

Specification

Edexcel competence-based
qualifications

Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF)

First registration July 2011



Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs and competency based qualifications, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton
Prepared by Tom Gudgeon

Publications Code N027103

All the material in this publication is copyright
© Pearson Education Limited 2011

Contents

Qualification title covered by this specification	1
Key features of the Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF)	2
What is the purpose of this qualification?	2
Who is this qualification for?	2
What are the benefits of this qualification to the learner and employer?	2
What are the potential job roles for those working towards this qualification?	3
What progression opportunities are available to learners who achieve this qualification?	3
What is the qualification structure for the Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF)?	4
How is the qualification graded and assessed?	7
Assessment principles	7
Types of evidence (to be read in conjunction with the assessment strategy in <i>Annexe D</i>)	8
Centre recognition and approval	9
Centre recognition	9
Approvals agreement	9
Quality assurance	9
What resources are required?	9
Unit format	10
Units	11
Unit 1: Reduce Risks to Health and Safety in the Workplace	13
Unit 2: Communicate Effectively in the Workplace	17
Unit 3: Develop Yourself in the Job Role	21
Unit 4: Work with Others and Follow Reporting Procedures	25
Unit 5: Work Individually and Follow Reporting Procedures in a Cleaning Environment	29
Unit 6: Clean and Maintain Internal Surfaces and Areas	35
Unit 7: Clean and Maintain External Surfaces and Areas	41
Unit 8: Deal with Routine Waste	47
Unit 9: Clean Washrooms and Replenish Supplies	53
Unit 10: Clean High Risk Areas	59

Unit 11:	Clean Confined Spaces	67
Unit 12:	Clean Food Areas	75
Unit 13:	Deal with Non-routine Waste	83
Unit 14:	Carry Out Maintenance and Minor Repairs	89
Unit 15:	Perform Street Cleansing Manually	95
Unit 16:	Perform Street Cleansing Mechanically	101
Unit 17:	Work Safely at Heights	109
Unit 18:	Prepare and Operate a Tractor and Attachments	113
Unit 19:	Construct and Maintain Boundaries	119
Unit 20:	Construct and Maintain Paths	123
Unit 21:	Repair and Maintain Structures or Surfaces	127
Unit 22:	Prepare and Construct New Structures or Surfaces	133
Unit 23:	Transplant Large Root-balled Plants	137
Unit 24:	Maintaining Plants Outdoors	141
Unit 25:	Prepare and Apply Pesticides	145
Unit 26:	Design Landscape Areas and Specify Materials and Components	153
Unit 27:	Clearing Horticultural and Landscaping Sites	159
Unit 28:	Levelling and Preparing Sites for Landscaping	163
Unit 29:	Preparing Ground for Seeding and Planting	167
Unit 30:	Establishing Plants or Seeds in Soil	171
Unit 31:	Identify the Health and Maintain the Condition of General Amenity Turf	175
Unit 32:	Establish Decorative Amenity Areas	181
Unit 33:	Maintain the Appearance of Decorative Amenity Areas	185
Unit 34:	Maintain the Health of Sports Turf	189
Unit 35:	Maintain the Condition of Sports Turf Surfaces	193
Unit 36:	Renovate and Repair Sports Turf Surfaces	199
Unit 37:	Preparing and Transporting Plants and Resources	205
Unit 38:	Installing Drainage Systems	211
Unit 39:	Maintain Drainage Systems	215
Unit 40:	Maintain and Develop Decorative Horticultural Features	219
Unit 41:	Set and Mark Out Landscape Sites to Establish Grassed and Planted Areas	225
Unit 42:	Evaluate Ground and Environmental Conditions to Establish Grassed and Planted Areas	229
Unit 43:	Prepare Sites for Soft Landscape Establishment	233
Unit 44:	Establish Planted Areas	237
Unit 45:	Establish Grass Swards	241

Unit 46: Plan the Maintenance, Repair and Renovation of Sports Turf Areas	245
Unit 47: Plan and Set Out Sports Areas	251
Unit 48: Plan and Maintain Planted Areas	255
Unit 49: Plan and Renovate Planted Areas	259
Unit 50: Prepare Sites for Landscape Works	263
Unit 51: Design and Install Drainage Systems	269
Unit 52: Laying Hard Surfaces for External Landscaping	273
Unit 53: Construct Free Standing Walls	277
Unit 54: Install Hard Landscape Features and Structures	281
Unit 55: Plan and Construct Water Features	285
Unit 56: Construct Rock Gardens	289
Unit 57: Repair and Restore Walls	293
Unit 58: Restore Soft Landscape Areas	297
Unit 59: Use and Maintain Non-powered and Hand Held Powered Tools and Equipment	301
Unit 60: Use and maintain pedestrian controlled powered equipment	305
Unit 61: Use and Maintain Ride-on Powered Equipment	309
Unit 62: Use and Maintain Chippers and/or Shredders	313
Unit 63: Control Vertebrate Pests	317
Unit 64: Control Invertebrate Pests	321
Further information	325
Useful publications	325
How to obtain National Occupational Standards	325
Professional development and training	326
Annexe A: Progression pathways	327
The Edexcel qualification framework for the local environmental service skills sector	327
Annexe B: Quality assurance	329
Key principles of quality assurance	329
Quality assurance processes	329
Annexe C: Centre certification and registration	331
What are the access arrangements and special considerations for the qualification in this specification?	331
Annexe D: Assessment principles	333
Annexe E: Question booklet	347
Edexcel Level 2 Certificate in Local Environmental Service Skills (QCF) - Underpinning knowledge and understanding questions	347

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF):

Qualification title	Qualification Number (QN)	Operational Start date
Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF)	600/2280/2	01/07/2011

This qualification has been approved within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF unit reference number, which are listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

For further information on the funding of 14–19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI websites.

Key features of the Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF)

This qualification is:

- nationally recognised
- based on the Local Environmental Services National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by Asset Skills.

What is the purpose of this qualification?

This qualification is designed for learners who are working in the cleaning and/or environmental services sector. It offers learners the opportunity to develop skills and knowledge required to prove competence at work. It will also suit learners who are competent at core cleaning/environmental services activities and are looking for ways of developing their existing skills and knowledge, perhaps to support multi-skilling or to assist in promotion.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the local environmental services skills sector as defined by Asset Skills, the Sector Skills Council. As such, it contributes to the development of skilled labour in the sector.

What are the potential job roles for those working towards this qualification?

- Caretaker/maintenance person
- Cleaner
- Housekeeper
- Industrial cleaner
- NVQ/SVQ assessor
- Parks officer
- Prison instructor
- Street cleaner
- Theme park/fairground worker
- Training instructor
- Window cleaner

What progression opportunities are available to learners who achieve this qualification?

This qualification supports and offers opportunities for progression to further related qualifications such as Edexcel Level 3 Management qualifications, foundation degrees, post-graduate Diplomas and Masters degrees in Environment Services Skills.

This qualification has links with the qualification framework for the cleaning services sector.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Certificate in Local Environmental Services Skills (QCF)?

Individual units can be found in the *Units* section.

Achievement of this qualification requires a minimum of 20 credits. 7 credits must be achieved from Mandatory Suite A, one unit only (a minimum of 2 credits) must be taken from Optional Suite B, a minimum of 3 credits from Optional Suite C and a minimum of 8 credits from Optional Suite D to complete the qualification.

Mandatory Suite A

Unit reference	Unit title	Level	Credit
M/600/2775	Reduce Risks to Health and Safety in the Workplace	2	3
D/600/6322	Communicate Effectively in the Workplace	2	2
R/600/6351	Develop Yourself in the Job Role	2	2

Optional Suite B

Unit reference	Unit title	Level	Credit
J/600/6279	Work with Others and Follow Reporting Procedures	1	2
A/600/6280	Work Individually and Follow Reporting Procedures in a Cleaning Environment	1	3

Optional Suite C

Unit reference	Unit title	Level	Credit
K/600/6324	Clean and Maintain Internal Surfaces and Areas	2	4
M/600/6325	Clean and Maintain External Surfaces and Areas	2	4
T/600/6326	Deal with Routine Waste	2	3
J/600/6329	Clean Washrooms and Replenish Supplies	2	3
A/600/6330	Clean High Risk Areas	2	5
F/600/6331	Clean Confined Spaces	2	4
J/600/6332	Clean Food Areas	2	4
T/600/6343	Deal with Non-Routine Waste	2	3
A/600/6344	Carry Out Maintenance and Minor Repairs	2	3
F/600/6345	Perform Street Cleansing Manually	2	3
J/600/6346	Perform Street Cleansing Mechanically	2	4
R/600/6348	Work Safely at Heights	2	3

Optional Suite D

Unit reference	Unit title	Level	Credit
H/501/0457	Prepare and Operate a Tractor and Attachments	2	5
T/502/1429	Construct and Maintain Boundaries	2	3
D/502/1425	Construct and Maintain Paths	2	3
F/502/1451	Repair and Maintain Structures or Surfaces	3	2
J/502/1452	Prepare and Construct New Structures or Surfaces	3	5
A/502/1450	Transplant Large Root-Balled Plants	3	4
J/502/1533	Maintaining Plants Outdoors	2	3
J/502/1516	Prepare and Apply Pesticides	3	7
L/501/0503	Design Landscape Areas and Specify Materials and Components	3	9
H/502/0468	Clearing Horticultural and Landscaping Sites*	2	3
D/502/0467	Levelling and Preparing Sites for Landscaping	2	4
K/502/0990	Preparing Ground for Seeding and Planting*	2	4
A/502/1223	Establishing Plants or Seeds in Soil*	2	4
H/502/1216	Identify the Health and Maintain the Condition of General Amenity Turf	2	5
F/502/0395	Establish Decorative Amenity Areas	2	6
J/502/0396	Maintain the Appearance of Decorative Amenity Areas	2	7
L/502/0397	Maintain the Health of Sports Turf*	2	5
K/502/0424	Maintain the Condition of Sports Turf Surfaces	2	7
J/502/0432	Renovate and Repair Sports Turf Surfaces	2	3
Y/502/0466	Preparing and Transporting Plants and Resources	2	2
D/502/1229	Installing Drainage Systems	2	3
T/502/1222	Maintain Drainage Systems	2	3
D/502/1280	Maintain and Develop Decorative Horticultural Features	3	8
H/502/0499	Set and Mark Out Landscape Sites to Establish Grassed and Planted Areas*	3	3
L/502/0500	Evaluate Ground and Environmental Conditions to Establish Grassed and Planted Areas	3	3

Unit reference	Unit title	Level	Credit
D/502/0503	Prepare Sites for Soft Landscape Establishment	3	3
D/502/0856	Establish Planted Areas	3	3
H/502/0857	Establish Grass Swards	3	3
H/502/0504	Plan the Maintenance, Repair and Renovation of Sports Turf Areas	3	6
R/502/0501	Plan and Set Out Sports Areas	3	3
D/502/0498	Plan and Maintain Planted Areas	3	3
Y/502/0497	Plan and Renovate Planted Areas	3	3
H/502/1183	Prepare Sites for Landscape Works	3	6
R/502/1227	Design and Install Drainage Systems	3	4
T/502/1186	Laying Hard Surfaces for External Landscaping	2	4
A/502/1187	Construct Free Standing Walls	2	4
F/502/1188	Install Hard Landscape Features and Structures	2	6
F/502/1191	Plan and Construct Water Features	3	6
J/502/1189	Construct Rock Gardens	2	6
M/502/1283	Repair and Restore Walls	3	4
A/502/1190	Restore Soft Landscape Areas	3	4
K/502/0438	Use and Maintain Non-powered and Hand Held Powered Tools and Equipment*	2	3
R/502/0434	Use and Maintain Pedestrian Controlled Powered Equipment	2	3
H/502/0440	Use and Maintain Ride-on Powered Equipment	2	3
T/502/0443	Use and Maintain Chippers and/or Shredders	2	3
Y/601/2636	Control Vertebrate Pests	2	5
D/601/2640	Control Invertebrate Pests	2	5

*This unit assess both knowledge and competence skills. The knowledge component is assessed using a bank of questions. Please refer to the question booklet in *Annexe E*.

Sufficient and valid evidence must be provided by the learner to demonstrate their understanding of the knowledge criteria. There must be evidence that the questions have been internally assessed and internally verified. The learner can either fill-in the answers to the questions or the assessor could ask the learners the questions, obtain verbal answers and sign off that this has been completed.

All learners undertaking this unit need to complete the bank of questions.

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment principles

The assessment principles for this qualification has been included in *Annexe D*. It has been developed by Asset Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment principles (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the local environmental services sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This is the unit owner's reference number for the specified unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Reduce Risks to Health and Safety in the Workplace

Unit reference number: M/600/2775

QCF level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about their organisation's health and safety procedures	1.1 describe their responsibilities and legal duties for health and safety in the workplace 1.2 identify responsibilities and legal duties for health and safety specific to their own job role 1.3 name and locate the person responsible for health and safety in their area of work 1.4 describe where and when to get additional health and safety assistance 1.5 give reasons why it is important to follow manufacturer's instructions for the safe use of equipment, materials and products			
2 Know how to identify the hazards in the workplace	2.1 define the term 'hazard' 2.2 give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role 2.3 give reasons why it is important to remain alert to the presence of hazards in the whole workplace 2.4 describe why personal presentation and behaviour is important in maintaining health and safety in the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to evaluate risks in the workplace	3.1 define the term 'risk' 3.2 give reasons why they should deal with or report risks 3.3 describe procedures for reporting risks which they are unable to deal with 3.4 describe the risks to the environment which may be present in the workplace and your own job			
4 Be able to identify the hazards and risks in the workplace	4.1 select the workplace instructions relevant to the job 4.2 identify aspects of the workplace which could pose a danger to themselves or others 4.3 give examples of working practices in the job which could pose a danger to people in the workplace 4.4 assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person 4.5 deal with hazards in accordance with instructions and legal requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to reduce the risks to health and safety in the workplace	5.1 perform duties in accordance with workplace instructions, manufacturers' instructions and legal requirements 5.2 use equipment materials and products safely and in accordance with instructions 5.3 use relevant equipment to control risks to health and safety 5.4 make suggestions on how to reduce risks to health and safety in the workplace to the relevant person 5.5 describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person 5.6 describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 2: Communicate Effectively in the Workplace

Unit reference number: D/600/6322

QCF level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is about communicating politely and effectively with other people that you might encounter when conducting your work.

Communicating with others is also important to you if you work alone when you must follow workplace procedures to keep in touch with your workplace and/or colleagues.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to communicate with others in the workplace	1.1 describe how to respond to different customer needs and attitudes 1.2 describe positive and negative behaviour in relation to equality and diversity in the workplace 1.3 state when different forms of communication should be used in the workplace 1.4 describe how to check that information has been understood 1.5 explain how personal behaviour can contribute to the positive image of the organisation 1.6 state the importance of communicating all the information necessary to the relevant person 1.7 state the importance of responding positively to queries from customers and the public			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to record and pass on information	2.1 state where to find up-to-date information needed to carry out own job 2.2 identify the different ways in which information is recorded 2.3 describe the procedures for recording, acknowledging and responding to incoming information 2.4 describe what actions to take when encountering problems passing on information 2.5 state how to report faults with communication equipment			
3 Be able to communicate with others in the workplace	3.1 respond to the needs and attitudes of customers appropriately 3.2 present a positive image of the organisation 3.3 give customers and others relevant information following organisational requirements 3.4 respond promptly, clearly and politely to questions and comments from customers and others 3.5 check that customers and others have understood the information correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to record and pass on information	4.1 use up to date information to carry out the task 4.2 record information following organisational requirements 4.3 pass on accurate information promptly and take appropriate action when this cannot be done 4.4 report faults with communication equipment			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 3: Develop Yourself in the Job Role

Unit reference number: R/600/6351

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about developing yourself in your job by identifying areas for further development and setting yourself targets for achieving this.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to develop him/her self in the job	1.1 identify activities that could help with self development 1.2 describe how to set targets for personal development 1.3 state the importance of setting achievable personal development targets 1.4 identify the types of support available to achieve targets 1.5 describe the procedures for accessing support 1.6 state the importance of reviewing and updating progress against targets 1.7 describe the procedures for reviewing and updating progress 1.8 list the benefits of discussing progress with others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to develop him/her self in the job	2.1 identify and agree areas where they could develop further 2.2 agree achievable targets for personal development 2.3 agree the time and support required to achieve targets 2.4 demonstrate new skills in the workplace 2.5 request and use feedback on own performance from others			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 4: Work with Others and Follow Reporting Procedures

Unit reference number: J/600/6279

QCF level: 1

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is about working with others with the same occupation as yourself in your organisation and following the correct reporting procedures. It is about giving help to others when they need it and responding appropriately when incidents or disagreements arise.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the organisational requirements before starting work	1.1 state the procedures for entering and leaving the workplace 1.2 state the importance of following procedures for entering and leaving the workplace 1.3 state the standards of behaviour expected in the workplace 1.4 state the importance of giving a positive impression to others 1.5 state where to obtain the work schedule and instructions			
2 Know how to work as part of a team	2.1 list different ways of communicating with others in the team 2.2 state why it is important to check that they have been understood 2.3 list tasks that may be shared in the team 2.4 state the limits of own responsibility in demonstrating tasks to others 2.5 list the types of assistance that may be offered to colleagues 2.6 state how to ask for help in carrying out work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to resolve difficult situations and who to report them to	3.1 describe ways to handle disagreements so that it does not affect the work of the team 3.2 state the importance of resolving disagreements as soon as possible 3.3 state when and to whom disagreements should be reported 3.4 describe risks and problems that may be encountered and how they can be dealt with 3.5 state the organisational requirements for recording damage, breakages and disruption 3.6 state the importance of reporting any damage, breakages and disruption caused			
4 Be able to work as part of a team	4.1 follow the correct procedure for entering and leaving the workplace 4.2 use the work schedule to complete the work as a team 4.3 agree with colleagues how to share work so that the team works effectively 4.4 welcome new colleagues to the team 4.5 show others how to do any tasks they may not have done before, within the limits of own responsibility 4.6 answer work related questions from other members of the team			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 communicate with customers and others in a professional manner to provide any information needed			
5 Be able to record and report any incidents or disagreements	5.1 report any problems which: – they are unable to deal with alone – affect health and safety – affect the reputation of the workplace 5.2 record any breakages, damage and disruption in the workplace 5.3 report any work that is incomplete and agree arrangements for finishing the work			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 5: **Work Individually and Follow Reporting Procedures in a Cleaning Environment**

Unit reference number: A/600/6280

QCF level: 1

Credit value: 3

Guided learning hours: 19

Unit summary

This unit is about working individually without the presence of a supervisor or other team members in a cleaning environment. This unit is also suitable for lone workers.

