <p>1.2 Carry out any necessary preparation of the planting medium according to instructions</p> <p>1.3 Transport the plants as instructed</p> <p>1.4 Keep the plants in a suitable condition before planting</p> <p>1.5 Carry out planting as instructed</p> <p>1.6 Position the plants at the correct spacing, depth and orientation and according to instructions</p> <p>1.7 Report any problems that occur as soon as possible</p> <p>1.8 Maintain and store tools and equipment properly</p>
2. Be able to assist with any additional activities required to establish plants	<p>2.1 Prepare the necessary tools, materials and personal protective equipment for the job</p> <p>2.2 Provide support, shelter or mulching as necessary, and</p>

	<p>any carry out plant labelling as instructed</p> <p>2.3 Provide the plants with necessary moisture</p> <p>2.4 Maintain and store tools, personal protective equipment and materials properly</p> <p>2.5 Report any problems that occur as soon as possible to the appropriate person</p>
3. Be able to work safely	<p>3.1 Use the tools, materials and any personal protective equipment safely and correctly</p> <p>3.2 Maintain the health and safety of self and others at all times</p>
<p>Mapping to National Occupational Standards CU61</p>	

Supporting Unit Information

F/502/4088 Assist with planting and establishing plants - Level 1

Indicative Content

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

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 the first to the Learning Outcome (LO) e.g. LO 1 and then to the Assessment Criteria number listed e.g. LO 1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

LO1, LO2 and LO3 are the key areas of competence for this unit.

Learning Outcome 1. Be able to assist with carrying out planting

- 1.1** Select necessary tools, materials and PPE e.g. trowel, rake, spade, garden fork, brush, plant material, fertiliser, soil ameliorants (sand, compost), depending on size (stake, hammer, "Drive All", tree tie, tacks), watering equipment, steel toe-capped boots, gloves, eye protection, protective clothing.
- 1.2** Carry out preparation of the planting medium as instructed e.g. (i) remove surface growth, cultivate soil to appropriate depth, incorporate fertiliser / ameliorant, rake to fine tilth and level (removing stones), (ii) remove surface growth, mark out pit area (a little larger than just allowing plant roots to be accommodated), remove soil to appropriate depth, break down soil (removing stones), incorporate fertiliser and ameliorant into stacked soil, loosen sides and base of pit.
- 1.3** Transport plants as instructed e.g. retain in containers or cover bare roots with protective material, carry by hand, place on trolley /, in trailer (containers to be upright and closely packed in order not to fall over) carefully to avoid damage to plant material.
- 1.4** Keep plants in suitable condition for planting e.g. (i) container plant soil to be kept moist, remove surface growth, if required plant to be supported, (ii) bare roots to be kept moist and covered with protective material, remove damaged plant material.
- 1.5** Carry out planting as instructed e.g. (i) remove any diseased / damaged material refer to LO 1.4, remove plant from container, make hole refer to LO 1.2, place plant in hole (to cover roots), firm in, level surrounding soil, (ii) put in stake (if required), if necessary remove protective material from roots, place plant in hole (refer to LO 1.2) to correct depth (if appropriate to nursery depth), replace soil (working it around bare roots), firm in layers to surrounding levels, remove and dispose of any surplus soil / debris as directed. Tools to be placed safely when not in use.

- 1.6** Position plants at correct spacing, depth and orientation e.g. as instructed or according to plan, roots to be covered refer to LO 1.5, best face to be presented from viewing point.
- 1.7** Report problems as soon as possible e.g. matters relating to tools (damaged, broken), damage to plants (roots / stems / branches broken), change to conditions (soil becomes wet), insufficient plants / materials to finish job. Reporting should be done as soon as possible after becoming aware of the problem to the supervisor or line manager.
- 1.8** Maintain and store tools and equipment e.g. remove soil from tools (scrape / wash), apply oil to bare metal parts and place safely and securely (use shadow board / fixed racks/ containers) in store as directed. Equipment to be cleaned of debris, bare metal parts oiled and stored in secure covered building.