When working individually you might have to deal with team workers from other occupational areas or the general public by providing them with information, or interacting with them in another way. In these situations it is important that you act appropriately to create a positive impression of your employer and/or workplace.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to ensure own safety when working individually when cleaning	1.1 state the arrangements for contacting the appropriate person 1.2 state how often contact should be made when carrying out work 1.3 state the procedures for entering the workplace 1.4 state types of risks present in the workplace 1.5 state the importance of taking action to reduce risks in the workplace 1.6 define own level of responsibility for controlling access to the workplace 1.7 state the importance of following procedures for access to the workplace 1.8 list types of other authorised persons who can enter the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know expected standards of behaviour in the workplace	2.1 state the standards of behaviour expected in the workplace 2.2 state the importance of giving a positive impression to others 2.3 list different ways of communicating with others 2.4 state why it is important to check that they have been understood			
3 Know how to carry out work individually	3.1 state where to obtain the work schedule and instructions 3.2 define the areas in which they are authorised to carry out work 3.3 state the importance of assessing how own work is progressing 3.4 state the importance of identifying any tasks that they will be unable to complete individually			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to follow procedures when working individually	4.1 state the organisational requirements for reporting to own employer or customer 4.2 state employer procedures and rules, including emergency procedures and contacts that apply to the work area 4.3 state the organisational requirements for recording damage, breakages and disruption 4.4 state the importance of reporting any damage, breakages and disruption caused 4.5 state the organisational requirements for leaving the workplace 4.6 state the importance of leaving the workplace secure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to ensure own safety when working individually when cleaning	5.1 maintain agreed levels of contact with the appropriate person when carrying out work 5.2 follow the correct procedure for entering and leaving the workplace 5.3 identify risks present in the workplace 5.4 take action to reduce risks in the workplace 5.5 control access to the workplace within the limits of own responsibility 5.6 respond to customers and others and provide information that meets their needs			
6 Be able to carry out work individually	6.1 use the work schedule to complete work 6.2 identify tasks they are not able to complete individually and report to the appropriate person 6.3 report any problems to the appropriate person which: – they are unable to deal with alone – affect health and safety – affect the reputation of the workplace 6.4 record and report any breakages, damage and disruption in the workplace 6.5 report any work that is incomplete and agree arrangements for finishing the work with the appropriate person			

Learner name : _____ Date : _____
Learner signature : _____ Date : _____
Assessor signature : _____ Date : _____
Internal verifier signature : _____ Date : _____
(if sampled)

Unit 6: Clean and Maintain Internal Surfaces and Areas

Unit reference number:	K/600/6324
QCF level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean and maintain internal surfaces and areas	1.1 describe the sequence for cleaning to avoid re-soiling 1.2 list the permits and checks that may be required to work on the premises 1.3 state the procedures for entering and leaving the workplace 1.4 state the standards of appearance and behaviour required in the workplace 1.5 state the importance of personal hygiene when cleaning 1.6 describe how the following factors can influence the cleaning method used: - manufacturers' instructions - risk - efficiency - access - time - surface - type of soiling 1.7 state how to inspect a work area to decide what cleaning needs to be carried out			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 state the importance of wearing the required personal protective equipment and for others to see it being worn 1.9 state the importance of following a work schedule 1.10 describe the best methods and materials for carrying out a specific task identifying possible alternatives 1.11 state why different equipment should be used for different tasks 1.12 state the importance of using the correct colour coded equipment			
2 Understand how to clean and maintain internal surfaces	2.1 describe how to avoid causing injury or damage when cleaning 2.2 state the amount of time allowed for completing the activity 2.3 state what results are expected from each cleaning activity 2.4 state the techniques to use with chosen equipment and materials 2.5 describe the consequences of: - using wrong equipment - using wrong materials - not following manufacturers' instructions 2.6 state how to change between cleaning methods to cope with different types of soiling and surface			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	2.7	describe methods that can be used for different types of soiling and surface		
	2.8	state how to identify pest infestation and the action needed to deal with it		
	2.9	state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this		
	2.10	state the importance of checking the quality of work as it is being done		
	2.11	state tasks that are outside of own responsibility		
	2.12	describe the organisational requirements for dealing with and reporting accidental damage		
	3.1	state why tools and equipment should be cleaned after use		
	3.2	state the location of the storage areas for equipment and materials		
	3.3	state why storage areas should be kept clean, safe and secure		
	3.4	describe the organisational requirements for organising replacement and extra resources		
	Know how to complete the cleaning activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare to clean and maintain internal surfaces and areas	4.1 follow the correct procedure for entering and leaving the workplace 4.2 identify the area to be cleaned taking into account different types of surfaces and areas 4.3 inform appropriate people when cleaning is taking place and when it will be completed 4.4 select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling 4.5 select and wear appropriate personal protective equipment for the task 4.6 ensure that all surfaces are accessible and can be reached to carry out adequate cleaning 4.7 deal with unattended items following organisational requirements 4.8 ventilate the area			
5 Be able to clean and maintain internal surfaces	5.1 remove loose dirt, debris and detritus prior to cleaning 5.2 use the correct cleaning method for the work area, type of soiling and surface 5.3 follow the sequence for cleaning in order to avoid re-soiling 5.4 assess the actions required to prevent disturbance to others when cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 avoid obstructions to access when using cleaning equipment and power leads 5.6 select and display appropriate warning signs 5.7 adapt the cleaning method according to the available equipment, materials and problems identified 5.8 report any difficulties in carrying out the work in line with organisational requirements 5.9 deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage 5.10 report any additional cleaning required that is outside own responsibility or skill			
6 Be able to complete the cleaning process	6.1 replenish supplies or consumables 6.2 leave the area clean and dry 6.3 secure cleaning equipment, materials and personal protective equipment in the correct storage area 6.4 organise replacement resources as required			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 7: Clean and Maintain External Surfaces and Areas

Unit reference number: M/600/6325

QCF level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is about cleaning and maintaining external surfaces and areas following relevant processes and procedures. It covers assessing the area to see what work has to be done and selecting the most appropriate equipment for the task.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean and maintain external surfaces and areas	1.1 list the permits and checks that may be required for the task 1.2 state the location of the job and how to get to that location 1.3 describe how environmental conditions can affect: – the cleaning to be carried out – the equipment which can be used 1.4 state how to inspect a work area to decide what cleaning needs to be carried out 1.5 state the standards of appearance and behaviour required 1.6 state the importance of wearing the required personal protective equipment and for others to see it being worn 1.7 explain why it is important to inspect the work area for public access 1.8 describe the best methods and materials for carrying out a specific task identifying possible alternatives 1.9 describe why it is important to estimate the time required for the job			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to clean and maintain external surfaces and areas	2.1 state the techniques to be used with chosen equipment and materials 2.2 describe the tasks that need to be performed 2.3 describe the consequences of: – using wrong equipment – using wrong materials – not following manufacturers' instructions 2.4 state how to change between cleaning methods to cope with different environmental conditions 2.5 describe methods that can be used for cleaning external surfaces and areas 2.6 state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this 2.7 state the importance of checking the quality of work as it is being done 2.8 describe the organisational requirements for dealing with and reporting accidental damage 2.9 state the organisational requirements for reporting difficulties which may arise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete the cleaning activity	3.1 state why tools and equipment should be cleaned after use 3.2 state the location of the storage areas for equipment and materials 3.3 state why storage areas should be kept clean, safe and secure 3.4 describe the organisational requirements for organising replacement and extra resources			
4 Be able to prepare to clean and maintain external surfaces and areas	4.1 identify the area to be cleaned and the order in which tasks need to be done 4.2 assess the impact of environmental conditions, ie temperature, rain, humidity, wind and ice, on the order of tasks 4.3 select tools and equipment for the task, taking into account: - efficiency - risk - time - weather conditions 4.4 check that the tools and equipment required are available for use 4.5 select and wear appropriate personal protective equipment for the task 4.6 check that the equipment can be used safely in the work area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 deal with unattended items following organisational requirements			
5 Be able to clean and maintain external surfaces and areas	5.1 carry out work in a way which does not affect other exterior surfaces and areas			
	5.2 use the correct cleaning method for the work area and surface			
	5.3 adapt the cleaning methods according to available equipment and environmental conditions			
	5.4 report any difficulties in carrying out the work in line with organisational requirements			
	5.5 deal with accidental damage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to complete the cleaning process	6.1 organise replacement resources as required 6.2 clean tools and equipment after use 6.3 return tools and equipment to the correct place and store securely 6.4 report tools and machinery in need of repair			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 8: Deal with Routine Waste

Unit reference number: T/600/6326

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is about handling waste in conjunction with cleaning activities and making sure that the waste collection and holding areas are kept clean. This unit requires waste to be handled carefully, ensuring that waste receptacles are handled according to instructions. It is important to maintain personal hygiene when handling waste in order to prevent health and safety risks and to prevent contamination.

This unit does not cover non-routine removal of clinical waste or sharps.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to handle routine waste	1.1 describe the procedures and methods for preparing self and the work area 1.2 list different types of personal protective equipment 1.3 describe the importance of wearing personal protective equipment and for others to see it being worn 1.4 describe the importance of maintaining personal hygiene when handling routine waste 1.5 state the organisational requirements for handling and disposing of routine waste 1.6 state the correct equipment for handling and disposing of routine waste 1.7 state the arrangements for recycling in the workplace 1.8 describe the approved methods for transferring waste 1.9 describe the organisational requirements for reporting and handling waste spillages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to handle hazardous and suspicious items	2.1 state the importance of checking with the appropriate person before removing hazardous items 2.2 explain the organisational requirements for dealing with suspicious items			
3 Understand how to deal with waste containers	3.1 describe why the location and cleaning of waste areas is important in preventing and controlling pests 3.2 describe the organisational requirements for dealing with waste containers that are damaged 3.3 state the standards of cleanliness required for holding areas, empty holding and collection bins 3.4 state who is responsible for cleaning holding areas, empty holding and collection bins 3.5 state the location of waste holding areas 3.6 describe methods of taking waste to the holding area safely 3.7 describe the organisational requirements for reporting: - dangerous equipment - faulty equipment - danger of disease			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to handle routine waste safely	4.1 prepare self and the work area to do the task efficiently, correctly and safely 4.2 select and wear appropriate personal protective equipment for the task 4.3 identify the location of the waste holding areas 4.4 identify different categories of waste and deal with them appropriately 4.5 check that waste bags or receptacles are secure before handling 4.6 identify waste to be collected and transferred to a collection point 4.7 ensure that sacks and receptacles are not damaged during handling 4.8 ensure the safety of self and others when handling sacks and receptacles 4.9 check that sacks and receptacles are not damaged once they have been moved 4.10 take appropriate action if a sack or receptacle is damaged 4.11 apply organisational requirements on the safe removal of waste spillages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to deal with waste containers	5.1 follow organisational requirements to cut down the risk of contaminating surrounding areas 5.2 follow organisational requirements for reporting signs of pest infestation 5.3 clean waste containers 5.4 replace waste containers or bin liners 5.5 report any faulty or damaged equipment 5.6 secure cleaning equipment, machinery and waste containers to the correct storage area 5.7 follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 9: Clean Washrooms and Replenish Supplies

Unit reference number: J/600/6329

QCF level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is about cleaning washrooms and involves following procedures for entering the washroom, selecting equipment and preparing the cleaning agents you will use. It is also about replacing supplies of consumables, such as toilet paper and checking your work when you have finished.

In order to reduce risks to personal health and safety when cleaning washrooms it is important to maintain high levels of personal hygiene. As you may clean washrooms in an environment where you conduct a variety of other cleaning tasks it is also important that, in order to prevent cross-examination, the correct colour-coded equipment is used where appropriate.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare for cleaning washrooms	1.1 describe procedures for entering washrooms when cleaning and why they must be followed 1.2 state the importance of personal hygiene when cleaning 1.3 state the importance of wearing personal protective equipment and for others to see it being worn 1.4 describe why it is important to ventilate the washroom area 1.5 describe the range of colour-coded equipment and its importance when cleaning washrooms			
2 Know how to carry out cleaning of washrooms	2.1 state why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings 2.2 identify cleaning agents suitable for cleaning washrooms 2.3 state why it is important to follow manufacturer's instructions when diluting cleaning agents 2.4 state why surfaces should not be over-wetted 2.5 describe how to clean fixtures and fittings in order to avoid contamination or risk of infection 2.6 state why surfaces should be dry on completion of cleaning 2.7 explain why it is important that waste outlets and overflows are free from dirt, hair and debris			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to replenish supplies and reinstate the work area	3.1 describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished 3.2 state where consumables can be found and the procedures for organising replacement of supplies 3.3 describe procedures for collecting, holding and disposing of waste and why they should be followed 3.4 describe organisational requirements for reporting faulty equipment and problems and why they should be followed 3.5 state where the correct storage place for cleaning equipment and materials can be found 3.6 state why used personal protective equipment should be removed or replaced upon leaving the sanitary area 3.7 describe the procedures for dealing with used personal protective equipment			
4 Be able to prepare to clean washrooms	4.1 select and wear personal protective equipment appropriate to the cleaning task 4.2 follow procedures for entering washrooms 4.3 check that there is enough ventilation in the cleaning area 4.4 select and use appropriate equipment for cleaning different areas of the washroom			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to clean washrooms	5.1 remove dust, hair and debris from surfaces, fixtures and fittings before cleaning 5.2 apply cleaning agents according to the manufacturer's instructions 5.3 clean surfaces without over-wetting 5.4 clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears 5.5 check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard 5.6 leave the waste outlets and overflows free from dirt, hair and debris			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to replenish supplies and reinstate the work area	6.1 check holders and containers for levels of consumables 6.2 refill or replace items and consumables following manufacturers' instructions 6.3 take solid waste materials safely to the correct collection point and dispose of slurry 6.4 clean the equipment 6.5 check for any faults or problems and report where necessary 6.6 put equipment and resources back in the right place when finished 6.7 reinstate the work area 6.8 remove or replace personal protective equipment following procedures for disposal or storage			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 10: Clean High Risk Areas

Unit reference number: A/600/6330

QCF level: 2

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about cleaning high risk areas. It also covers how to prevent the spread of infection and contamination by following relevant processes and procedures.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prevent the spread of infection and contamination in a high risk area	1.1 explain the organisational requirements for entering and leaving the high risk area 1.2 describe how the risks present in the high risk area would differ from routine areas 1.3 state potential risks in the high risk area 1.4 state the importance of removing personal items before cleaning in a high risk area 1.5 state what personal protective equipment must be worn in the high risk area 1.6 state why hand hygiene is important in a high risk area 1.7 explain where hand hygiene facilities should be located 1.8 state the importance of having a designated contact person when cleaning a high risk area 1.9 state why damaged furniture or equipment poses an additional risk 1.10 state the organisational requirements for reporting damaged furniture and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the procedures to follow before cleaning high risk areas	2.1 describe the signage: - in a high risk area - for cleaning a high risk area 2.2 state the location of signs in a high risk area 2.3 describe the access arrangements for water and drainage facilities 2.4 explain the organisational requirements for arranging communication 2.5 state the importance of confirming contact arrangements before starting work 2.6 state the types of health conditions which may restrict cleaning duties and why it is important to report these 2.7 state the organisational requirements for reporting health conditions 2.8 explain the importance of having cleaning equipment which is in safe working order 2.9 state the organisational requirements for reporting problems with equipment 2.10 state which equipment, tools and machinery should be removed from the workplace before cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to carry out cleaning in high risk areas	3.1 state the organisational requirements for cleaning in high risk areas 3.2 state which surfaces and soiling should be cleaned 3.3 describe the organisational requirements for reporting any soiling which cannot be cleaned 3.4 state which cleaning agents should be used in the high risk area 3.5 state the dilution levels required for the cleaning agents 3.6 state the importance of having the work area checked 3.7 state who is responsible for checking the work area 3.8 state who is responsible for removing waste from the area and how often this is carried out			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the procedures to follow after cleaning high risk areas	4.1 state what equipment, tools and machinery should be removed from the workplace after cleaning 4.2 describe the organisational requirements for reporting accidental damage 4.3 state when signage should be removed and where it is stored 4.4 describe the importance of checking and cleaning personal protective equipment after use 4.5 state why equipment should be cleaned and replaced when necessary 4.6 describe the organisational requirements for disposal of waste and personal protective equipment			
5 Be able to follow procedures to prevent the spread of infection and contamination in a high risk area	5.1 follow organisational requirements when entering high risk area 5.2 report any health conditions which may cause infection or contamination of the high risk area 5.3 assess the risks of exposure to micro-organisms or contaminants for self and the environment 5.4 carry out hand hygiene to prevent the spread of infection or contamination of the high risk area 5.5 request advice when there is a risk of infection or contamination which is not usually present in the work area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to follow the procedures for cleaning high risk areas	6.1 display the correct signage 6.2 follow the organisational requirements for working alone 6.3 remove all appropriate personal items, including jewellery and store safely 6.4 check that protective clothing and personal cleaning facilities are available 6.5 select the correct equipment and tools for use in the high risk area 6.6 ensure that cleaning equipment and tools are not damaged 6.7 check the nature of the soiling 6.8 ensure that the high risk area is clear of tools and equipment that are not required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to conduct cleaning in high risk areas	7.1 select and wear appropriate personal protective equipment for the task 7.2 follow the organisational requirements for hand hygiene throughout the cleaning activity 7.3 report faulty and damaged cleaning equipment 7.4 clean the area following organisational requirements 7.5 check items of furniture and equipment within high risk areas for damage 7.6 report damaged furniture and equipment 7.7 clean damaged furniture and equipment if safe 7.8 check that high risk areas have been cleared of waste according to organisational requirements 7.9 report any accidental damage and disruption to high risk areas caused by cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to follow the correct procedures after the cleaning	8.1 remove signage and return it in a clean condition to the correct storage area 8.2 clean and return equipment and materials to the correct storage area 8.3 check that the area is clear of any equipment, tools and materials that are not required 8.4 check personal protective equipment for damage, deterioration and contamination 8.5 obtain replacement personal protective equipment 8.6 follow organisational requirements for the disposal and storage of personal protective equipment 8.7 collect personal items from storage 8.8 follow procedures for leaving high risk areas			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 11: Clean Confined Spaces