Learning Outcome 2. Be able to assist with any additional activities required to establish plants

- 2.1** Prepare the necessary tools, materials and personal protective equipment e.g. check tools / equipment (refer to LO 1.1) to be clean, working order and free from damage, materials to be selected as directed, PPE (refer to LO 1.1) to be free from damage.
- 2.2** Provide support, shelter or mulch as necessary and label as directed e.g. place firmly cane / stake and fix tie, place and secure shelter / guard, after planting apply and spread to even depth (50 – 100mm) mulching material (bark / compost) or mulch mat, place label firmly in ground / tied on plant / placed with own support as instructed.
- 2.3** Provide plants with necessary moisture e.g. if necessary apply irrigation by watering can or hose.
- 2.4** Maintain and store tools, materials and PPE e.g. tools refer to LO 1.8, surplus materials to be returned to store, surplus plants to be returned to standing area (bare root plants to be heeled in), PPE to be cleaned (if necessary) and placed in appropriate locker.
- 2.5** Report any problems that occur as soon as possible to appropriate person e.g. refer to LO 1.7

Learning Outcome 3. Be able to work safely

- 3.1** Use tools materials and PPE safely and correctly e.g. carry tools with sharp edges protected and facing down, use tools as instructed, materials to be applied at instructed rates, PPE to be worn and free from damage (refer to LO 1.1).
- 3.2** Maintain the health and safety of self and others e.g. be aware of others, use tools/equipment only as instructed, PPE to be worn and free from damage (refer to LO 1.1), place signage, rope / tape off area, stop working if persons or animals approach working area, stop using tools / equipment if fault occurs, keep materials secure from unauthorized access. Follow risk assessment recommendations.

Teaching Strategies And Learning Activities

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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 by supervised practical grass surface maintenance operations, giving the learners the opportunity to first practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical work, photographs or video could be taken to provide evidence of progress.

Methods Of Assessment

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

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

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1 and 2 link together and can be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

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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- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information

Hedgelaying

Unit Reference	H/502/4441
Level	1
Credit Value	3
Guided Learning Hours	30
Unit Summary	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
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.2) <i>The learner can</i>
1. Understand the health and safety issues in relation to hedgelaying	1.1.Name the relevant and current legislation in relation to hedgelaying 1.2 Name two items of PPE (Personal Protective Equipment) and state why they are important
2. Know a range of hand tools used for hedgelaying and how to care for them	2.1 Identify the hand tools used 2.2 Identify the importance of sharp, correct tools 2.3 Identify why tools should be cleaned
3. Know about the methodology of hedgelaying	3.1 Identify one reason why a hedge would be laid 3.2 Identify when hedgelaying should take place and why this is important 3.3 Identify, at the base of a hedge, how to recognise the time of year and conditions to lay a hedge 3.4 Identify what is involved in the methodology of hedgelaying 3.5 Define a pleacher 3.6 Identify the technique that should be used with a billhook

	<p>or axe</p> <p>3.7 Identify the importance of the stump, or 'heel' which is removed sloping, away from the centre of the stem</p> <p>3.8 Indicate the consequence of cutting the stump too high</p>
<p>4. Know how to lay a hedge</p>	<p>4.1 Apply all relevant health and safety requirements</p> <p>4.2 Identify 5-10 metres of hedge to be laid</p> <p>4.3 Prepare the hedge, clear out rubbish, cut out brush</p> <p>4.4 Cut the pleachers using the correct technique</p> <p>4.5 Lay the hedge using the correct technique</p>
<p>5. Understand the importance of maintaining laid hedges</p>	<p>5.1 Identify two consequences of not maintaining a planted hedge</p> <p>5.2 Identify the advantage of trimming the hedge as it develops</p> <p>5.3 Indicate the shape that should be aimed for when a hedge is trimmed</p>
<p>6. Know how the characteristics of hedgelaying reflect geology</p>	<p>6.1 Identify a style of hedge that uses stakes and the purpose of the stakes</p> <p>6.2 Identify a regional style and describe how it would look</p>
<p>Mapping to National Occupational Standards GWT8; L22; L27; EC2; CU22; CU86; CU87</p>	

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.

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

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

**LO1, LO2, LO3, LO5 and LO6 are the key area of knowledge for this unit.
LO4 is key area of competence for this unit.**

Learning Outcome 1. Understand the health and safety issues in relation to hedgelaying

- 1.1 Name the relevant and current legislation in relation to hedgelaying** e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Manual Handling Operations Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences
- 1.2 Name two items of PPE (Personal Protective Equipment) and state why they are important.** PPE e.g. overalls, hedging gloves, heavy duty leather working boots, safety helmet, knee pads. Why important e.g. heavy duty leather working boots - keep feet dry, provide grip, protect from thorns/falling objects; gloves/gauntlets - protect hands/lower arms from prickles/thorns

Learning Outcome 2. Know a range of hand tools used for hedgelaying and how to care for them

- 2.1 Identify the hand tools used** e.g. spade, axe, billhook, loppers, sharpening stone.
- 2.2 Identify the importance of sharp, correct tools** e.g. cut cleanly, accurately and efficiently, save energy when cutting
- 2.3 Identify why tools should be cleaned** e.g. remove sap/mud from blades - efficient cutting/sharpening and application of oil to protect against rust is effective; remove moisture/mud from handles to ensure good grip

Learning Outcome 3. Know about the methodology of hedgelaying

- 3.1 Identify one reason why a hedge would be laid** e.g. stimulate vigorous growth, keep hedge stockproof, tidy up and improve appearance of straggly hedge
- 3.2 Identify when hedgelaying should take place and why this is important.** When to lay hedge e.g. autumn to early spring is possible but delay in autumn leaves berries etc available for birds, January to February minimises disturbance to wildlife but time to avoid frosts if possible. Why important e.g. to avoid nesting birds or disturbing plants in/close to the hedge - protected under the Wildlife and Countryside Act
- Identify, at the base of a hedge, how to recognise the time of year and conditions to lay a hedge.** Time of year e.g. spring plant and shoot growth, frost - hedges should not be laid when actively growing in spring or during frosty conditions, old hedges with thick trunks particularly affected by frosty conditions - best laid in autumn before frosts whilst still some sap flow, alternatively early spring. Conditions e.g. stems - ideally 50 to 120 mm thick - ease of cutting/laying, sufficient stems; ground - base and land surrounding not rain saturated - environmental damage; obstructions - free of old fencing/wire, vegetation such as brambles/deadwood
- 3.3 Identify what is involved in the methodology of hedgelaying** e.g. preparation - clear vegetation/old fencing, trimming as needed; laying - choose/cut/lay/stake pleachers, binding; finishing - against next hedge/gate, trimming binding/stakes/sprigs/stumps
- 3.4 Define a pleacher** e.g. a living main stem partly cut through and laid to form a stock proof hedge
- 3.5 Identify the technique that should be used with a billhook or axe.** Angle of cut e.g. cut into stems at downward angle of approximately 70 degrees. Distance through stem e.g. cut at least two thirds to above three quarters through stem depending on skill and experience. Height of cut e.g. start cut at height approximately 3 times stem width. Cut with the grain and use billhook (if strong enough)/axe to split stem.
- 3.6 Identify the importance of the stump, or 'heel' which is removed sloping, away from the centre of the stem** e.g. must be left in condition that will not damage hooves of livestock, to ensure re-growth is from base and to minimise chances of this being affected by retention of water/rotting of cut stem, to look aesthetically pleasing
- 3.7 Indicate the consequence of cutting the stump too high** e.g. re-growth will start higher - hedge becomes more difficult to lay, stump enlarges over time - awkward to deal with, more likely that gaps will develop at base of hedge

Learning Outcome 4. Know how to lay a hedge

- 4.1 Apply all relevant health and safety requirements** e.g. general duties under the Health and Safety at Work Act and Management of Health and Safety at Work Act to care for self and others who may be affected by work activities. Also to co-operate with others e.g. in the implementation of risk assessment

measures / precautions - wearing protective clothing - overalls, hedging gloves, heavy duty leather working boots, safety helmet, knee pads, first aid kit available, use of sun block, vaccination against tetanus, safe working practices - properly maintain tools, working distances with sharp tools, cut away from body, clear obstructions prior to cutting

4.2 Identify 5-10 metres of hedge to be laid. Suitability e.g. for current level of skill - stems sufficient in size and number, no awkward high/old stumps, suitable for laying rather than coppicing/gaping - refer to conditions in LO3.3. Mark section, rope off working area/signs to prevent access of the general public if appropriate.