Unit reference number: F/600/6331

QCF level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is about maintaining levels of cleanliness in confined spaces and to be vigilant against possible hazards and risks that may arise.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to conduct cleaning in a confined space	1.1 describe how atmospheric conditions can affect the work being carried out 1.2 state the importance of checking atmospheric conditions before starting work 1.3 state the importance of checking the nature of any soiling and the level of skill needed to deal with it 1.4 explain why advice should be sought about cleaning spaces that may pose a specific risk 1.5 state what risks may be present in the confined space 1.6 describe how to identify risks for the purpose of risk assessment 1.7 state the importance of having a designated contact person when cleaning a confined space 1.8 state the personal protective equipment that is appropriate for cleaning the confined space 1.9 state the importance of having serviceable cleaning equipment before entering the confined space 1.10 state the organisational requirements for checking and reporting problems with equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.11 describe the procedures for: - entering and leaving the confined space - conducting cleaning in the confined space - carrying out the cleaning process in a confined space - controlling access to the confined space 1.12 state the importance of following organisational requirements for controlling access to the confined space			
2 Understand how to follow organisational requirements for cleaning the confined space	2.1 describe the procedures for: - entering the confined space - exiting the confined space in the event of an emergency - monitoring the conditions in the confined space - dealing with risks that arise during work 2.2 state the importance of having the work area checked 2.3 state who is responsible for: - checking the work area - removing waste from the confined space 2.4 state the organisational requirements for reporting accidental damage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 describe the importance of checking and replacing personal protective equipment as necessary 2.6 describe the organisational requirements for disposing of waste and personal protective equipment 2.7 state the organisational requirements for closing down and making the work area safe on completion of cleaning 2.8 state the organisational requirements for leaving the confined space and retrieving personal items 2.9 state what paperwork needs to be completed at the end of the cleaning process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to conduct cleaning in a confined space	3.1 assess risks to health and safety before carrying out work 3.2 check that cleaning activities are not restricted by the working space available 3.3 check all equipment is in working order and electrical equipment is fully charged before entering the work area 3.4 obtain authorisation for entry into the work area 3.5 obtain the relevant health and safety information 3.6 confirm that atmospheric conditions have been checked and are safe before entering the work area 3.7 control the access to the work area before cleaning starts, in line with organisational requirements 3.8 follow the organisational requirements for entering the confined space 3.9 ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning 3.10 assess the nature of the soiling 3.11 report the nature of the soiling to the appropriate person 3.12 request advice when asked to clean environments where there is a specific risk 3.13 carry out the cleaning process in line with organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to follow organisational requirements for cleaning the confined space	4.1 assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions 4.2 apply emergency exit procedures immediately when an emergency situation arises 4.3 clear the confined space of any waste in accordance with organisational requirements 4.4 assess and report damage and disruption during the cleaning process 4.5 inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary 4.6 dispose of damaged and disposable personal protective equipment following organisational requirements 4.7 clean and store reusable personal protective equipment following organisational requirements 4.8 carry out duties to close down and make the work area safe after cleaning 4.9 complete all documentation and reports accurately 4.10 ensure documents and reports are filed and passed on 4.11 ensure all organisational requirements have been fully met before collecting any personal items from storage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.12 follow organisational requirements for leaving confined spaces			

Learner name : _____
 Learner signature : _____
 Assessor signature : _____
 Internal verifier signature : _____
(if sampled)

Date : _____
 Date : _____
 Date : _____
 Date : _____

Unit 12: Clean Food Areas

Unit reference number: J/600/6332

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

Conducting routine cleaning in food areas including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

In food businesses, it is important to take into account the businesses' food safety management procedures.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to clean food areas	1.1 explain the importance of having an up to date cleaning specification and where it can be found 1.2 state the importance of maintaining levels of personal hygiene when working in food areas 1.3 state types of health conditions that must be reported 1.4 describe why it is important to report health conditions to the relevant person 1.5 state the importance of wearing the required personal protective equipment and for others to see it being worn 1.6 explain why food items must be moved or protected during cleaning operations 1.7 describe the consequences of not moving or protecting food items during cleaning 1.8 explain the importance of ventilating food production areas during cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to identify signs of pest infestation	2.1 state the main types of pest infestations common to food areas 2.2 describe how to identify signs of pest infestation 2.3 state the organisational procedures for dealing with any incidences of infestation 2.4 explain the importance of reporting pest infestations			
3 Understand how to clean food areas	3.1 state the types of cleaning equipment available for use 3.2 describe how to check that the cleaning equipment is safe to use 3.3 state the types of cleaning agents that are suitable for the surfaces in the food area 3.4 describe the consequences of using the wrong cleaning agents on surfaces 3.5 state methods of checking for chemical residues when they have been used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to clean food production equipment	4.1 describe how to recognise faulty or damaged food production equipment 4.2 explain the importance of labelling and reporting faulty and damaged equipment 4.3 explain the importance of safely isolating powered equipment before cleaning 4.4 explain the importance of following manufacturer's and workplace instructions for: - disassembling - cleaning - re-assembling of food production equipment 4.5 state the location of the holding area for food production equipment parts 4.6 describe methods for de-scaling and cleaning food production equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to complete cleaning of food areas	5.1 describe the importance of assessing how the work is progressing 5.2 explain why it is important to leave food areas free of deposits, residue and foreign objects 5.3 describe the consequences of food areas not being left free of deposits, residue and foreign objects 5.4 describe the importance of returning all food and equipment to the correct place once cleaning is completed 5.5 explain why surfaces and vents should be left dry on completion of cleaning 5.6 describe the organisational requirements for disposing of waste and slurry 5.7 explain the importance of cleaning the cleaning equipment 5.8 state where cleaning equipment should be stored			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to clean food areas	6.1 remove and store personal items safely 6.2 select and wear appropriate personal protective equipment for the task 6.3 select and protect relevant items, including food, before cleaning begins 6.4 identify suitable cleaning equipment and check it is safe to use 6.5 label faulty or damaged cleaning equipment and report according to organisational requirements 6.6 prepare food production plant, equipment and materials for cleaning 6.7 isolate food equipment from power supplies 6.8 clean the area without damaging in-place plant and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to clean food production equipment	7.1 follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment 7.2 dismantle food production equipment and place in the right holding area before cleaning 7.3 ventilate the working area and check that there are no chemicals on the area before de-scaling equipment 7.4 de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination 7.5 check that individual parts of food production equipment are clean before re-assembly 7.6 reassemble food production equipment after cleaning 7.7 check equipment is in correct working order once reassembled 7.8 record and report faults with food production equipment according to organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to complete cleaning of food areas	8.1 assess cleaning performance against the business' food safety management procedures 8.2 leave equipment and working areas free of deposits, cleaning residues and foreign objects 8.3 check that ventilation systems and surfaces are clean and dry when cleaning has been completed 8.4 dispose of waste and slurry following organisational requirements 8.5 clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 13: Deal with Non-routine Waste

Unit reference number: T/600/6343

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit is about the handling of non-routine waste, which could for example include hazardous waste such as clinical waste or sharps. It is about following procedures to ensure that waste is clearly labelled and its movement is recorded.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to handle and label non-routine waste	1.1 describe the procedures and methods for preparing self and the work area 1.2 list different types of personal protective equipment 1.3 describe the importance of wearing personal protective equipment and for others to see it being worn 1.4 describe the importance of maintaining personal hygiene when handling non-routine waste 1.5 explain ways to mark, label and record waste and its movement 1.6 explain the importance of marking, labelling and recording waste and its movement correctly 1.7 identify equipment required to dispose of sharps safely 1.8 explain the procedures for disposing of sharps safely 1.9 describe methods for handling and disposing of clinical waste 1.10 describe safe procedures for segregating and sorting waste for recycling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to handle suspicious items	2.1 state ways to identify suspicious items 2.2 explain the organisational requirements for dealing with suspicious items 2.3 state the importance of checking with the appropriate person before removing unidentified items			
3 Understand how to transfer non-routine waste and deal with containers	3.1 describe procedures for transferring waste 3.2 describe the methods used to ensure safe carriage of collected waste to the holding areas 3.3 describe the organisational requirements for dealing with sanitation bins 3.4 describe ways to identify problem and hazardous waste 3.5 describe why the location and cleaning of waste areas is important in preventing and controlling pests 3.6 describe the importance of repackaging waste containers that have dangerous residue on the outside 3.7 describe the organisational requirements for reporting and handling waste spillages 3.8 state the standards of cleanliness required for holding areas, empty holding and collection bins			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to handle and label non-routine waste safely	4.1 prepare self and the work area to do the task efficiently, correctly and safely 4.2 select and wear appropriate personal protective equipment 4.3 identify the location of the waste holding areas 4.4 check that storage containers are securely sealed before handling 4.5 check that seals on storage containers are unbroken after moving 4.6 identify waste to be collected and transferred to a collection point and follow correct handling procedures 4.7 identify the waste material for collection and segregate or sort before disposal to collection point 4.8 mark the origin of waste clearly 4.9 label and record movement of waste 4.10 ensure the safety of self and others when handling sacks and receptacles 4.11 use the handles provided to move rigid containers 4.12 identify sharps that require special handling and use the pick up kit or specific box for their disposal 4.13 check with the appropriate person before removing unidentified items			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to transfer non-routine waste and deal with containers	5.1 ensure that containers of waste materials are taken safely to the right place and secured if necessary 5.2 follow organisational requirements to cut down the risk of contaminating surrounding areas 5.3 follow organisational requirements for reporting: – signs of pest infestation – faulty/broken equipment 5.4 clean waste containers following organisational requirements 5.5 replace bin liners and set up fresh containers 5.6 leave clean containers in the correct place and in a condition which is fit for use 5.7 apply organisational requirements on the safe removal of waste spillages 5.8 leave holding areas clean when finished 5.9 secure cleaning equipment, machinery and waste containers to the correct storage area 5.10 follow procedures for the removal, cleaning and disposal of used personal protective equipment			

Learner name : _____ Date : _____
Learner signature : _____ Date : _____
Assessor signature : _____ Date : _____
Internal verifier signature : _____ Date : _____
(if sampled)

Unit 14: Carry Out Maintenance and Minor Repairs

Unit reference number: A/600/6344

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is about performing maintenance and minor repairs to items both within buildings and outside.

Carrying out such repairs and maintenance will involve the use of hand tools and equipment and working carefully to ensure that the area where the work has been carried out is still in keeping with the surrounding area. It is important that after repairs and maintenance have been carried out all items are functioning as they should.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare to carry out maintenance and minor repairs	1.1 state the type and amount of maintenance and repair work that is required 1.2 describe how environmental and other site conditions can influence how work is carried out 1.3 state which tools and equipment are appropriate for the task 1.4 describe the importance of carrying out preparatory work before carrying out repairs 1.5 describe the importance of protecting the surrounding area 1.6 state methods which can be used to protect the surrounding area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to carry out maintenance and minor repairs	2.1 describe safe, approved working practices for carrying out the work 2.2 describe how to make sure that the surrounding areas are maintained during maintenance and repair 2.3 describe the importance of retaining the items to be replaced 2.4 describe how to check that items that have been repaired function correctly and why this should be done 2.5 describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out 2.6 describe methods of cleaning tools and equipment 2.7 state the importance of cleaning tools and equipment after use 2.8 state where tools, equipment and un-used materials should be stored			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare to carry out maintenance and minor repairs	3.1 identify the items that need maintenance and the repair work required 3.2 assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs 3.3 select the hand tools and equipment that are the most appropriate for the task 3.4 protect the immediate surrounding areas throughout the preparations and the work 3.5 apply the appropriate method for repairing damaged areas or surfaces for repair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to carry out maintenance and minor repairs	4.1 use safe and approved working practices and techniques 4.2 isolate any electrical supplies 4.3 ensure that there are no adverse effects to the finished items or appearance of the surrounding areas 4.4 check that replacement items function correctly and operate safely 4.5 check that the working and surrounding areas match following maintenance and repair work 4.6 report any maintenance or repair work that they are not competent to carry out 4.7 report any cleaning requirements that cannot be carried out 4.8 clean tools and equipment after use 4.9 secure tools, equipment and used materials in the correct storage area			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 15: Perform Street Cleansing Manually

Unit reference number: F/600/6345

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is about carrying out street cleansing by hand using a brush and a barrow or cart. It covers removing litter and detritus from public areas including grounds, streets, pavements, pedestrian areas and car parks. It involves identifying and following the correct procedures to deal with any litter that may pose a risk to health and safety. It is important that, when you have finished your work, grounds are litter free and debris and detritus, as is feasible have been removed.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to remove litter, detritus and debris from grounds	1.1 list the permits and checks that may be required for the task 1.2 describe factors which should be taken into account when identifying litter, detritus and debris 1.3 describe organisational requirements for reporting items that may present a risk to health and safety 1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn 1.5 state different types of equipment for removal of litter, detritus and debris 1.6 describe how to identify the correct equipment for the type of litter, detritus and debris 1.7 describe actions that need to be taken in order to deal with hazardous debris and detritus 1.8 state why mobile equipment should be secured 1.9 state the consequences of not securing mobile equipment 1.10 state the importance of segregating litter and putting into the correct container/location 1.11 state the importance of ensuring the work area is left free of litter, detritus and debris			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.12 state the organisational requirements for reporting when work has been completed 1.13 state the importance of adhering to organisational requirements for reporting when work has been completed			
2 Understand how to maintain waste collection points	2.1 describe where information on the number and location of waste collection points can be found 2.2 state types of hazardous debris and detritus 2.3 describe actions that need to be taken in order to deal with hazardous debris and detritus 2.4 describe how to operate equipment safely 2.5 describe the organisational requirements for emptying containers 2.6 describe how to identify when containers need replacing 2.7 describe the organisational requirements for reporting problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to remove litter, detritus and debris from grounds	3.1 confirm with the appropriate person the area to be cleaned 3.2 select and wear appropriate personal protective equipment for the task 3.3 select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area 3.4 use equipment safely following organisational requirements 3.5 use the correct method for removing litter from the ground surface 3.6 secure mobile equipment when not in use 3.7 segregate litter and put in correct container/location 3.8 transfer waste to the correct collection points			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to maintain waste collection points	4.1 identify the number and location of the waste collection points 4.2 identify waste that needs specialist treatment or handling 4.3 follow organisational requirements for dealing with waste that requires specialist treatment or handling 4.4 empty containers and replace as necessary 4.5 leave the area clean and tidy 4.6 report any problems following organisational requirements 4.7 return equipment to the correct place and store securely 4.8 report that work has been completed			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 16: Perform Street Cleansing Mechanically

Unit reference number: J/600/6346

QCF level: 2

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about carrying out street cleansing using a vehicle or other automated equipment. It covers removing litter and detritus from public areas and following the correct procedures to deal with litter that may pose a threat to health and safety.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to remove litter, detritus and debris	1.1 list the permits and checks that may be required for the task 1.2 describe factors which should be taken into account when identifying litter, detritus and debris 1.3 describe organisational requirements for reporting items that may present a risk to health and safety 1.4 state the importance of wearing the required personal protective equipment and for others to see it being worn 1.5 state types of hazardous debris and detritus 1.6 describe actions that need to be taken in order to deal with hazardous debris and detritus			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to operate vehicles, equipment and machinery	2.1 state the level of legal and organisational authority needed to operate the vehicle or machinery 2.2 state how the legal and organisational authority would be obtained 2.3 state the types of personal protective equipment required for: - vehicles - equipment and machinery - working conditions 2.4 describe how to check that the vehicles and machinery have sufficient resources 2.5 state where additional resources can be obtained 2.6 state the organisational requirements for reporting faults with vehicles, equipment and machinery 2.7 state the importance of operating vehicles, equipment and machinery safely 2.8 state the importance of securing mechanical equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to deal with collected waste	3.1 state types of spillage that can occur 3.2 describe how to check that spillages have been treated correctly 3.3 describe the organisational requirements for reporting problems 3.4 state the location of the designated collection points for waste 3.5 describe how to discharge and dispose of collected waste safely 3.6 explain the legal and organisational requirements that must be followed when disposing of waste 3.7 state the organisational requirements for reporting when work has been completed 3.8 state the importance of adhering to organisational requirements for reporting when work has been completed			
4 Know how to clean and store vehicles, equipment and machinery	4.1 state the designated location for cleaning vehicles, equipment and machinery 4.2 describe the methods for cleaning vehicles, equipment and machinery 4.3 state the location of the storage areas for vehicles, equipment and machinery 4.4 state the importance of leaving storage areas secure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to remove litter and detritus	5.1 confirm with the appropriate person the area to be cleaned 5.2 select the: - vehicle - equipment and machinery - cleaning methods - suitable for the litter, detritus and surfaces to be cleaned 5.3 confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery 5.4 select and wear personal protective equipment appropriate for the: - vehicle - equipment and machinery - working conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 check that vehicles and machinery have sufficient resources 5.6 report faults with vehicles, equipment and machinery 5.7 use appropriate methods for removing litter detritus and debris according to: - type of litter, detritus and debris - equipment and machinery - vehicles - working conditions 5.8 operate vehicles, equipment and machinery safely following organisational requirements 5.9 secure vehicles and machinery when not in use 5.10 use methods which allow maximum clearance of litter, detritus and debris considering working conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to deal with collected waste	6.1 make sure spillages are treated correctly before removing them 6.2 report any problems following organisational requirements 6.3 transfer collected waste to the designated collection point 6.4 discharge and dispose of waste in line with legal and organisational requirements 6.5 check that the waste hopper has been left empty			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to clean and store vehicles, equipment and machinery	7.1 clean vehicles, equipment and machinery once work is completed 7.2 return vehicles, equipment and machinery to the correct place and store securely 7.3 report that work has been completed			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 17: Work Safely at Heights

Unit reference number: R/600/6348

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about working safely at heights, inside or when working outside. It includes assessing the risks involved, taking all suitable precautions and following the correct procedures.