4.3 Prepare the hedge, clear out rubbish, cut out brush. Rubbish e.g. old fence materials/wire, fly-tipped materials, bottles and litter. Old brush e.g. brambles, ivy, elder and dead branches. Prepare hedge e.g. use slasher/loppers to cut back basal and side growth on near side to expose stems for pleaching, leave top growth to strengthen hedge after laying

4.4 Cut the pleachers using the correct technique. Refer to LO's 3.6 and 3.7.

4.5 Lay the hedge using the correct technique e.g. follow the steps in LO3.4 as appropriate to the style of hedge being laid

Learning Outcome 5. Understand the importance of maintaining laid hedges

5.1 Identify two consequences of not maintaining a hedge e.g. hedge may be overgrown by weeds - brambles and cleavers, grows outwards and develops loose structure that may not remain stockproof, loses shape and aesthetically pleasing appearance

5.2 Identify the advantage of trimming the hedge as it develops e.g. encourages thick bushy growth, maintains shape

5.3 Indicate the shape that should be aimed for when a hedge is trimmed. Aim for shape of other local hedges relative to their purpose e.g. rectangular - stock proof, a - shaped - wind break, rounded - decorative.

Learning Outcome 6. Know how the characteristics of hedgelaying reflect geology

6.1 Identify a style of hedge that uses stakes and the purpose of the stakes. Style of hedge that uses stakes e.g. Derbyshire. Purpose of stakes e.g. to hold pleachers in position, stabilise, strengthen hedge to hold livestock in

6.2 Identify a regional style and describe how it would look. Regional style e.g. Midlands hedge or South of England. How it looks e.g. height, angle of pleachers, side (s) brush left on, placing/spacing of stakes, finishing of stake tops, type of binding

Teaching Strategies And Learning Activities

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

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

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

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

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

Methods Of Assessment

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

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

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

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

- Product evidence
- Observation reports

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

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

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

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Additional Information

See Skills and Education Group Awards website for further information

Introduction to Dry Stone Walling

Unit Reference	K/502/4442
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	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
Learning Outcomes (1 to 12) <i>The learner will</i>	Assessment Criteria (1.1 to 12.1) <i>The learner can</i>
1. Understand the health and safety issues in relation to dry stone walling	<p>1.1. Name the relevant and current legislation</p> <p>1.2 Name three items of PPE (Personal Protective Equipment) and state why they are important</p> <p>1.3 Give reasons for not breaking small stones in the hand</p> <p>1.4 Give a reason to avoid working in very wet conditions</p> <p>1.5 Identify why a clear gap should be kept between the wall and walling material</p>
2. Know a range of hand tools used for walling and how to care for them	<p>2.1 Identify a walling hammer, sledge hammer, lump hammer, iron bar, mattock or pick</p> <p>2.2 Identify the importance of sharp, correct tools</p> <p>2.3 Identify why tools should be cleaned</p>
3. Understand the history and general principles of dry stone walling	<p>3.1 Indicate where materials were originally gathered from to build dry stone walls</p> <p>3.2 Name two uses of dry stone walls</p>

	3.3 State two reasons why walls are left derelict or pulled down
4. Know the characteristics of dry stone walling reflecting geology	4.1 State the characteristics of the local style of dry stone wall 4.2 Identify if the local style is coursed or random 4.3 Name one regional dry stone wall
5. Know how to deal with faults in dry stone walls and about gapping and stripping down	5.1 Identify what to do where there are faults in a fallen wall 5.2 Identify the types of stone that are taken out 5.3 State the importance of recovering all stone from the wall
6. Know the technical elements of how a dry stone wall is made up	6.1 Identify two types of stones used in building/rebuilding (coping, through, building, foundation) 6.2 Name a common walling stone 6.3 State the importance of sound foundations 6.4 State the importance of reviewing work undertaken
7. Know about removing vegetation	7.1 Indicate the benefit of removing vegetation before rebuilding a dry stone wall
8. Know different features of a dry stone wall	8.1 Name two dry stone wall features
9. Understand the wildlife value of dry stone walls	9.1 Give two benefits of dry stone walls to wildlife
10. Know the benefits of walls versus banks, hedges and fences	10.1 Give three reasons why walls may be more beneficial than banks or hedges 10.2 Give three reasons why walls may be more beneficial than fences
11. Understand the use of concrete and mortar	11.1 Identify the reasons concrete or mortar are sometimes used 11.2 State two drawbacks of using mortar in dry stone walls
12. Know how to prevent decay of stonework	12.1 State the reason for allowing stone to "weather" a

frost before using it in a wall

Mapping to National Occupational Standards

L24; L25; L27; EC2; CU22; CU14

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. 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 to LO12 are the key areas of knowledge for this unit

Learning Outcome 1. Understand the health and safety issues in relation to dry stone walling

- 1.1** Name the relevant and current legislation: 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, Lifting Operations and Lifting Equipment Regulations, Manual Handling Operations Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Health and Safety Executive code of practice - Safety at street works and road works. Health and Safety Executive guidance leaflets - Working alone in safety and Cattle and public access in England
Wildlife and conservation e.g. Wildlife and Countryside Act
Natural England notifications e.g. SSSI's (and SPA's) - notification of listed operations
- 1.2** Three items of PPE and why important e.g. overalls - to protect clothes from dust, dirt and abrasion, steel toe capped boots with good grip - to protect feet from falling stone and prevent slipping, gloves - to prevent sore hands, goggles if shaping stone
- 1.3** Give reasons for not breaking small stones in the hand e.g. danger of missing / slipping and inuring hand, vibration of impact and possible long term effects if done habitually
- 1.4** Reason to avoid working in very wet conditions e.g. slippery stones, soaked clothes, damage to the environment - mud on roads and compaction.
- 1.5** Why a clear gap should be kept between the wall and walling material e.g. to enable safe pick up without risk of bumping wall, safe and efficient carrying of stones to desired position without having to walk over stones lying near the wall

Learning Outcome 2. Know a range of hand tools used for walling and how to care for them

- 2.1** Identify a walling hammer, sledge hammer, lump hammer, iron bar, mattock

or pick e.g. from examples or pictures of the tools named

- 2.2** Importance of sharp tools e.g. ease and accuracy of splitting stone. Correct tools: Weight e.g. for size of rock to be broken up or trimmed.
Temper correct for type of rock e.g. steel headed for granite, do not use cast iron hammers for wall stones – shattering
- 2.3** Why tools should be cleaned e.g. avoid mud on handle causing tool to slip when used, good practice to avoid rusting / pitting of metal parts, rotting of wooden parts

Learning Outcome 3. Understand the history and general principles of dry stone walling

- 3.1** Where materials were originally gathered from to build dry stone walls e.g. collected from surface, quarried, reclaimed from other sites
- 3.2** Name two uses of dry stone walls e.g. to create enclosures for livestock, barrier beside footpaths to direct appropriate access and to create edging and features in gardens
- 3.3** Two reasons why walls are left derelict or pulled down e.g. availability and cost of skilled craftsmen to repair walls, stock control function replaced by fencing, pulled down because unsafe or due cultivation of former pasture fields and mechanisation

Learning Outcome 4. Know the characteristics of dry stone walling reflecting geology

- 4.1** Characteristics of the local style of dry stone wall e.g. type of stone - refer to LO6.1 and 6.2, size, colour and thickness of stone, pattern of laying - refer to LO4.2 and pattern of through stones and coping
- 4.2** Identify if the local style is coursed or random e.g. are layers constructed from stones of similar height laid in layers or are layers constructed from more randomly sized stones
- 4.3** Name one regional dry stone wall e.g. the South West or Pennines. Specific examples may be found at the front and back of the BTCV Dry Stone Walling practical handbook e.g. coursed at Butterton, Staffordshire, Herringbone at Tintagel, Cornwall

Learning Outcome 5. Know how to deal with faults in dry stone walls and about gapping and stripping down