For the purpose of this unit a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at or below ground level.

This unit applies to individuals who work at heights, including those working for example on gantries, ladders or similar structures from where there is a danger of falling.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to work safely at heights	1.1 describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others 1.2 describe individual responsibilities relating to maintaining safe working practices 1.3 describe procedures when working at heights and how these link to health and safety legislation 1.4 describe the risks associated with working at heights especially when carrying and handling objects 1.5 describe how risks associated with working at heights can be controlled 1.6 describe precautions which should be taken to minimise risks associated with working at heights 1.7 describe organisational requirements for preparing for and working at heights 1.8 describe organisational requirements for using, cleaning and storing: - height access equipment - personal protective equipment 1.9 describe how to operate fall protection equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work safely at heights	2.1 carry out the work following an agreed plan 2.2 assess the risks taking into account the potential dangers of: - falling - dropping tools and debris - stability of ladders - the working area - overhead cables - equipment - other people in the vicinity 2.3 take precautions to address identified risks 2.4 check that personal protective equipment is functioning properly 2.5 select and wear appropriate personal protective equipment including, where relevant, full body harness 2.6 check that safety barriers are in place around the working area 2.7 check that there is a permit to work, where required, before working at heights 2.8 carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 check that height access equipment is deployed and secure 2.10 maintain frequent communication with the appropriate person 2.11 leave work areas clean, tidy and free of obstructions 2.12 secure height access equipment and personal protective equipment in the correct storage area			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 18: Prepare and Operate a Tractor and Attachments

Unit reference number: H/501/0457

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The learner will prepare and operate a tractor and attachments.

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or realistic working environment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare a tractor and attachments for operation	1.1 list the required pre-start checks and adjustments 1.2 identify health and safety issues in relation to the preparation and use of tractors 1.3 describe how different types of attachments and how they should be secured 1.4 identify types of attachments that are safe for use and compatible with the tractor and those that are not 1.5 describe conditions which should be taken into account when considering the use of attachments 1.6 describe adjustment requirements for different attachments and operations 1.7 explain the correct use and duration of warning signals and indicators			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Prepare a tractor and attachments for operation	2.1 carry out pre-start checks in accordance with standard procedures 2.2 carry out adjustments to attachment in accordance with instructions to meet operational requirements 2.3 check the immediate work area for hazards and obstacles and take the appropriate action 2.4 ensure attachments are compatible with the tractor 2.5 make sure the attachments are secure and safe 2.6 carry out preparation of tractor and attachments in accordance with health and safety legislation and codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to operate a power vehicle	3.1 describe the ways in which the tractor should be manoeuvred, and how different weather and ground conditions must be taken into account 3.2 list the types of hazards which may be encountered and how these should be dealt with 3.3 describe the capabilities of the tractor and the expected efficiency of tractor operation 3.4 explain the safe use of attachments 3.5 list the reasons why the tractor should be left in a condition suitable for future use 3.6 identify health and safety legislation, and codes of practice in relation to the preparation and use of tractors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Operate a tractor with attachments	4.1 conduct all movements of the tractor safely, and consistent with the type of tractor, attachment and operation 4.2 assess and modify operating procedures to take into account any changes in weather and ground conditions, and types of terrain 4.3 assess and deal with any hazards and obstacles encountered during the operation in accordance with standard practice 4.4 maintain the efficiency of tractor and attachment performance through the appropriate operation of the tractor 4.5 use attachments to the tractor safely at all times 4.6 leave the tractor safe after use and in a condition suitable to its future use 4.7 operate the tractor in accordance with current health and safety legislation, and codes of practice 4.8 carry out all work activities to meet current environmental and legislative requirements 4.9 assist in maintaining records to meet organisational requirements			

Learner name : _____ Date : _____
Learner signature : _____ Date : _____
Assessor signature : _____ Date : _____
Internal verifier signature : _____ Date : _____
(if sampled)

Unit 19: Construct and Maintain Boundaries

Unit reference number: T/502/1429

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to construct and maintain boundaries.

The types of boundaries are fences and walls.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to construct and maintain boundaries	1.1 check the selected materials meet the agreed specifications 1.2 maintain one of the boundaries below within the tolerances specified for the site - fence - wall 1.3 keep damage to other features, services and wildlife on site to a minimum 1.4 carry out construction of boundaries efficiently, effectively and securely 1.5 maintain the appearance and fabric of boundaries so that they are fit for their purpose			
2 Be able to select, use and maintain relevant equipment	2.1 select and use appropriate equipment for this area of work 2.2 prepare, maintain and store equipment in a safe and effective working condition throughout			
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to construct and maintain boundaries	4.1 outline the purpose of boundaries 4.2 state the advantages and disadvantages of different types of boundaries and the appropriate situations in which to use them 4.3 describe the materials needed for construction and maintenance of boundaries 4.4 describe how to measure to ensure work is within tolerances for the site 4.5 describe the potential hazards presented by services and how to avoid these 4.6 describe the type of problems that may occur and the actions required when constructing and maintaining boundaries 4.7 state what to look for in deciding whether the appearance and fabric of boundaries are fit for purpose			
5 Know relevant health and safety legislation and environmental good practice	5.1 outline the current health and safety legislation, codes of practice and any additional requirements 5.2 describe how environmental damage can be minimised 5.3 describe the correct methods for disposing of organic and inorganic waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the types of equipment required and how to maintain them	6.1 describe the methods of maintaining the range of equipment used			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 20: Construct and Maintain Paths

Unit reference number: D/502/1425

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to construct and maintain paths using both fluid components and hard components.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to construct and maintain paths	1.1 keep the route and dimensions of the path within tolerances specified for the site 1.2 lay and support surface materials correctly and securely 1.3 ensure drainage is effective 1.4 lay paths efficiently, effectively and securely using both: – fluid component – hard component 1.5 carry out maintenance of the path efficiently, effectively and securely using both: – fluid component – hard component 1.6 ensure the appearance and condition of path is fit for purpose following construction or maintenance			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to select, use and maintain relevant equipment	3.1 select and use equipment according to instructions 3.2 prepare, maintain and store equipment in a safe and effective working condition throughout			
4 Know how to construct and maintain paths	4.1 describe the standards of construction for different types of paths 4.2 state the advantages and disadvantages of different types of paths and situations in which they are appropriate: - fluid components - hard components 4.3 describe construction methods required and how to ensure routes and dimensions are within agreed tolerances 4.4 describe the principles of drainage for paths and how to ensure its effectiveness 4.5 describe the potential hazards presented by services on site and how to avoid these 4.6 describe the type of problems that may occur and the actions required			
5 Know the types of equipment required and how to maintain them	5.1 describe the methods of maintaining the range of equipment used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know relevant health and safety legislation and environmental good practice	6.1 outline the current health and safety legislation, codes of practice and any additional requirements 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 21: Repair and Maintain Structures or Surfaces

Unit reference number: F/502/1451

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for repairing and maintaining structures or surfaces to meet specifications and ensuring the site is restored to a safe condition.

Assessment requirements/evidence requirements

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for the repair and maintenance	1.1 ensure the necessary materials are available and prepared for the work 1.2 prepare the structure or surface and the surrounding site in an appropriate manner			
2 Be able to repair and maintain structures or surfaces	2.1 maintain the structure or surface to all the specifications below at the appropriate time: - security - quality - design - construction 2.2 repair the structure or surface to all the specifications at the appropriate time in relation to: - security - quality - design - construction 2.3 provide clear and accurate information for recording purposes 2.4 ensure the site is restored to a safe condition which is consistent with the surrounding environment and is clear of unwanted materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain and use relevant equipment	3.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
4 Be able to promote health and safety and environmental good practice	4.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 4.2 ensure work is carried out in a manner which minimises environmental damage 4.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			
5 Understand the principles of maintaining structures and surfaces	5.1 explain why surfaces and structures must be repaired and maintained and potential problems if not carried out 5.2 explain the preparation required prior to repairing and maintaining structures and surfaces 5.3 explain how to finish the structure or surface so that it meets the specification covering all of: – security – quality – design – construction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	describe different maintenance and repair methods which would achieve the specification covering all - security - quality - design - construction 5.5 describe the types of problems which may occur, including: - accidental damage - pollution - not meeting the specification and the actions to take			
6 Understand relevant health and safety legislation and environmental good practice	6.1 summarise current health and safety legislation, codes of practice and any additional requirements 6.2 describe the possible environmental damage that could occur and how to respond appropriately 6.3 explain the correct and appropriate methods for disposing of organic and inorganic waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the reasons for maintaining equipment	7.1 explain the methods and importance of maintaining equipment for use			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 22: Prepare and Construct New Structures or Surfaces

Unit reference number: J/502/1452

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim of this unit is to provide the learner with the understanding, knowledge and skills required to construct new structures and surfaces on land-based sites. Structures may be permanent or temporary and could include: drains, permanent drainage systems, boundaries, animal holding pens and polytunnels. Surfaces may include: standing areas, container beds and pathways.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to construct new structures and surfaces	1.1 prepare the site in a manner appropriate for the structure or surface and which minimises the effects on the surrounding environment 1.2 prepare the necessary materials for construction			
2 Construct new structures and/or surfaces	2.1 construct the structure or surface in accordance with the specification: - setting out and location - materials and resources - timescale - working methods - waste management - restitution of site - the relationship of the structure and surface to its context 2.2 ensure the structure or surface meet the specification and is fit for purpose on completion of the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to promote health and safety and environmental good practice	3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			
4 Be able to maintain and use relevant equipment	4.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
5 Understand how to construct new structures and surfaces	5.1 explain how to interpret specifications and the importance of following them covering: - setting out and location - materials and resources - timescale - working methods - waste management - restitution of site - the relationship of the structure and surface to its context 5.2 explain the problems that may arise and how to minimise and the appropriate action to take including remedying the situation and/or informing those who need to act			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.3 describe methods of constructing the structure or surface and the relationship of this to its planned use 5.4 explain how the planned use of the surface or structure may affect the methods of construction used			
6	Understand relevant health and safety legislation and environmental good practice 6.1 summarise current health and safety legislation, codes of practice and any additional requirements 6.2 describe the possible environmental damage that could occur and how to respond appropriately 6.3 explain the correct and appropriate methods for disposing of waste			
7	Understand the reasons for maintaining equipment 7.1 explain the importance and methods of maintaining equipment for use			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 23: Transplant Large Root-balled Plants

Unit reference number: A/502/1450

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to transport large root-balled plants and establish them in a new site. This includes the transportation of trees as well as plants.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare and transport large root-balled plants	1.1 ensure the plant is in a fit condition for transportation and establishment 1.2 ensure the plant is prepared for transportation and a safe and effective route is selected 1.3 transport the plant in a way that is safe and secure and in accordance with any highway and traffic regulations 1.4 maintain the health, vigour and physical condition of the plant during the journey			
2 Understand the principles of transporting large root-balled plants	2.1 explain how to check the condition of plants to ensure they are fit for transportation and establishment 2.2 describe the effects of transportation on plants, including the signs that a plant may be suffering stress, and how to respond to these signs 2.3 explain how to prepare plants for transportation, secure them and maintain their condition throughout the journey 2.4 summarise the relevant highway and traffic regulations 2.5 describe the types of hazards that may occur when transporting plants and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	Establish large root-balled plants in new sites 3.1 identify and mark out the planting site correctly and clearly 3.2 handle the plant and use planting methods that maintain the health, vigour and physical condition of the plant and minimise damage 3.3 provide support, planting conditions and aftercare that are appropriate to the plant and the environment 3.4 restore the site to a clean and tidy condition following planting			
4	Understand the principles underpinning the establishment of large root-balled plants 4.1 explain the factors affecting the timing, method and site of planting 4.2 explain the causes of damage and drying out and their prevention 4.3 explain the problems and methods relating to the support, planting conditions and aftercare of plants whilst they are establishing 4.4 explain the types of damage that may occur to plants during planting and how to avoid these 4.5 explain the importance of restoring the site to a clean and tidy condition			
5	Be able to maintain and use relevant equipment 5.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
6	Understand the reasons for maintaining equipment 6.1 explain the importance and methods of maintaining equipment for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to promote health and safety and environmental good practice	7.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 7.2 ensure work is carried out in a manner which minimises environmental damage			
8 Understand relevant health and safety legislation and environmental good practice	8.1 summarise current health and safety legislation, codes of practice and any additional requirements 8.2 describe the possible environmental damage that could occur and how to respond appropriately			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 24: Maintaining Plants Outdoors

Unit reference number: J/502/1533

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to maintain the health of plants in an outdoor environment.

Where the learner is using chemicals they should have the relevant certificate of competence.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use tools and maintain relevant equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to relevant legislation and manufacturer's instructions 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Be able to maintain the health of plants outdoors	2.1 inspect plants as instructed 2.2 identify all of the following threats to promote plant health: - pests - diseases - disorders - unfavourable conditions - competing growth 2.3 use correct and effective methods of dealing with threats to plant health 2.4 promote and maintain plant health growth using all of the following methods: - feeding - watering - surface cultivation - mulching			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			
4 Know how to maintain the health of plants outdoors	4.1 describe how to check and report signs of damage or threats to health to include: - pests - diseases - disorders - unfavourable conditions - competing growth 4.2 state how seasonal weather conditions affect plant growth and health 4.3 describe the different methods used to promote plant health including: - feeding - watering - surface cultivation - mulching 4.4 describe the effects of soil conditions on plant growth			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 state why watering regimes vary for different soils and plants 4.6 describe how the correct use of agrochemicals/pesticides can improve plant health 4.7 describe how the incorrect use of agrochemicals/pesticides can harm plants 4.8 describe the methods of dealing with threats to plant health covering; physical, cultural and irrigation			
5 Know relevant health and safety and animal welfare legislation and environmental good practice	5.1 outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements 5.2 describe how environmental damage can be minimised 5.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 25: Prepare and Apply Pesticides

Unit reference number: J/502/1516

QCF level: 3

Credit value: 7

Guided learning hours: 46

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for preparing for the application of pesticides, applying pesticides in accordance with instructions and legislation. To comply with legislation the learner must hold the relevant certificate of competence for each situation in which they wish to apply pesticides.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The learner must hold the PA1 plus at least one other PA Pesticides Application module to achieve this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for pesticide application	1.1 explain the significance of the product labels and the information included 1.2 compare the appropriateness of specific pesticide products for the work 1.3 explain who and how people will be informed of the work plan 1.4 explain how to calibrate equipment 1.5 explain how to calculate the amount of pesticide required 1.6 describe procedures to be considered when preparing the pesticide product: – transportation – storage – disposal – emergency procedures – incident reporting 1.7 describe the environmental conditions which are required for the work to be carried out and the affect which these conditions have on the operations 1.8 describe the necessary growth stage of the plants for treatment to take place			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 explain how to transport, store and dispose of pesticides and containers safely and correctly			
2 Understand how to apply pesticides	2.1 explain the safe handling and use of pesticides 2.2 explain the methods of applying pesticides 2.3 explain the correct operation of the applicator 2.4 explain the relevance of risk assessment to the application, including the importance of buffer zones 2.5 explain the problems which may occur and how to respond to these effectively covering: – spillage – contamination of equipment and non-target areas – malfunction of equipment – adverse effects on non-target species – changes in conditions which reflect on the relevance of the work plan – emergency 2.6 assess the dangers and emergency treatments associated with the use of pesticides			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to carry out post-application procedures	3.1 describe the ways in which surplus product and washings must be used or disposed of 3.2 explain how to dispose of, or clean and decontaminate personal protective equipment, including; gloves, face shields, boots and overalls		
4	Understand the reasons for maintaining equipment	4.1 explain the importance of maintaining equipment for use 4.2 describe the selection and use of personal protective equipment and ancillary equipment 4.3 explain how to clean and store the application equipment and clear the site		
5	Understand relevant health and safety legislation and environmental good practice	5.1 summarise current health and safety legislation, codes of practice and any additional requirements 5.2 assess the health and safety, and environmental risks in the methods of controlling pests 5.3 describe the possible environmental damage that could occur and how to respond appropriately 5.4 explain the correct and appropriate methods for disposing of waste 5.5 explain the reasons for washing hands and maintaining personal hygiene 5.6 explain the records required for management and legislative purposes and the importance of maintaining them		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to prepare for pesticide application	6.1 transport and store pesticides and containers according to legislation and the plan 6.2 confirm that the product is appropriate for the work 6.3 confirm that the application complies with the conditions of approval 6.4 calculate the minimum application rate to achieve the desired level of control 6.5 select a suitable site for preparation 6.6 take action to minimise any risks and keep the appropriate people fully informed according to instructions 6.7 confirm that the environmental conditions are appropriate for the work to be carried out 6.8 confirm that the necessary procedures have been put in place			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to apply pesticides	7.1 use the correct preparation procedures in accordance with instructions 7.2 apply the pesticide in a way which minimises the risks to non-target species and the environment in accordance with instructions and legislative requirements 7.3 take the appropriate action without delay if problems arise during the work			
8 Be able to carry out post-application procedures	8.1 utilise or dispose of surplus product according to legislation, instructions and codes of practice 8.2 dispose of containers and unwanted personal protective equipment safely and correctly 8.3 clean, decontaminate, store and where necessary dispose of personal protective equipment correctly			
9 Be able to maintain and use relevant equipment	9.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout 9.2 clean the application equipment and clear the site thoroughly 9.3 confirm that personal protective equipment is in good condition, the correct size and suitable for the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Be able to promote health and safety and environmental good practice	10.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 10.2 ensure work is carried out in a manner which minimises environmental damage 10.3 manage and dispose of waste in accordance with legislative requirements and codes of practice 10.4 maintain personal hygiene throughout			
11 Be able to maintain accurate records	11.1 provide clear and accurate information for recording purposes			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 26: Design Landscape Areas and Specify Materials and Components

Unit reference number: L/501/0503

QCF level: 3

Credit value: 9

Guided learning hours: 59

Unit summary

The learner will design landscape areas and specify suitable materials and components for the design.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic working environment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare designs for landscape projects	1.1 explain the principles and theory of landscape design 1.2 investigate the implications of overall site layout for the final design, utility, maintenance and safety of use 1.3 analyse the main components of a successful landscape proposal 1.4 explain why all relevant survey and analysis information should be included in the design 1.5 clarify how to ensure such information is accurate especially if prepared by others 1.6 compare and clarify the methods to research and evaluate the purpose, function and usage of the area 1.7 explain why accepted design principles such as unity, scale, proportion, balance, symmetry, space, form, texture, colour, light, shade and congruence are important and how to determine whether plans are consistent with these 1.8 assess why it is important to offer clients options to consider and explain how these options should be presented 1.9 summarise how to represent design to scale, with the required accuracy, clearly and in full			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to specify plants, materials and installation details	2.1 compare and contrast the properties and applications of a range of materials and plants used in landscape design 2.2 research the factors affecting the choice of plants 2.3 explain how to assess whether plants and materials harmonise or clash with existing environmental features 2.4 evaluate possible installation methods and explain why the chosen ones are appropriate 2.5 summarise the accepted methods of specifying plants, materials and installation details 2.6 explain the principles and methods of calculating quantities 2.7 explain the methods of setting out bills of quantity 2.8 clarify the contractual and financial implications of over/under estimating quantities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare designs for landscape projects	3.1 identify client requirements 3.2 negotiate proposals which take account of all relevant survey and analysis information 3.3 use design components and materials which are appropriate to site, brief, purpose and expected usage, for example types of planting, heights of planting, levels of planting, types of surface and structure, focal points, access routes and functional features 3.4 ensure the design is consistent with accepted design principles 3.5 clearly identify plants and materials on the plan 3.6 represent the design accurately and clearly to scale			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Specify plants, materials and installation details	4.1 choose plants and materials which are suitable for the design, visual impact, site conditions, purpose and expected usage 4.2 choose plants and materials which minimise adverse environmental impact 4.3 choose plants and materials which are readily available and within budget 4.4 use installation methods which are suitable for the site, conditions and the plants and materials to which they apply 4.5 specify materials and installation details in accordance with relevant regulations standards 4.6 ensure specifications are complete and unambiguous 4.7 list required quantities of plants and materials accurately			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 27: Clearing Horticultural and Landscaping Sites

Unit reference number: H/502/0468

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to clear sites of unwanted materials and debris prior to landscaping and/or planting crops.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The knowledge for this unit is separately and independently assessed by use of the bank of questions. Please refer to the question booklet in *Annexe E*.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clear sites effectively	1.1 locate the correct site for clearing and confirm what is to be cleared 1.2 ensure the site is safe and secure for the work to be conducted			
2 Be able to select, use and maintain equipment for clearing horticultural and landscaping sites	2.1 select appropriate equipment for this area of work 2.2 use equipment according to instructions 2.3 prepare, maintain and store equipment in a safe and effective working condition throughout			
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			
4 Know the appropriate methods for site clearance	4.1 describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites 4.2 state why it is important to confirm what should be cleared 4.3 describe the different clearing methods that can be used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the types of equipment required and how to maintain them	5.1 describe the equipment which will be necessary for clearing horticultural and landscaping sites 5.2 describe methods of maintaining the equipment ready for use			
6 Know the current health and safety legislation and environmental good practice	6.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 28: Levelling and Preparing Sites for Landscaping

Unit reference number: D/502/0467

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to level and preparing sites for landscaping. The unit does not cover the skills and knowledge required for using specialist equipment.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment for levelling and preparing sites	1.1 select appropriate equipment for this area of work 1.2 use equipment according to instructions 1.3 prepare, maintain and store equipment in a safe and effective working condition throughout			
2 Be able to level and prepare sites for landscaping	2.1 position reference marks correctly and according to specification 2.2 position contours levels and excavations within specified tolerances 2.3 reinstate the site to specified levels 2.4 keep working area clean according to client requirements 2.5 complete work according to the agreed schedule and specification			
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the importance of site preparation for landscaping	4.1 describe the importance of levelling and preparing sites effectively for all of: - green-field - urban derelict - reclaimed land - existing gardens 4.2 describe the importance of position reference marks relating to site specification 4.3 describe the procedures on a range of contrasting sites covering: green-field, urban, derelict, re-claimed and existing site 4.4 state the importance of working within specified tolerances 4.5 state the types of damage which may occur to services and how to minimise this 4.6 explain why it is important to complete work to agreed schedule and specification			
5 Know how to reinstate the ground to the required level	5.1 describe how to reinstate ground to specified levels and why this is important 5.2 state why it is important to clear debris effectively, safely, tidily and legally			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the types of equipment required and how to maintain them	6.1 describe the equipment which will be necessary for levelling and preparing sites for landscaping 6.2 describe methods of maintaining the equipment ready for use			
7 Know the current health and safety legislation and environmental good practice	7.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 7.2 describe how environmental damage can be minimised 7.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit reference number:	K/502/0990
QCF level:	2
Credit value:	4
Guided learning hours:	30

The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor mounted equipment.

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The knowledge for this unit is separately and independently assessed by use of the bank of questions. Please refer to the question booklet in *Annexe E*.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to instructions 1.3 prepare, maintain and store equipment in a safe and effective working condition throughout			
2 Be able to prepare ground for seeding and planting	2.1 prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions 2.2 add the materials specified for the operation (it may be compost, fertiliser or sand) 2.3 produce the required tilth for the specified finish 2.4 clear debris from the site effectively, safely, tidily and legally 2.5 complete work to the agreed schedule			
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to prepare the ground	4.1 describe the different clearance and minor levelling methods which can be used for the following: - green-field - urban derelict - reclaimed land - existing gardens 4.2 describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish 4.3 state where and when composts, fertilisers and other materials should be used and the types of that are appropriate 4.4 state how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site 4.5 describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them 4.6 state why it is important to clear debris effectively, safely, tidily and legally			
5 Know the types of hazards	5.1 describe the hazards of underground services and how to avoid these			
6 Know the types of weeds	6.1 identify 15 types of perennial weeds and state how to control them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know the types of equipment and materials required and how to maintain them	7.1 describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials: - organic matter - fertiliser - lime - perennial weed herbicides 7.2 describe methods of maintaining the equipment ready for use			
8 Know the current health and safety legislation and environmental good practice	8.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 8.2 describe how environmental damage can be minimised 8.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 30: Establishing Plants or Seeds in Soil

Unit reference number: A/502/1223

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The knowledge for this unit is separately and independently assessed by use of the bank of questions. Please refer to the question booklet in *Annexe E*.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to instructions 1.3 prepare, maintain and store equipment in a safe and effective working condition throughout			
2 Be able to select and transport plants and or seeds	2.1 select plants and or seeds as requested 2.2 identify a representative sample of plants 2.3 handle, prepare and transport plants and seeds in a way that maintains their health and condition			
3 Be able to establish plants and or seeds in soil	3.1 position and plant the plants and or seeds according to instructions/drawings 3.2 provide aftercare to meet the planting specifications			
4 Be able to work safely and minimise environmental damage	4.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 4.2 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the requirements for establishing healthy plants	5.1 describe how to prepare seeds and or plants in a way that is appropriate to the plant and conditions 5.2 state what pH is and how to test for it 5.3 explain the importance of timing and seasonality on planting to encourage establishment and growth 5.4 describe how to handle and transport plants in a way which minimises damage and maintains health 5.5 explain the importance of planting seeds and or plants to the correct depth and position 5.6 describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting 5.7 describe the different types of backfill materials relevant to different types of plants and situations 5.8 describe the range of protection methods which may be used for different plants eg: anti-desiccants, tree guards and shelters 5.9 identify the types of records required and explain the importance of accurate record keeping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6	Know how to deal with damage and pollution	6.1 state the correct methods of dealing with accidental damage and pollution 6.2 describe how to minimise damage and unnecessary waste when working		
7	Know the types of equipment required and how to maintain them	7.1 describe the equipment which will be necessary for establishing plants and seeds in soil 7.2 describe methods of maintaining the equipment ready for use		
8	Know the current health and safety legislation and environmental good practice	8.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work		

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 31: Identify the Health and Maintain the Condition of General Amenity Turf

Unit reference number: H/502/1216

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to maintain turf so it can be used for its intended purpose.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment for identifying the health and maintaining the condition of general amenity turf	1.1 select appropriate equipment for this area of work 1.2 use equipment according to instructions 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Identify the health of general amenity turf	2.1 inspect turf and relate condition to specification 2.2 identify poor health of turf 2.3 use appropriate methods to deal with four of the following threats to turf health: – pests – diseases – disorders – unfavourable conditions – competing growth			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain the condition of amenity turf	3.1 check the turf is in an appropriate condition for maintenance 3.2 maintain the turf so that it can be used for its intended purpose and looks attractive using all of the following methods: - mowing - edging - feeding - watering - top dressing - repair 3.3 leave the site clean and tidy 3.4 identify and report hazards			
4 Be able to work safely and minimise environmental damage	4.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 4.2 carry out work in a manner which minimises environmental damage 4.3 dispose of organic and inorganic waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to maintain the health of turf	5.1 state the importance of checking turf regularly and what this means for a range of species 5.2 describe how to identify a range of turf conditions and the threats to turf health covering: - pests - diseases - disorders - unfavourable conditions - competing growth 5.3 describe appropriate and effective methods of dealing with threats to turf health for a range of species covering: - physical - chemical - cultural - irrigation 5.4 describe the different watering regimes for different types of turf 5.5 describe the types and explain the effects of different fertilisers and nutrients (top dressing and liquid) on turf			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the impacts of mowing on sward condition	6.1 describe how climate and soil conditions affect turf growth and its need for maintenance 6.2 describe how to identify when the height of grass and finish of edges meets specification 6.3 describe the effects of boxing off and leaving grass cuttings in situ 6.4 describe the methods used to maintain turf so it can be used for its intended purpose covering: - mowing - edging - feeding - watering - top dressing - repair 6.5 list methods for disposal of grass cuttings to avoid environmental pollution 6.6 describe importance of cleaning and securely storing tools and equipment			
7 Know the types of equipment required and how to maintain them	7.1 describe the equipment which will be necessary for identifying the health and maintaining the condition of general amenity turf 7.2 describe methods of maintaining the equipment in a fit state for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know the current health and safety legislation and environmental good practice	8.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 8.2 describe how environmental damage can be minimised 8.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 32: Establish Decorative Amenity Areas

Unit reference number: F/502/0395

QCF level: 2

Credit value: 6

Guided learning hours: 45

Unit summary

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to establish decorative amenity areas using a range of materials and plants.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain relevant equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to manufacturer's instructions and legal requirements 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Be able to establish three different types of decorative area	2.1 select materials and plants that are suitable for each type of display 2.2 handle and transport materials and plants efficiently, effectively and safely 2.3 group and position plants and containers to achieve an attractive effect 2.4 carry out planting to correct depth, spacing and consolidation 2.5 use supports where required, that maintain the plants' growth, appearance and visual impact 2.6 provide initial aftercare eg watering in			
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to establish decorative areas	4.1 state what needs to be considered when selecting and using all of the following materials: - plant material - containers - supports - growing media 4.2 describe how to transport and handle the materials and plants efficiently, effectively and safely 4.3 explain why plants and containers are grouped and positioned to achieve an attractive effect throughout the life of the display for all of the following displays: - formal bedding - wall shrubs - climbers - mixed borders - hanging baskets - other containers 4.4 explain how a range of supports are used to maintain and enhance growth and appearance			
5 Know the types of equipment required and how to maintain them	5.1 describe the equipment which will be necessary for establishing decorative areas 5.2 describe methods of maintaining the equipment ready for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the current health and safety legislation and environmental good practice	6.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 33: Maintain the Appearance of Decorative Amenity Areas

Unit reference number: J/502/0396

QCF level: 2

Credit value: 7

Guided learning hours: 53

Unit summary

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to maintain the appearance of decorative amenity areas and identify pests, weeds and diseases.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain relevant equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to manufacturer's instructions and legal requirements 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Be able to maintain the appearance of three different types of decorative area	2.1 water and feed the plants in a way that is appropriate to them and their environment 2.2 replace missing, damaged or displaced plants to maintain the visual impact of the area 2.3 remove unwanted plant material to maintain the visual impact 2.4 train and support plants where required to maintain the overall effect and the health and vigour of plants 2.5 leave the area clean and tidy			
3 Be able to identify and control weeds, pests and diseases	3.1 identify weeds, pests and diseases and use one of the following control methods: – physical – chemical – cultural			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work safely and minimise environmental damage	4.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 4.2 carry out work in a manner which minimises environmental damage 4.3 dispose of waste safely and correctly			
5 Know why it's important to maintain decorative areas	5.1 describe how to maintain the appearance of decorative horticultural areas covering all of the following: - formal bedding - hanging baskets - other containers - mixed borders - wall shrubs - climbers 5.2 explain the reasons for feeding and providing moisture for plants in decorative amenity areas 5.3 identify and describe five pests, five diseases, two disorders and their symptoms 5.4 identify and name 15 weeds common to decorative amenity areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 describe how to select and use control methods for weeds, pests and diseases appropriate to the area being maintained 5.6 explain why unwanted plant material is removed			
6 Know the types of equipment required and how to maintain them	6.1 describe the equipment which will be necessary for maintaining the appearance of decorative amenity areas 6.2 describe methods of maintaining the equipment ready for use			
7 Know the current health and safety legislation and environmental good practice	7.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 7.2 describe how environmental damage can be minimised 7.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 34: Maintain the Health of Sports Turf

Unit reference number: L/502/0397

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

This unit will provide the learner with the ability to demonstrate the knowledge and skills required for maintaining the health of sports turf so that it is suitable for play. It covers dealing with weeds, moss, pests, diseases and other disorders.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The knowledge for this unit is separately and independently assessed by use of the bank of questions. Please refer to the question booklet in *Annexe E*.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to manufacturer's instructions and legal requirements 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Be able to maintain the health of sports turf	2.1 inspect the turf as requested to identify and report conditions that threaten the health of the sports turf, which may include: - weeds - pests - diseases - disorders - moss 2.2 apply as instructed appropriate treatments safely, effectively and without damage to the surrounding areas			
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain the health of sports turf	4.1 state the sources of information on turf treatments 4.2 describe the effect of turf treatments and how to use these treatments effectively and at the appropriate time covering: – physical – chemical – cultural 4.3 describe the approved procedures for turf treatments and why it is important to follow these 4.4 identify and describe five pests, five diseases, five disorders and their symptoms 4.5 identify and name 15 weeds 4.6 describe what effect the following conditions have on sports turf and why it is important to deal with them promptly – weeds – pests – diseases – disorders – moss 4.7 state who should be informed of conditions affecting sports turf and why			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the types of equipment required and how to maintain them	5.1 describe the equipment which will be necessary for maintaining sports turf 5.2 describe methods of maintaining the range of equipment ready for use			
6 Know the current health and safety legislation and environmental good practice	6.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 35: Maintain the Condition of Sports Turf Surfaces

Unit reference number: K/502/0424

QCF level: 2

Credit value: 7

Guided learning hours: 53

Unit summary

This unit will provide the learner with the ability to demonstrate the knowledge and skills required to present sports turf surfaces so that they meet the requirements of a sport and a particular event.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment	1.1 select appropriate equipment for this area of work 1.2 use equipment according to manufacturer's instructions and legal requirements 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Be able to maintain sports turf surfaces	2.1 clear surfaces of unwanted debris 2.2 prepare the playing surface so that it meets the requirements of the sport and the standard for the event 2.3 maintain the quality and appearance of surfaces 2.4 make markings which are clear and appropriate to the event 2.5 set out the sports equipment required by the rules of the sport and the standard of the event			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			
4 Know how to maintain sports turf surfaces	4.1 explain why it is important to clear surfaces of unwanted debris 4.2 describe how to establish that the surface is in a fit condition for maintenance 4.3 state the importance of ensuring the surface meets the required standard and how to do so for the following: - speed - surface response to a ball, animal or player - moisture content - grass cover - degree of consolidation - trueness			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.4 describe all following methods in preparing surfaces: - mowing - irrigation - scarifying and/or verticutting - rolling - top dressing - brushing or switching - aeration - edging (where appropriate) - feeding - marking out sports surface - setting out equipment			
5	Know how conditions affect grass growth and the maintenance of playing surfaces	5.1 describe the effects of season, climate and soil conditions on intensity, type and frequency of maintenance operations 5.2 describe how ground and weather conditions affect maintenance operations		
6	Know how to set out sports surfaces	6.1 describe how to carry out marking appropriate to sports and events 6.2 describe how to set out sports equipment correctly to meet the needs of the sport and the standard of the event and why it is necessary		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know the types of equipment required and how to maintain them	7.1 describe the equipment which will be necessary for maintaining sports surfaces 7.2 describe methods of maintaining the equipment ready for use			
8 Know the current health and safety legislation and environmental good practice	8.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 8.2 describe how environmental damage can be minimised 8.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 36: Renovate and Repair Sports Turf Surfaces

Unit reference number: J/502/0432

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit will provide the learner with the knowledge and skills required to present sports turf surfaces so that they meet the requirements of a sport and a particular event. It also covers repairing and renovating the surface following play.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment	1.1 Select appropriate equipment for this area of work 1.2 use equipment according to manufacturer's instructions and legal requirements 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Be able to renovate and repair sports turf surfaces	2.1 inspect surfaces as requested to assess the need for renovation and repair 2.2 select renovation and repair methods that are appropriate to the damage and the type of sports surface 2.3 prepare the surface and use three of the selected renovation and repair methods safely and correctly: - over-seeding - patching or plugging - forking up - top dressing - divotting 2.4 reinstate the surface so that it meets the requirements of the sport and the standard of the event			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly			
4 Know how to renovate and repair	4.1 describe the importance of thorough and appropriate preparation prior to renovation and repair 4.2 describe how to select the appropriate renovation and repair method according to degree of damage and the surface itself covering: - over-seeding - patching or plugging - forking up - top dressing - divotting 4.3 explain why it is important to renovate and repair surfaces promptly to the required standard and the consequences of not doing so 4.4 describe how to inspect surfaces to assess the need for renovation and repair			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 describe the standard of surface expected covering all the following: - speed - surface response to a ball, animal or player - moisture content - grass cover - degree of consolidation - trueness 4.6 describe how to ensure that the surface meets the requirements of the sport and the standard for the event			
5	Know the types of equipment required and how to maintain them	5.1 describe the equipment which will be necessary for renovating and repairing sports surfaces 5.2 describe methods of maintaining the equipment ready for use		
6	Know the current health and safety legislation and environmental good practice	6.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste		