- 5.1** Identify what to do where there are faults in a fallen wall: Faults e.g. foundation stones wobbly, out of line or tilted outwards, wall stones poorly overlapped. What to do e.g. strip out all stones down to and including fault layer and rebuild
- 5.2** Identify the types of stone that are taken out e.g. remove coping stones to a safe distance (0.6 - 1 metre) either side of gap, strip out all stones down to fault including through stones and filling. Work down to foundation stones if these are the cause of the fault and reset or replace

5.3 State the importance of recovering all stone from the wall e.g. so that there is enough stone, cost implications if more stone needed as large / through / coping stones may be buried under fallen stone - recover these in time for their reuse

Learning Outcome 6. Know the technical elements of how a dry stone wall is made up

6.1 Identify two types of stones used in building/re-building (coping, through, building, foundation) e.g. from examples or pictures of the stones named

6.2 Name a common walling stone e.g. limestone, slate, granite

6.3 State the importance of sound foundations e.g. areas of poor drainage or soft ground, wobbly, poorly seated, tilted, out of line or awkward shaped foundation stones may cause the wall to slump, bulge or collapse

6.4 State importance of reviewing work undertaken e.g. to check wall meets specification, is secure, check layers, courses, overlapping of stones to cross joints, spacing of through stones, along the line of the wall for straightness and against batter frames / line bars

Learning Outcome 7. Know about removing vegetation

7.1 Benefit of removing vegetation before rebuilding e.g. to allow clear access to the foundation trench to see faults and for any re-excavation necessary, roots / stems may have unbalanced wall stones, sorting and laying out stones, avoid tripping over briars

Learning Outcome 8. Know different features of a dry stone wall

8.1 Two dry stone wall features e.g. seats, niches, pillars, cairns

Learning Outcome 9. Understand the wildlife value of dry stone wall

9.1 Two benefits of dry stone walls to wildlife: Flora e.g. provide good habitat for ferns, lichens, mosses and higher plants such as stonecrop and ivy-leaved toadflax. Fauna e.g. some birds such as wagtails / tits nest in dry stone walls and they also provide habitat for a variety of insects, spiders and snails, reptiles and small mammals

Learning Outcome 10. Know the benefits of walls versus banks, hedges and fences

10.1 Three reasons why walls may be more beneficial than banks or hedges

- Stable long term habitat - hedges can die or gaps appear, banks may erode
- Low maintenance requirements relative to hedges / banks
- More suitable in upland and built from the materials naturally available

10.2 Three reasons why walls may be more beneficial than fences

- Provide shelter for livestock
- Provide habitat for a range of flora and fauna

- Walls are long lasting but fences can fall over / posts rot at bases
- More aesthetically pleasing than fencing - value to tourism, ramblers etc

Learning Outcome 11. Understand the use of concrete and mortar

11.1 Reasons concrete or mortar are sometimes used e.g. to strengthen coping, to strengthen wall heads constructed from small stones, to strengthen walls that may be subject to traffic vibration, to create special features e.g. pillars to hang gates

11.2 Two drawbacks of using mortar in dry stone walls e.g. additional cost of materials and transport / labour cost in getting them to the site of use, trapping of water which may cause damage if it freezes, disruption of the wall's natural settlement process leading to weaknesses, aesthetic - may look unnatural or out of character

Learning Outcome 12. Know how to prevent decay of stonework

12.1 Reason for allowing stone to "weather" a frost before using it in a wall e.g. if stones have cracks in them or a pore structure that would allow water to freeze, expand and cause further cracking or flaking it is best to determine this before using them in the wall

Teaching Strategies And Learning Activities

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

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

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

Learning Outcomes 1 to 12

Delivery of this learning outcome is by generation of knowledge evidence, for example by answering oral or written questions, assignments or internet information sources cross referenced to the knowledge evidence.

This unit could be completed in conjunction with Assist with Maintaining Structures and Surfaces - Level 1, which would allow knowledge evidence to be linked to the practical work e.g. by observation of surface / structure maintenance activities and witness testimony

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.

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

Where possible learners should be given the opportunity to view practical situations relevant to the learning outcomes in this unit as a basis for any projects or assignments. Centres will need to devise assessment methods that cover all of the knowledge evidence requirements in a stimulating and interesting way.

Alternatively if the learner also progresses towards the unit - Assist with Maintaining Structure and Surfaces - Level 1, Learning Outcome 1 could also be assessed practically by observation or by generation of diverse evidence.

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.

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

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

Additional Information

Useful sources of reference

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations
- 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
- County Council websites for historic, environmental and archaeological services
- 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 application for licences and involvement in Areas of Outstanding Natural Beauty e.g. New Forest <http://www.ruralways.org.uk/new-forest>
- Dry Stone Walling Association of Great Britain has a picture library and useful information for dry stone wallers at <http://www.dswa.org.uk/>
- BTCV Dry Stone Walling and Footpaths - practical handbooks

See Skills and Education Group Awards website for further information

Principles of Planting and Establishing Plants

Unit Reference	Y/502/4016
Level	1
Credit Value	2
Guided Learning Hours	18
Unit Summary	The candidate will be able to describe the establishment of plants in the nursery or amenity situations and outdoors or under protected situations and how to comply with all health and safety requirements
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Know how to plant in outdoor or protected environments	<p>1.1.State how to transport plants</p> <p>1.2 State how to keep plants in suitable condition prior to planting</p> <p>1.3 State the types of tools, materials and personal protective equipment required for the job</p> <p>1.4 State how to prepare tools and materials ready for the job</p> <p>1.5 State how to prepare the planting medium for the job</p> <p>1.6 State how planting is carried out and what the results should look</p> <p>1.7 State how to use and store tools, materials and personal protective equipment correctly</p> <p>1.8 State which problems should be reported, to whom they should be reported and when this should be done</p>
2. Know how to establish plants after planting	2.1 State the types of tools, materials and personal protective equipment to use

	<p>2.2 State how to get tools, equipment and materials ready for the job</p> <p>2.3 State the types of plant protection used and the labelling required</p> <p>2.4 State how to use and store tools, personal protective equipment and materials correctly</p> <p>2.5 State which problems should be reported, to whom they should be reported and when this should be done</p>
<p>3. Know how to work safely</p>	<p>3.1 Describe how to maintain the health and safety of self and others</p> <p>3.2 State how and why to tools and equipment should be cleaned</p>
<p>Mapping to National Occupational Standards CU61</p>	

Supporting Unit Information

Y/502/4016 Principles of planting and establishing plants - Level 1

Indicative Content

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

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. and then to the Assessment Criteria number listed e.g. LO 1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

LO1, LO2 and LO3 are the key areas of knowledge for this unit.

Learning Outcome 1. Know how to plant in outdoor or protected environments

- 1.1** State how to transport plants e.g. retain in containers or cover bare roots with protective material, carry by hand, place on trolley / in trailer (containers to be upright and closely packed in order not to fall over) carefully to avoid damage to plant material.
- 1.2** State how to keep plants in suitable condition prior to planting e.g. (i) container plant soil to be kept moist, remove surface growth, if required plant to be supported, (ii) bare roots to be kept moist and covered with protective material or heeled in, remove any diseased material and any broken / damaged branches (cleanly with secateurs).
- 1.3** State the types of tools, materials and PPE required for job e.g. tools (trowel, secateurs, rake, spade, garden fork, brush), plant material, fertiliser, soil ameliorants (sand, compost, mulch), depending on size (stake, hammer, "Drive All", tree tie, tacks), steel toe-capped boots, gloves, eye protection, protective clothing.
- 1.4** State how to prepare tools and materials ready for the job e.g. check tools / equipment (refer to LO 1.3) to be clean, in working order and free from damage, materials (fertiliser, ameliorant), as directed to be collected from store and maintained free from damage.
- 1.5** State how to prepare the planting medium for the job e.g. (i) remove surface growth, cultivate soil to appropriate depth, incorporate fertiliser / ameliorant, rake to fine tilth and level (removing stones), (ii) remove surface growth, mark out pit area (a little larger than just allowing the plant roots to be accommodated), remove soil to appropriate depth, break down soil (removing stones), incorporate fertiliser and ameliorant into soil heap, loosen sides and

base of pit.