Learner name : _____ Date : _____
Learner signature : _____ Date : _____
Assessor signature : _____ Date : _____
Internal verifier signature : _____ Date : _____
(if sampled)

Unit 37: Preparing and Transporting Plants and Resources

Unit reference number: Y/502/0466

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required when preparing and transporting a range of plants and other resources without damage or deterioration.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select, use and maintain equipment for preparing and transporting plants and resources	1.1 select appropriate equipment for this area of work 1.2 use equipment according to instructions 1.3 prepare, maintain and store equipment in a safe and effective working condition			
2 Prepare plants and other resources for transportation	2.1 identify and label plants and or resources to be transported 2.2 check plants and resources are in suitable condition for use and transportation 2.3 use safe lifting and handling techniques 2.4 maintain the condition of plants and resources throughout 2.5 complete all records and report			
3 Load plants and resources	3.1 load and position plants and resources safely and securely for transportation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	Transport a range of plants and other resources	4.1 transport all types of plants (delicate, robust, safely lifted by one person and requiring more than one person to lift) and other resources (growing medium, containers, tools and equipment, supports, watering devices and chemicals) safely and efficiently to the correct location 4.2 inspect the condition of plants and resources after transportation 4.3 identify potential hazards and operate equipment safely		
5	Be able to work safely and minimise environmental damage	5.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements		
6	Know how to prepare plants and other resources for transportation	6.1 state the importance of establishing the transport requirements for plants and other resources 6.2 describe how to inspect and prepare plants and resources for transportation 6.3 describe the appropriate records that need to be maintained		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know the principles of safe and effective transportation	7.1 describe how to handle and transport plants and resources safely and efficiently covering: – growing medium containers – tools and equipment – supports – watering devices – chemicals – delicate and robust plants – plants which can be safely lifted by one person or need more than one person 7.2 describe how to maintain the condition of plants during transportation 7.3 list the safety procedures to follow when transporting hazardous substances 7.4 describe safe lifting and handling techniques when working alone and with others			
8 Know the types of equipment required and how to maintain them	8.1 describe the equipment which will be necessary preparing and transporting plants and resources 8.2 describe methods of maintaining the equipment ready for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know the current health and safety legislation and environmental good practice	9.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 38: Installing Drainage Systems

Unit reference number: D/502/1229

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the skills, knowledge and understanding to install drainage systems under minimal direction or guidance. The learner will be required to select and use hand tools, powered equipment and materials correctly, competently and safely and to decide the appropriate timing of operations, the work methods to be used and to check the results and correct any faults.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to install drainage systems	1.1 position reference marks according to specification 1.2 install drainage system to specification: – subsurface systems – surface channels – sustainable drainage systems 1.3 adopt practices to minimise damage to existing structures and services 1.4 restore surface to near original condition			
2 Be able to select, use and maintain equipment for installing drainage	2.1 select appropriate equipment for this area of work 2.2 use equipment according to instructions 2.3 prepare, maintain and store equipment in a safe and effective working condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work safely and minimise environmental damage	3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly 3.4 describe the safety aspects of working in trenches			
4 Know the principles of drain installation	4.1 explain why soil drainage is beneficial for plant growth 4.2 state the importance of setting accurate levels and falls 4.3 describe why the type, size, depth and spacing of drainage pipes/tiles, varies with the soil texture			
5 Know the types of equipment required and how to maintain them	5.1 describe the equipment which will be necessary for installing drainage 5.2 describe methods of maintaining the equipment in a fit state for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the current health and safety legislation and environmental practice	6.1 outline the current health and safety legislation, codes of practice and any additional requirements 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 39: Maintain Drainage Systems

Unit reference number: T/502/1222

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with knowledge, skills and understanding required to inspect and maintain drainage systems.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to inspect and maintain drainage systems	1.1 inspect and assess drainage systems according to agreed schedules 1.2 restore drainage systems to full effectiveness and to agreed schedule 1.3 record inspections and work undertaken 1.4 maintain effective working relations with all relevant people throughout			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to inspect and maintain drainage systems	3.1 describe the schedule of inspections required to identify faults and problems 3.2 describe how to identify and correct impeded drainage and its causes 3.3 state how to identify and deal with any problems with drainage systems 3.4 describe the main causes of drain malfunction, including leaks and blockages and methods that can be used to deal with them 3.5 describe the factors affecting flow rates in the drains 3.6 state the importance of maintaining drainage systems so they work effectively and efficiently 3.7 describe the principles of drainage design 3.8 state why it is important to keep working areas clean according to clients' requirements 3.9 state what records need to be kept and why			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the current health and safety legislation and environmental practice	4.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 4.2 describe how environmental damage can be minimised 4.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 40: Maintain and Develop Decorative Horticultural Features

Unit reference number: D/502/1280

QCF level: 3

Credit value: 8

Guided learning hours: 52

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for maintaining and developing the quality of both permanent and temporary decorative horticultural features.

It covers understanding the factors that can affect the quality of decorative displays.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and develop the quality of decorative horticultural features	1.1 use appropriate methods to promote and maintain healthy growth for example feeding, watering, surface cultivation and mulching for one of the following: - permanent - temporary 1.2 identify threats to plant quality, for example pests, diseases, disorders, unfavourable conditions and competing growth, and use appropriate control methods 1.3 remove unwanted plant material to maintain and develop the visual impact of the display 1.4 replace lost, damaged and displaced plants as appropriate to the display 1.5 position the plants to develop the visual impact of the display and in accordance with the specification 1.6 use support methods which achieve overall effect and maintain the quality of the plants			
2 Be able to maintain and use relevant equipment	2.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to promote health and safety and environmental good practice	3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 3.2 carry out risk assessments and implement measures to reduce the risks 3.3 ensure work is carried out in a manner which minimises environmental damage 3.4 manage and dispose of waste in accordance with legislative requirements and codes of good practice			
4 Understand the factors which affect the quality of decorative displays	4.1 explain why it is important to maintain and develop the quality of permanent and temporary decorative horticultural features 4.2 explain why it is important to check the condition of plants according to agreed schedules 4.3 explain how climatic conditions affect plant maintenance 4.4 describe how soil conditions affect plant growth and maintenance 4.5 describe cultural methods of improving plant quality 4.6 compare the current chemical and cultural methods available for pest, disease and weed control 4.7 compare the effects of different types of fertilisers and methods of application on plant growth and development			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to maintain and develop the quality of decorative horticultural features	5.1 explain how to ensure support methods enhance the plants' vigour and visual impact 5.2 explain how to select and remove unwanted plant material in a way which maintains and develops the visual impact of the display 5.3 describe how to ensure the positioning of plants and labels maintains and develops the visual impact 5.4 describe appropriate watering regimes for different types of soil and plants 5.5 describe signs of damage and threats to plant health and how to respond			
6 Understand the reasons for maintaining equipment	6.1 explain the importance and methods of maintaining equipment for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand relevant health and safety legislation and environmental good practice	7.1 summarise current health and safety legislation, codes of practice and any additional requirements 7.2 explain the principles and application of risk assessment related to the task 7.3 describe the possible environmental damage and how to respond appropriately 7.4 explain the correct and appropriate methods for disposing of waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 41: Set and Mark Out Landscape Sites to Establish Grassed and Planted Areas

Unit reference number: H/502/0499

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit provides the learner with the knowledge, skills and understanding to set and mark out landscape sites ready for the establishment of mixed grassed and planted areas. It assumes that the objectives and tolerances for the site are already worked out and that work begins with setting and marking out.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The knowledge for this unit is separately and independently assessed by use of the bank of questions. Please refer to the question booklet in *Annexe E*.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to set and mark out sites ready for operations	1.1 explain how to interpret landscape plans 1.2 describe the methods and equipment for setting out in horizontal and vertical planes 1.3 explain the mathematical and geometric principles used in setting out 1.4 review the types of marking materials and factors affecting their selection 1.5 explain how site markings can facilitate next stages of operations 1.6 explain the likely problems and how to manage these 1.7 describe the methods of detecting underground services			
2 Be able to set and mark out sites ready for operations	2.1 confirm objectives and tolerances for the site 2.2 achieve objectives to required tolerances 2.3 apply the mathematical and geometric principles used in setting out 2.4 use site markings to facilitate the next stage of operations 2.5 deal with any problems efficiently, effectively and safely should any occur 2.6 maintain effective working relations with all relevant people throughout			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the reasons for maintaining equipment	3.1 explain the importance of maintaining equipment for use 3.2 describe the methods of maintaining the range of equipment used		
4	Be able to maintain and use relevant equipment	4.1 ensure equipment is prepared, used and maintained in a safe and effective condition		
5	Understand relevant health and safety legislation and environmental good practice	5.1 summarise current health and safety legislation, codes of practice and organisational requirements 5.2 describe possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them		
6	Be able to promote health and safety and environmental good practice	6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 6.2 ensure work is carried out in a manner which minimises environmental damage 6.3 manage and dispose of waste in accordance with legislative requirements and codes of practice		

Learner name : _____ Date : _____
Learner signature : _____ Date : _____
Assessor signature : _____ Date : _____
Internal verifier signature : _____ Date : _____
(if sampled)

Unit 42: Evaluate Ground and Environmental Conditions to Establish Grassed and Planted Areas

Unit reference number: L/502/0500

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit provides the learner with the knowledge, skills and understanding to evaluate ground and environmental conditions ready for the establishment of mixed grassed and planted areas.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to evaluate ground and environmental conditions	1.1 explain the principles and methods of measurement of ground and environmental conditions 1.2 evaluate the methods of measurement and where they may be appropriate 1.3 describe what varying ground and environmental conditions may occur, their effect on plant establishment and growth and how to handle these effectively for the following: - substrate structure - substrate texture and conditions - drainage characteristics - pH - pest, disease and weed problems - nutrient deficiencies - ground and air pollutants - microclimate 1.4 review the sources of information and analysis relating to ground and environmental assessment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to evaluate ground and environmental conditions	2.1 ensure the purpose and scope of the evaluation is consistent with the proposed use for site 2.2 use evaluation methods that are consistent with the agreed purpose and scope 2.3 evaluate the ground and environmental conditions accurately 2.4 ensure the site is left in a tidy and safe condition following operations 2.5 deal with problems efficiently, effectively and safely should any occur 2.6 maintain effective working relations with all relevant people			
3 Understand relevant health and safety legislation and environmental good practice	3.1 summarise current health and safety legislation, codes of practice and organisational requirements 3.2 describe the possible environmental damage that could occur and how to respond appropriately 3.3 explain the records required for management and legislative purposes and the importance of maintaining them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to promote health and safety and environmental good practice	4.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 4.2 ensure work is carried out in a manner which minimises environmental damage			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 43: Prepare Sites for Soft Landscape Establishment

Unit reference number: D/502/0503

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit provides the learner with the knowledge, skills and understanding to identify, select and use appropriate methods and procedures in preparing sites for soft landscape establishment.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare sites for soft landscape establishment	1.1 describe the principles and methods of site preparation to meet the required conditions for the following landscapes: - areas for soft landscape construction - areas for planting - areas for restoration 1.2 explain which methods are most appropriate to achieve required conditions 1.3 describe how to check the site is ready for planting/sowing 1.4 explain potential problems which may occur and how to deal with these effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare sites for soft landscape establishment	2.1 prepare the site to meet specifications and function 2.2 maintain the site in a suitable condition for planting/sowing as planned 2.3 monitor site main services continually throughout operations 2.4 deal with problems efficiently, effectively and safely should any occur 2.5 maintain effective working relations with all relevant people			
3 Understand the reasons for maintaining equipment	3.1 explain the importance of maintaining equipment for use 3.2 describe the methods of maintaining the range of equipment used			
4 Be able to maintain and use relevant equipment	4.1 ensure equipment is prepared, used and maintained in a safe and effective condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand relevant health and safety legislation and environmental good practice	5.1 summarise current health and safety legislation, codes of practice and organisational requirements 5.2 describe the possible environmental damage that could occur and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them			
6 Be able to promote health and safety and environmental good practice	6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 6.2 ensure work is carried out in a manner which minimises environmental damage and waste			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 44: Establish Planted Areas

Unit reference number: D/502/0856

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit provides the learner with the knowledge, skills and understanding to identify and establish planted areas.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to establish planted areas	1.1 explain the factors affecting the timing and method of planting 1.2 describe methods of support and protection and how to apply them 1.3 explain the initial maintenance requirements for newly established planted areas covering: - trees - shrubs - container grown - root grown 1.4 explain potential problems which may occur and how to deal with these effectively			
2 Be able to identify a range of plants	2.1 describe how to identify the plants to be established 2.2 identify a minimum of 80 different plants to be established by common and botanical names			
3 Understand the principles of selecting plants	3.1 explain the principles of selecting and combining plants for different applications			
4 Understand the methods of assessing plant health	4.1 review the methods of assessing plant health 4.2 explain the damage which may occur when handling and during the establishment of plants and how to minimise this			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to establish planted areas	5.1 identify and mark out planting sites accurately 5.2 check the specification and health of plants before planting, and reject unacceptable specimens 5.3 ensure the quality of plants is maintained throughout handling and planting 5.4 establish at least three different types of plants from: – trees – shrubs – container grown – root grown 5.5 provide support and protection to the plants if required 5.6 ensure the site is left in a tidy and safe condition following operations 5.7 maintain effective working relations with all relevant people			
6 Understand the reasons for maintaining equipment	6.1 explain the importance of maintaining equipment 6.2 describe the methods of maintaining the range of equipment used			
7 Be able to maintain and use relevant equipment	7.1 ensure equipment is prepared, used and maintained in a safe and effective condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand relevant health and safety legislation and environmental good practice	8.1 summarise current health and safety legislation, codes of practice and organisational requirements 8.2 describe the possible environmental damage that could occur and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them			
9 Be able to promote health and safety and environmental good practice	9.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 9.2 ensure work is carried out in a manner which minimises environmental damage 9.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 45: Establish Grass Swards

Unit reference number: H/502/0857

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit provides the learner with the knowledge, skills and understanding to identify and establish grass swards.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to establish grass swards	1.1 explain the factors affecting the timing and methods of establishment 1.2 describe the methods of protection and their application 1.3 explain the initial maintenance requirements for newly established swards 1.4 explain what potential problems may affect operations and how to handle these effectively			
2 Be able to identify types of grasses	2.1 identify a minimum of six types of grasses by common and botanical names when establishing grass swards			
3 Understand the principles of selecting grasses	3.1 explain the principles of selecting and combining grass species for different applications 3.2 explain the principles of selecting turf and seeding mats for different applications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to assess turf health	4.1 describe how to assess the health of turf 4.2 explain the different types of damage that can occur and how to prevent them			
5 Be able to establish grass swards	5.1 mark out sites accurately before beginning operations 5.2 select turf or seed as appropriate for intended purpose 5.3 check the specification and health of plant material on receipt and reject unacceptable material 5.4 use handling and establishment methods which maximise the quality of the sward 5.5 provide protection which is appropriate and effective 5.6 ensure the site is left in a tidy and safe condition following operations 5.7 maintain effective working relations with all relevant persons			
6 Understand how to maintain equipment	6.1 explain the importance of maintaining equipment for use 6.2 describe the methods of maintaining the range of equipment used			
7 Be able to maintain and use relevant equipment	7.1 ensure equipment is prepared, used and maintained in a safe and effective condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand relevant health and safety legislation and environmental good practice	8.1 summarise current health and safety legislation, codes of practice and organisational requirements 8.2 describe the possible environmental damage that could occur and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them			
9 Be able to promote health and safety and environmental good practice	9.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 9.2 ensure work is carried out in a manner which minimises environmental damage 9.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 46: Plan the Maintenance, Repair and Renovation of Sports Turf Areas

Unit reference number: H/502/0504

QCF level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

This unit will provide the learner with the skills, knowledge and understanding required to plan the maintenance of sports turf areas, for example:

- football and rugby pitches
- cricket wickets
- tennis or lacrosse courts
- athletic tracks
- golf courses
- race courses.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to plan and ensure the maintenance of sports turf areas	1.1 explain the purposes and functions of sports turf and how these affect maintenance, repairs and renovation 1.2 describe the consideration of soil types and condition in relation to sports turf management 1.3 describe the considerations relating to choice of mowing regimes and other maintenance operations, for example: - cutting - edging - weed - pest and disease control - fertiliser application - aeration - top dressing - switching/brushing - rolling - scarifying/verticutting - irrigation and repairs by inserting turf - overseeding - repairing edges			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 define the principles of identifying turf's pathological and physiological disorders 1.5 define the principles and techniques relating to the choice, effects and application of fertilisers			
2 Understand the factors affecting repair and renovation of sports turf areas	2.1 describe how timing of repair and renovation operations may be influenced 2.2 describe the factors affecting the type and extent of repairs eg: over seeding, inserting turf and repairing edges 2.3 explain how soil type and condition relate to the type and extent of repairs and renovation 2.4 describe the methods of assessing results of repair and renovation operations			
3 Know how to deal with problems	3.1 describe the typical problems that may occur and how to handle these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to plan for the maintenance and repair of sports turf	4.1 plan operations eg: - cutting - edging - weed - pest and disease control - fertiliser application - aeration - top dressing - switching/brushing - rolling - scarifying/verticutting - irrigation and repairs by inserting turf - overseeding - repairing edges 4.2 assess the results of maintenance, repair and renovation operations, ensuring the agreed objectives and standards have been achieved 4.3 monitor maintenance, repair and renovation operations so as to minimise risk to the public and operators 4.4 leave the site in a tidy and undamaged condition following operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the reasons for maintaining equipment	5.1 explain the importance of maintaining equipment for use 5.2 describe the methods of maintaining the range of equipment used			
6 Be able to maintain and use relevant equipment	6.1 ensure equipment is prepared, used and maintained in a safe and effective condition			
7 Understand relevant health and safety legislation and environmental good practice	7.1 summarise current health and safety legislation, codes of practice and any additional requirements 7.2 describe the possible environmental damage and how to respond appropriately 7.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 7.4 explain the records required for management and legislative purposes and the importance of maintaining them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to promote health and safety and environmental good practice	8.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 8.2 ensure work is carried out in a manner which minimises environmental damage and waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 47: Plan and Set Out Sports Areas

Unit reference number: R/502/0501

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and setting out sports areas covering:

- football and rugby pitches
- cricket wickets
- tennis or lacrosse courts
- athletic tracks
- golf courses
- race courses.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to set out sports areas	1.1 explain the factors influencing the positioning of sports areas within the total area available 1.2 list the sources of information on standard sports dimensions 1.3 explain the factors influencing the choice and use of marking equipment and materials 1.4 describe the typical contingencies associated with setting out sports area and how these may be handled			
2 Be able to plan and set out sports areas	2.1 perform an initial survey which identifies the type, function and required dimensions of the sports area 2.2 produce accurate plans which are consistent with the rules of the sport 2.3 select positioning and dimensions of the sports area consistent with the rules of the sport and the function, use and safety of the site - marking out - setting out equipment 2.4 leave the site in an undamaged and tidy condition following operations 2.5 perform effective working relations with all relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the reasons for maintaining equipment	3.1 explain the importance of maintaining equipment for use 3.2 describe the methods of maintaining the range of equipment used			
4 Be able to maintain and use relevant equipment	4.1 ensure equipment is prepared, used and maintained in a safe and effective condition			
5 Understand relevant health and safety legislation and environmental good practice	5.1 summarise current health and safety legislation, codes of practice and any additional requirements 5.2 describe the possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to promote health and safety and environmental good practice	6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 6.2 ensure work is carried out in a manner which minimises environmental damage and waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 48: Plan and Maintain Planted Areas

Unit reference number: D/502/0498

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit will provide the learner with the skills, knowledge and understanding for planning and maintaining planted areas.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan and maintain planted areas	1.1 ensure plans are consistent with the purpose, function, standards and objectives of planted areas, eg shrub areas, scrub, bedding, herbaceous, hedges and amenity turf 1.2 carry out maintenance operations to the planted area as planned, eg: - pruning - feeding - weed control - mulching - soil amelioration - removal and replacement of plants - mowing 1.3 assess the results of maintenance operations, ensuring objectives, standards and safety requirements have been achieved 1.4 leave the site in an undamaged and tidy condition following operations 1.5 deal with problems effectively, efficiently and safely when ensuring maintenance of planted areas 1.6 maintain effective working relations with relevant people throughout			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote health and safety and environmental good practice	2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage 2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			
3 Understand how to plan and maintain planted areas	3.1 explain the principle purposes and functions of planted areas in amenity settings and how these affect their maintenance 3.2 explain the principles and methods of pruning and its effects on plant growth 3.3 describe the significance of growing habits for timing and method of pruning 3.4 define the principles of maintenance operations covering: - pruning - feeding - weed control - mulching - soil amelioration - removal and replacement of plants - mowing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 compare methods of analysing soil condition and nutritional status 3.6 describe the symptoms of nutritional deficiency			
4 Understand the effects of nutrients and climate on plant growth	4.1 describe the effects of the main macro and micro nutrients on plant health and growth 4.2 describe the effects of pollutants, climatic conditions and soil/water relations on plant growth			
5 Understand relevant health and safety legislation and environmental practice	5.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 5.2 describe the possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of waste			
6 Know how to deal with problems	6.1 give a range of the typical problems that may occur and how to deal with these effectively			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 49: Plan and Renovate Planted Areas

Unit reference number: Y/502/0497

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

This unit will provide the learner with the skills, knowledge and understanding required for planning and renovating planted areas.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan and renovate planted areas	1.1 ensure plans are consistent with the purpose, function, renovation standards and objectives of planted areas, eg shrub areas, scrub, bedding, herbaceous, hedges and amenity turf 1.2 carry out renovation operations as planned – eg: planning, thinning out, tying in, replacement and mowing 1.3 assess the results of renovation operations, ensuring agreed objectives, standards and safety requirements have been achieved 1.4 keep the site in an undamaged and tidy condition following operations when renovating planted areas 1.5 deal with problems effectively, efficiently and safely, when renovating planted areas 1.6 maintain effective working relations with relevant people throughout when renovating planted areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to promote health and safety and environmental good practice	2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage and waste		
3	Be able to maintain and use relevant equipment	3.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout		
4	Understand how to plan the renovation of planted areas	4.1 explain how the variety of purposes and functions of amenity planted areas can be used and how these affect the renovation 4.2 define the principles governing the effects of pruning on woody and herbaceous plants 4.3 define the principles of renovating plants to maximise their amenity value – pruning – thinning out – tying in – replacement – mowing 4.4 explain the purposes of the range of operations used in renovation		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to deal with problems during renovation	5.1 describe a range of the typical problems that may occur when renovating planted areas and how these can be dealt with effectively			
6 Understand the reasons for maintaining equipment	6.1 explain the importance and methods of maintaining equipment for use			
7 Understand relevant health and safety legislation and environmental good practice	7.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work			
	7.2 describe the possible environmental damage and how to respond appropriately			
	7.3 explain the correct and appropriate methods for disposing of waste			
	7.4 explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 50: Prepare Sites for Landscape Works

Unit reference number: H/502/1183

QCF level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

This unit provides the learner with the skills, knowledge and understanding to prepare a site for both hard and soft landscape construction. The unit assumes that the learner will be working to a previously developed plan and that all work must meet its specifications and tolerances.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Form ground profiles for landscape works	1.1 set out site according to the plan/specification 1.2 form profiles that meet the requirements of the plan and subsequent work: – soft landscape construction – hard landscape construction 1.3 form profiles that are to specified and required levels and gradients 1.4 monitor progress and prepare according to specification two of the following surfaces: – flat – gradient – steps 1.5 keep the site in a tidy and suitable condition for subsequent works following operations 1.6 maintain effective working relations throughout with the relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to maintain and use equipment during preparation of sites for landscape works	2.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
3 Be able to promote health and safety and environmental good practice	3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional equipments which apply to preparing sites for landscape works 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste in accordance with legislative requirements and codes of good practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to form ground profiles for landscape works	4.1 explain the construction standards and regulations for operations involving changes of level 4.2 explain the differences in construction requirements for soft and hard landscape construction 4.3 describe how to interpret landscape plans and specifications 4.4 explain the methods and equipment for setting out in the horizontal and vertical planes 4.5 explain the mathematical and geometrical principles for setting out 4.6 explain how to calculate gradients, risers and treads 4.7 explain the design of steps 4.8 explain the methods of detecting underground services 4.9 explain the typical contingencies and how to handle these effectively 4.10 explain the types of problems and how to resolve these and whom these should be reported to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the reasons for maintaining equipment	5.1 explain the importance and methods of maintaining equipment in a fit state for use to minimise risks			
6 Know and understand relevant health and safety legislation and environmental good practice	6.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 6.2 explain the principles and application of risk assessment 6.3 describe the possible environmental damage and how to respond appropriately 6.4 explain the correct and appropriate methods for disposing of waste 6.5 explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 51: Design and Install Drainage Systems

Unit reference number: R/502/1227

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The unit will provide the learner with the skills, knowledge and understanding required to design and install drainage systems.

The learner will be working to a previously developed plan, ensuring that it meets specifications and tolerances.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to calculate drainage requirements	1.1 identify drainage requirements 1.2 calculate drainage requirements at a level which will prevent flooding or water logging			
2 Be able to install drainage systems	2.1 install two drainage systems from the list below which meet requirements and specifications: – surface water – pipes – tile 2.2 ensure levels and falls are in accordance with requirements and specifications 2.3 ensure the surface is restored to its original condition 2.4 maintain effective working relations with the relevant people			
3 Be able to promote health and safety and good environmental practice	3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to installing drainage 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to maintain and use equipment during installing drainage	4.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
5 Understand the calculation required for drainage	5.1 explain how to make drainage calculations			
6 Understand why it's important to be able to install drainage systems	6.1 explain the factors influencing drainage requirements 6.2 describe the advantages, disadvantages and applications of the following types of drainage systems: – surface water – pipes – tile 6.3 explain the typical problems that may occur and effective methods of dealing with these			
7 Understand the reasons for maintaining equipment	7.1 explain the importance of and methods of maintaining equipment in a fit state for use to minimise risks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Understand relevant health and safety legislation and environmental practice	8.1 explain current health and safety legislation, codes of practice and any additional requirements 8.2 describe the possible environmental damage and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 52: Laying Hard Surfaces for External Landscaping

Unit reference number: T/502/1186

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required when laying hard surfaces for external landscaping. The hard surfaces could include concrete, tarmac and paving.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to lay hard surfaces	1.1 install hard surfaces safely and according to specifications and requirements for use 1.2 protect hard surfaces effectively against weather and use until they are in a suitable condition 1.3 leave the site safe, tidy and suitable for intended use 1.4 maintain effective working relations with relevant people throughout			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the principles affecting the design and laying of hard surfaces	3.1 explain the environmental issues of run off and drainage requirements 3.2 identify the factors affecting the choice and specification of surface 3.3 describe the principles and methods of laying the following hard surfaces: - concrete - tarmac - sets and block paving - flags – pre-cast or natural paving 3.4 describe protection methods and how to select the appropriate one for the type of hard surface and site 3.5 suggest typical problems that may occur and how to deal with these effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the relevant health and safety legislation and environmental good practice	4.1 outline the current health and safety legislation, codes of practice and any additional requirements 4.2 describe how environmental damage can be minimised 4.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 53: Construct Free Standing Walls

Unit reference number: A/502/1187

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to construct free-standing walls.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to construct free standing walls	1.1 prepare effective ground footings 1.2 construct and finish walls and related structures safely and in accordance with specifications 1.3 protect the walls and related structures effectively according to type of materials and environment 1.4 leave the site in a tidy and undamaged condition following operations 1.5 maintain effective working relations with relevant people throughout			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the principles of constructing free standing walls	3.1 interpret design specifications 3.2 list the factors influencing specifications for walls 3.3 describe the types of ground preparation and footings appropriate to walls and related structures for: – mortared brick walls – stone walls 3.4 describe protection methods according to types of materials and situation 3.5 compare the application of types of structure and choice of materials 3.6 summarise the construction regulations and standards pertinent to wall construction 3.7 identify the potential hazards when constructing walls and related structures 3.8 suggest typical problems that may occur and how to deal with these effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the relevant health and safety legislation and environmental good practice	4.1 outline the current health and safety legislation, codes of practice and any additional requirements 4.2 describe how environmental damage can be minimised 4.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 54: Install Hard Landscape Features and Structures

Unit reference number: F/502/1188

QCF level: 2

Credit value: 6

Guided learning hours: 45

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to install hard landscaping features and structures such as sports and play equipment and small sectional buildings.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to install hard landscape features and structures	1.1 prepare the ground and footings 1.2 install features and structures safely and according to specification 1.3 protect features and structures against deterioration 1.4 inspect features and structures for safety, completeness and function 1.5 leave site safe, tidy and in a suitable condition for subsequent work 1.6 maintain effective working relations with relevant people throughout			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to install hard landscape features and structures	3.1 describe how to prepare the ground and footings appropriate to the range of features and structures covering sports and play equipment and small sectional buildings 3.2 describe the characteristics, safety requirements and methods of application of preservatives 3.3 outline the potential hazards when assembling and installing structures 3.4 suggest the typical problems that may occur and how these can be dealt with effectively			
4 Know the relevant health and safety legislation and environmental good practice	4.1 outline the current health and safety legislation, codes of practice and any additional requirements 4.2 outline the principles and application of risk assessment 4.3 describe how environmental damage can be minimised 4.4 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____

Date : _____

(if sampled)

Unit 55: Plan and Construct Water Features

Unit reference number: F/502/1191

QCF level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and construct pools and water features.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and use relevant equipment	1.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
2 Be able to construct pools and water features	2.1 review site conditions to establish suitability prior to commencing operations 2.2 prepare the site and select and use three materials following specifications: - puddled clay liners - fibre glass in situ - concrete in situ - irregular shaped preformed or pre-cast - butyl or PVC liner 2.3 interpret specifications and plans 2.4 install and construct pool and water features safely, following specifications 2.5 check that the installation is working correctly and rectify any faults 2.6 maintain effective working relations with relevant people throughout 2.7 deal with problems efficiently, effectively and safely as necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to promote health and safety and environmental good practice	3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
	3.2 ensure work is carried out in a manner which minimises environmental damage			
	3.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			
4 Understand the principles underpinning installation and construction of pools and water features	4.1 describe the conditions suitable to the construction of pools and water features			
	4.2 describe the features and application of materials: – puddle clay liners – fibre glass in situ – concrete in situ, irregular shaped preformed or precast – butyl or PVC liner			
	4.3 explain the principles and methods of pool and water feature construction			
	4.4 explain the principles of pump power calculation, selection and positioning			
	4.5 explain the safety requirements for pump systems			
	4.6 describe the methods of checking the functioning of the installation			
	4.7 describe the symptoms of faults such as leaks and malfunctioning of pumping systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 explain the potential hazards when constructing ponds			
5 Understand the reasons for maintaining equipment	5.1 explain the importance and methods of maintaining equipment for use			
6 Understand relevant health and safety legislation and environmental good practice	6.1 summarise current health and safety legislation, codes of practice and any additional requirements			
	6.2 describe the possible environmental damage that could occur and how to respond appropriately			
	6.3 explain the correct and appropriate methods for disposing of organic and inorganic waste			
	6.4 explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 56: Construct Rock Gardens

Unit reference number: J/502/1189

QCF level: 2

Credit value: 6

Guided learning hours: 45

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to construct rock gardens. The learner must have an appropriate qualification if they are to use machinery. The learner must have an appropriate knowledge in manual handling techniques.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to construct rock gardens	1.1 assess site conditions to establish suitability for operation 1.2 use suitable access routes for materials 1.3 choose and use stone according to specification, functional and aesthetic requirements 1.4 handle materials safely and efficiently either manually or by mechanical means as required 1.5 construct rock work according to specification and ensure it is functionally and visually appropriate 1.6 restore surroundings to a safe and substantially original condition 1.7 leave the site safe, tidy and ready for planting following operations 1.8 maintain effective working relationships with relevant people throughout			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to assess for constructing rock gardens	3.1 describe how to assess suitability of site conditions 3.2 describe the criteria for selecting access routes for materials			
4 Know the principles of working with rock and soil	4.1 describe the types and application of stone used in rock garden construction covering out crops, scree and moraine, valleys, cascades, steps 4.2 state the principles of arranging stone in rock gardens 4.3 describe the safety requirements when lifting and handling stone 4.4 describe the characteristics and purposes of rock garden types 4.5 describe the potential hazards resulting from unsafe finished construction 4.6 suggest the typical problems that may occur and how these can be dealt with effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the current health and safety legislation and environmental good practice	5.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 5.2 describe how environmental damage can be minimised 5.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 57: Repair and Restore Walls

Unit reference number: M/502/1283

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to repair and restore walls. The learner will identify the original condition, purpose and function of the wall and be able to restore the wall to those standards and objectives.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to repair and restore walls	1.1 identify and note the original condition of walls prior to commencing operations 1.2 determine the objectives of repair and restoration 1.3 identify any missing components 1.4 using appropriate construction methods and materials restore three of the walls listed below to a substantially original condition: - mortared brick - mortared stone - free standing - retaining 1.5 ensure that walls are safe, stable, durable and appropriate to function 1.6 keep surroundings in a tidy and undamaged condition following operations 1.7 maintain effective working relations with relevant people throughout			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote health and safety and environmental good practice	2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage 2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			
3 Understand how to repair and restore walls	3.1 explain the specifications, construction methods and materials for walls: - mortared brick - mortared stone - free standing - retaining 3.2 explain the styles of stone walls and top treatment and uses and relative merits 3.3 describe the methods of producing growing conditions in stone walls 3.4 list the sources of information and materials relating to stone walls 3.5 explain the objectives for repairing and restoring stone walls 3.6 explain how to identify missing components 3.7 describe the methods of testing the safety, stability and durability of stone walls and their fitness for purpose			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 describe the principles and application of risk assessment 3.9 describe typical problems that may occur and how to deal with these effectively			
4 Understand relevant health and safety legislation and environmental good practice	4.1 summarise current health and safety legislation, codes of practice and any additional requirements 4.2 describe the possible environmental damage that could occur and how to respond appropriately 4.3 explain the correct and appropriate methods for disposing of waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 58: Restore Soft Landscape Areas

Unit reference number: A/502/1190

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit will provide the learner with the skills, knowledge and understanding required for restoring soft landscape areas taking into account the original condition, purpose and functions of the landscape area to be able to restore it to the required standard.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to restore soft landscape areas	1.1 identify the intended purpose and function of the area and its restoration requirements 1.2 identify the originally intended style, composition and appearance of the area 1.3 carry out restoration in accordance with identified standards and objectives 1.4 provide clear and accurate information for recording purposes 1.5 maintain effective working relations with relevant people throughout 1.6 deal with problems effectively, efficiently and safely where necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote health and safety and environmental good practice	2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage 2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice			
3 Understand how to restore soft landscape areas	3.1 explain the principles, methods and techniques of restoration of soft landscape 3.2 summarise the history and development of landscape design and planting styles 3.3 assess sources of information and materials relating to restoration of soft landscapes 3.4 assess possible sources of information on the original style of planted areas 3.5 compare and clarify the range of possible functions and purposes of soft landscape areas and explain how these affect restoration 3.6 explain typical contingencies and how these can be dealt with effectively			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the reasons for maintaining equipment	4.1 explain the importance and methods of maintaining equipment in a fit state for use			
5	Understand relevant health and safety legislation and environmental good practice	5.1 summarise current health and safety legislation, codes of practice and any additional requirements 5.2 describe the possible environmental damage that could occur and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 59: Use and Maintain Non-powered and Hand Held Powered Tools and Equipment

Unit reference number: K/502/0438

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain non-powered tools and equipment and hand-held powered equipment.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The knowledge for this unit is separately and independently assessed by use of the bank of questions. Please refer to the question booklet in *Annexe E*.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use and maintain non-powered and hand held powered tools and equipment	1.1 ensure that the equipment is safe and in good working order 1.2 select and use the correct personal protective clothing and equipment 1.3 set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements 1.4 maintain non-powered and hand held equipment in accordance with manufacturer's instructions 1.5 identify any problems with the equipment and take appropriate action 1.6 clean and store equipment correctly after use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			
3 Know how to use and maintain the tools and equipment	3.1 explain the importance of using equipment in line with manufacturers' instructions 3.2 describe the pre-operational checks and the methods of maintaining the equipment for use 3.3 list the main hazards and risks associated with using the equipment 3.4 describe the types of problems that may occur with the equipment and how to deal with each of these correctly 3.5 state the types of protective clothing and the reasons why it must be worn			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know the current health and safety legislation and good environmental practice	4.1 outline the current health and safety legislation, codes of practice and any additional requirements 4.2 describe how environmental damage can be minimised			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Unit 60: Use and maintain pedestrian controlled powered equipment