- 1.6** State how planting is carried out and what the results should look like e.g. (i) remove damaged / diseased material (refer to LO 1.2), remove plant from container, make hole,(refer to LO 1.5) place plant in hole (to cover roots), firm in, level surrounding soil, (ii) put in stake (if required), remove protective material from roots, place plant in hole (refer to LO 1.5) to correct depth (if appropriate to nursery depth), replace soil (working it around bare roots), firm in layers to surrounding levels, remove and dispose of any surplus soil / debris as directed. Result should be as planting plan or as instructed with best face toward viewing point. Tools to be placed safely when not in use.
- 1.7** State how to use and store tools, materials and PPE correctly e.g. refer to LO 1.4, use tools only as instructed safely and with no risk to others, clean off soil and oil bare metal parts returning to store to be placed safely and securely (use shadow board / fixed racks / containers). Materials only to be used as directed, any surplus to be returned to store. Appropriate PPE (refer to LO 1.3) to be worn during work activities and on completion of work to be cleaned and placed in appropriate locker.
- 1.8** State which problems should be reported, to whom and when e.g. matters relating to tools (damaged, broken), damage to plants (roots / stems / branches broken), change to conditions (soil becomes wet / dry), insufficient plants / materials to finish job. This should be done as soon as possible after becoming aware of the problem to the supervisor or line manager.

Learning Outcome 2. Know how to establish plants after planting

- 2.1** State the types of tools, materials and PPE to use e.g. tools (spade, fork, secateurs, watering can / hose), materials (mulch, fertiliser, guards), PPE refer to LO 1.3
- 2.2** State how to get tools, equipment and materials ready for the job e.g. refer to LO 1.4
- 2.3** State the types of plant protection used and the labelling required e.g. support to be provided by placing firmly a cane / stake and fixing tie, shelter / guard, to be placed securely after planting, mulching material (bark / compost applied and spread evenly 50 – 100mm deep or mulch mat placed as directed), label to be placed / secured as appropriate (firmly in ground / tied on plant / placed with own support).
- 2.4** State how to provide the plants with necessary moisture e.g. apply water by can or hose to ensure soil is at field capacity.
- 2.5** State how to use and store tools, PPE and materials correctly e.g. ensure water is not wasted, apply fertiliser as recommended by the manufacturer, fix guards / ties securely, refer to LO 1.7 and 2.3
- 2.6** State which problems should be reported, to whom and when e.g. refer to LO 1.8

Learning Outcome 3. Know how to work safely

- 3.1** Describe how to maintain the health and safety of self and others e.g. be aware of others, use tools / equipment only as instructed, PPE to be worn and free from damage (refer to LO 1.3), place signage, rope / tape off area, stop working if persons or animals approach working area, stop using tools / equipment if fault occurs, keep materials secure from unauthorized access. Follow risk assessment recommendations.
- 3.2** State how and why tools and equipment should be cleaned e.g. cleaning refer to LO 1.7, why – in order to maintain them in good safe working condition, prevent rusting of metal parts and be ready for next job.
- 3.3** State why it is important to tidy up e.g. to make site safe, to remove surplus plants and materials to store (refer to LO 1.7), to clean and return tools to store (refer to LO 1.7), remove any spoil / debris to disposal area (compost, skip).

Teaching Strategies And Learning Activities

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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 the generation of knowledge evidence which could be linked to practical work e.g. by observation of work activities and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence criteria.

Prior to, during and after completion of practical work, photographs or video could be taken to provide evidence of progress.

Methods Of Assessment

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

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

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1 and 2 link together and can be assessed practically by observation or by generation of diverse evidence.

It is important that practical assessment activities are supervised appropriately.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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of work and lists of Acts, Statutory instruments and legal publications

- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, waste and water etc
- The Code of Practice - Protecting our Water, Soil and Air has a useful list of references in Section 9

See Skills and Education Group Awards website for further information

Appendices

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners **must** be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred **must** share the same learning outcomes and assessment criteria along with the same unit number. Assessors **must** ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit **must** have the same credit value or greater than the unit(s) in question and be at the same level or higher.
- Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have

resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing SEG Awards Qualifications' which can be downloaded [here](#):

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the Skills and Education Group Awards web site.

Exemptions

This qualification contains exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit / component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit / component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response