Unit reference number: R/502/0434

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain pedestrian-controlled powered equipment.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use and maintain pedestrian controlled powered equipment	1.1 ensure the pedestrian controlled power equipment is safe and in good working order 1.2 use equipment according to manufacturers' instructions and legal regulatory requirements 1.3 clean and store equipment correctly after use 1.4 maintain pedestrian controlled power equipment in accordance with manufacturers' instructions 1.5 select and use the appropriate personal protective clothing and equipment 1.6 identify any problems with the equipment and take the correct action			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain pedestrian controlled powered equipment	3.1 list the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action 3.2 explain the importance of operating equipment in line with manufacturers' instructions 3.3 describe methods of checking and maintaining the equipment for use covering: - correct pre-use checks - correct start-up procedure - use appropriate work method - correct stopping procedure - correct post-use maintenance - reporting problems to the appropriate person			
4 Know the operating principles of powered equipment	4.1 explain the operating differences between two and four-stroke engines 4.2 explain the principles of operating lines of drive – clutch, v-belts, chains 4.3 describe the basic differences between petrol and diesel engines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the current health and safety legislation and environmental practice	5.1 outline the current health and safety legislation, codes of practice and any additional requirements 5.2 describe how environmental damage can be minimised 5.3 describe the correct methods for disposing of organic and inorganic waste			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 61: Use and Maintain Ride-on Powered Equipment

Unit reference number: H/502/0440

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain ride-on powered equipment.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to set up, use and maintain ride-on powered equipment	1.1 ensure that the ride-on powered equipment is safe and in good working order 1.2 select and use the correct personal protective clothing and equipment 1.3 set up and use ride-on powered equipment in accordance with the manufacturers instructions and legal requirements 1.4 identify any problems with the ride-on powered equipment and take appropriate action 1.5 clean and store the equipment correctly after use			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain ride-on powered equipment	3.1 describe methods of checking and maintaining the equipment ready for use covering: – correct pre-use checks – correct start-up procedure – use appropriate work method – correct stopping procedure – correct post-use maintenance – reporting problems to the appropriate person 3.2 list the main hazards and risks associated with using the ride-on powered equipment and state appropriate action 3.3 explain the importance of operating equipment in line with manufacturers' instructions 3.4 describe the types of problems that may occur with the equipment and how to deal with each of these appropriately			
4 Know the operating principles of powered equipment	4.1 describe the operating differences between two and four-stroke engines 4.2 describe the principles of operating lines of drive – clutch, v-belts, chains 4.3 describe the basic differences between a petrol and diesel engine			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the current health and safety legislation and environmental good practice	5.1 outline the current health and safety legislation, codes of practice and any additional requirements 5.2 describe how environmental damage can be minimised			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 62: Use and Maintain Chippers and/or Shredders

Unit reference number: T/502/0443

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain chippers and/or shredders.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use and maintain chippers and/or shredders	1.1 make sure that the chippers and/or shredders are in safe and good working order 1.2 select and use the correct personal protective clothing and equipment 1.3 set up and use the chippers and/or shredders in accordance with the manufacturers' instructions and legal requirements 1.4 maintain chippers and/or shredders in accordance with manufacturers' instructions 1.5 identify any problems with the chippers and/or shredders and take the correct action 1.6 clean and store the equipment correctly after use			
2 Be able to work safely and minimise environmental damage	2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to use and maintain chippers and/or shredders	3.1 list the main hazards and risks associated with using chippers and/or shredders and action to be taken 3.2 explain the importance of operating equipment in line with manufacturers' instructions 3.3 describe methods of preparing and maintaining the equipment for use covering: - correct pre-use checks - correct start-up procedure - use appropriate work method - correct stopping procedure - correct post-use maintenance - reporting problems to the appropriate person 3.4 describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly 3.5 describe types of protective clothing and explain why it must be worn			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know the current health and safety legislation and environmental good practice	4.1 outline the current health and safety legislation, codes of practice and any additional requirements			
		4.2 describe how environmental damage can be minimised			

Learner name : _____

Date : _____

Learner signature : _____

Date : _____

Assessor signature : _____

Date : _____

Internal verifier signature : _____
(if sampled)

Date : _____

Unit 63: Control Vertebrate Pests

Unit reference number: Y/601/2636

QCF level: 2

Credit value: 5

Guided learning hours: 25

Unit summary

This is a competency-based unit. It covers evaluating the size and nature of a vertebrate pest infestation and applying appropriate control procedures.

For the purposes of this unit vertebrate pests may include species of; rats, mice, moles, squirrels, rabbits and birds, although this is not an exhaustive list.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the life-cycles and behaviour of vertebrate pests	1.1 list vertebrate pests including: - rodent species - non-rodent species 1.2 describe the life-cycle of vertebrate pests 1.3 explain why vertebrate pests need to be controlled			
2 Know how to evaluate the site of an infestation of vertebrate pests	2.1 describe how to identify different types of vertebrate pests 2.2 describe methods for determining the size and nature of vertebrate pest infestations 2.3 list types of evidence which may assist in determining the size and nature of vertebrate pest infestations 2.4 describe how structural features may contribute to an infestation 2.5 describe how environmental conditions can support vertebrate pest infestations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand control methods for vertebrate pests	3.1 describe non-chemical control methods for vertebrate pests 3.2 describe chemical control methods for vertebrate pests 3.3 explain how to select the most appropriate control methods for vertebrate pest infestations 3.4 describe post treatment procedures which should be followed			
4 Be able to evaluate the size and nature of vertebrate pest infestations	4.1 carry out risk assessment in line with organisational requirements 4.2 identify the type of vertebrate pest in an infestation 4.3 determine the size and nature of an infestation of vertebrate pests 4.4 identify structural features which may be contributing to the infestation 4.5 identify any environmental conditions which may be contributing to the infestation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to apply control methods for vertebrate pests	5.1 select an appropriate control method for the vertebrate pest infestation taking into account: – legislation relating to the course of action and target species – risk to non-target and protected species – risk assessment of the site – COSHH assessment for chemical control methods 5.2 apply appropriate control methods correctly and safely following organisational requirements 5.3 carry out post-treatment procedures according to the nature of the treatment and organisational and legal requirements			

Learner name : _____ Date : _____

Learner signature : _____ Date : _____

Assessor signature : _____ Date : _____

Internal verifier signature : _____ Date : _____
(if sampled)

Unit 64: Control Invertebrate Pests

Unit reference number: D/601/2640

QCF level: 2

Credit value: 5

Guided learning hours: 24

Unit summary

This is a competency-based unit. It covers evaluating the size and nature of an invertebrate pest infestation and applying appropriate control procedures.

For the purposes of this unit invertebrate pests may include species of; cockroaches, moths, beetles, fleas, fly ants and wasps, although this is not an exhaustive list.

Assessment requirements/evidence requirements

Please refer to Asset Skills Assessment principles which can be found in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the life-cycles and behaviour of invertebrate pests	1.1 list invertebrate pests including: – stored product invertebrate pests – public health invertebrate pests – nuisance pests 1.2 describe the life-cycle of invertebrate pests 1.3 explain why invertebrate pests need to be controlled			
2 Know how to evaluate the site of an infestation of invertebrate pests	2.1 describe how to identify different types of invertebrate pests 2.2 describe methods for determining the size and nature of invertebrate pest infestations 2.3 list types of evidence which may assist in determining the size and nature of invertebrate pest infestations 2.4 describe how structural features may contribute to an infestation 2.5 describe how environmental conditions can support invertebrate pest infestations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand control methods for invertebrate pests	3.1 describe non-chemical control methods for invertebrate pests 3.2 describe chemical control methods for invertebrate pests 3.3 explain how to select the most appropriate control methods for invertebrate pest infestations 3.4 describe post treatment procedures which should be followed			
4 Be able to evaluate the size and nature of invertebrate pest infestations	4.1 carry out risk assessments in line with organisational requirements 4.2 identify the type of invertebrate pest in an infestation 4.3 determine the size and nature of an infestation of invertebrate pests 4.4 identify structural features which may be contributing to the infestation 4.5 identify any environmental conditions which may be contributing to the infestation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to apply control methods for invertebrate pests	5.1 select an appropriate control method for the invertebrate pest infestation taking into account: - legislation relating to the course of action and target species - risk to non-target and protected species - risk assessment of the site - COSHH assessment for chemical control methods 5.2 apply appropriate control methods correctly and safely following organisational requirements 5.3 carry out post-treatment procedures according to the nature of the treatment and organisational and legal requirements			

Learner name : _____ Date : _____
 Learner signature : _____ Date : _____
 Assessor signature : _____ Date : _____
 Internal verifier signature : _____ Date : _____
 (if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Asset Skills
Sol House
29 St Katherine's Street
Northampton NN1 2QZ

Telephone: 01604 233 336
Fax: 01604 233 573
Email: enquiries@assetskills.org
Website: www.assetskills.org

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the local environmental service skills sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7				BTEC Level 7 Award, Certificate, Diploma in Strategic Management and Leadership (QCF) BTEC Level 7 Extended Diploma in Strategic Management and Leadership (QCF)	Level 7 NVQ Diploma in Management (QCF)
6					
5				BTEC Level 5 Award, Certificate, Diploma in Management and Leadership (QCF)	Level 5 NVQ Diploma in Management (QCF)
4					
3				BTEC Level 3 Award, Certificate in Management (QCF)	Level 3 NVQ Certificate in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2				Suite of BTEC Level 2 Awards in Cleaning Principles (QCF) BTEC Level 2 Certificate, Diploma in Cleaning Principles (QCF) BTEC Level 2 Award, Certificate in Team Leading (QCF)	Level 2 Certificate in Local Environmental Service Skills (QCF) Level 2 Award, Certificate, Diploma in Cleaning and Support Services Skills (QCF) Level 2 NVQ Certificate in Team Leading (QCF)
1					Level 1 Award, Certificate in Cleaning and Support Services Skills (QCF)
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs/competence qualifications through ensuring that their awarding is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details (www.edexcel.com).

Annexe D: Assessment principles



**The Sector Skills Council
for Property Services, Housing, Cleaning Services
and Facilities Management**

the sector skills council for the places where we live and work

ASSESSMENT PRINCIPLES August 2010

POLICIES AND PRINCIPLES FOR AWARDING
ASSET SKILLS COMPETENCE UNITS IN THE QCF

Asset Skills
2nd Floor
Sol House
19 St Katherine's Street
Northampton
NN1 2QZ

Telephone: 01604 233336
Fax: 01604 233573
E-mail: enquiries@assetskills.org
Website: www.assetskills.org

CONTENTS

1	INTRODUCTION	335
2	ASSESSMENT PRINCIPLES FOR COMPETENCY BASED UNITS	336
3	SIMULATION AND WITNESS TESTIMONY FOR COMPETENCY-BASED UNITS	337
4	RECOGNITION OF PRIOR LEARNING AND EXPERIENCE	338
5	EXTERNAL QUALITY ASSURANCE OF ASSESSMENT	339
6	FRAMEWORK CRITERIA FOR THE APPOINTMENT OF EXTERNAL VERIFIERS	340
7	FRAMEWORK CRITERIA FOR THE APPOINTMENT OF INTERNAL VERIFIERS	342
8	FRAMEWORK CRITERIA FOR THE APPOINTMENT OF ASSESSORS	345

1 INTRODUCTION

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted to the QCF by Asset Skills.

ASSET SKILLS, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the Standards and Units and the Awards, Certificates and Diplomas based upon them.

2 ASSESSMENT PRINCIPLES FOR COMPETENCY BASED UNITS

2.1 *The following principles will apply to Awarding Organisations:*

- 2.1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- 2.1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks.
eg If the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- 2.1.3 Asset Skills does not prescribe a minimum number of observations, however, evidence provided must demonstrate that competency is consistent and reliable.
- 2.1.4 Assessors can only assess in their acknowledged area of occupational competence.
- 2.1.5 Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- 2.1.6 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

3 SIMULATION AND WITNESS TESTIMONY FOR COMPETENCY-BASED UNITS

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- Infrequently occurring activities
- equality of access.

3.1 Simulation

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- All simulations should follow these documented plans
- A centre's overall strategy for simulation must be examined and approved by the external verifier
- There should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- The nature of the contingency must be realistic.

3.2 Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Organisation guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4 RECOGNITION OF PRIOR LEARNING AND EXPERIENCE

- 4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.
- 4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment.
- 4.3 Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- 4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

5 EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

- 5.1 Awarding organisations will operate a Risk Rating system of Approved Centres. This will be applied UK wide. Awarding organisations will provide details of their plans and criteria for risk rating at the time of qualifications' submissions.
 - 5.1.1 The Awarding Organisations will carry out risk assessment annually and risk rate each Approved Centre and will take appropriate action to ensure quality assurance is maintained.

6 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF EXTERNAL VERIFIERS

6.1 ASSET SKILLS aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications. ASSET SKILLS will work with the Awarding Organisations to implement a practical and cost effective external verification process that will strengthen the rigour and consistency of assessment.

6.2 The criteria will apply to existing and new External Verifiers.

6.3 Verification competence

6.3.1 Awarding Organisations will ensure that External Verifiers:

Hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).

In England, Wales, Northern Ireland new External Verifiers must achieve unit V2 within 12 months of beginning external verification.

In Scotland, all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.

6.4 Occupational competence

All External Verifiers must

- 6.4.1 provide evidence of knowledge, understanding and application of the National Occupational Standards, Units of Assessment and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process.
- 6.4.2 have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. External verifiers' experience and knowledge could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution.
- 6.4.3 have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements.

- 6.4.4 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles.
- 6.4.5 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
- 6.4.6 be aware of national issues affecting vocational education, training and qualifications in the sector.
- 6.4.7 have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified.
- 6.4.8 demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.
- 6.4.9 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 6.5 Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

7 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF INTERNAL VERIFIERS

- 7.1 Internal Verifiers are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 7.2 This criteria will apply to existing and new Internal Verifiers.
- 7.3 Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.
- 7.4 Internal Verifiers should be seen as the person responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:

7.4.1 Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors

Or

7.4.2 Acting as a counter-signatory on a short term basis, a maximum period of 18 months, where Internal Verifier(s) have not yet achieved their V1 award.

- 7.5 Internal Verifiers will either:

- a Hold an appropriate internal verifier qualification (D34 or V1), or be working towards a V1 qualification.

In England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a Verifier who has gained certification.

In Scotland, all new Verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of V1 during centre visits.

All new Internal Verifiers must hold units A1 and/or A2.

Or

- b Where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose:

Achieving the appropriate regulatory body approved unit qualifications for internal verification

Or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

7.5.2 It is desirable that all Internal Verifiers hold a relevant qualification.

Internal Verifiers will:

7.5.3 have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

7.5.4 have expertise so they have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

7.5.5 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles

7.5.6 be prepared to participate in training activities for their continued professional development

7.5.7 demonstrate their ability to maintain occupational competence by continuous professional development

- 7.5.8 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification
- 7.5.9 have knowledge of the requirements and application of the Asset Skills Assessment Principles
- 7.5.10 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 7.6 Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development.
- 7.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

8 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF ASSESSORS

8.1 This section is intended to assist Approved Centres in the recruitment of those individuals who will act as Assessors within the Approved Centre.

8.2 Assessors are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.

8.2.1 They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.

8.3 Assessors should be one of the following:

8.3.1 Employed directly or contractually by the same organisation (centre) as the candidate

Or

8.3.2 Acting as a counter signatory on a short term basis (18 months) where the Centre Assessor has not yet achieved their A1 or A2 awards.

8.4 The Assessor should have the following:

Assessment Competence

Either:

8.4.1

a Hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor Awards.

In England, Wales and Northern Ireland, new Assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.

In Scotland, all new Assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.

Candidates in possession of a TQFE without having an appropriate A1 or A2 award should undertake continuing professional development to demonstrate that they are working to the appropriate A Unit standard.

Or

b Where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose:

Achieving the appropriate regulatory body approved unit qualifications for assessment

Or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

8.5 Occupational competence

All assessors must

- 8.5.1 have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- 8.5.2 have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- 8.5.3 have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of Assessment and these Assessment Principles
- 8.5.4 be prepared to participate in training activities for their continued professional development.

8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.

8.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

Annexe E: Question booklet

Edexcel Level 2 Certificate in Local Environmental Service Skills (QCF) - Underpinning knowledge and understanding questions

Unit 27: H/502/0468 - Clearing Horticultural and Landscaping Sites

Assessment criteria 4.1

Considering the following areas describe one working method involving grounds clearance operations for each situation, which is specifically adopted for that particular situation:

- agricultural land
- land formerly used for industrial purposes
- site within residential area
- overgrown area with at least 10 years growth
- removal of a patio area within a private or public garden.

Assessment criteria 4.2

Describe the methods used within your work environment to communicate to staff what should be cleared and most importantly what should be left and why this information is important.

Assessment criteria 4.3

For the two situations listed below describe the most effective clearance methods, which could be used and types of equipment which should be employed:

- one hectare site with clear access
- 500m² site with limited access.

Assessment criteria 5.1

For the following operations identify a mechanical and manual operational piece of equipment which can be used:

- excavation of tree roots
- removal of branches
- clearance of dense undergrowth
- breaking up footings
- removal of weeds.

Assessment criteria 5.2

For each of the pieces of equipment identified above describe the methods of maintenance carried out prior to use.

Assessment criteria 6.1

For each piece of legislation listed below describe how this applies to your workplace in reference to ground clearance operations:

- Health and Safety at Work Act 1974
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Food and Environment Act (FEPA) 1985
- Control of Noise at Work Regulations 2005
- Provision and Use of Work Equipment Regulations 1998; Health and Safety
- Lifting Operations and Lifting Equipment Regulations 1998
- Supply of Machinery (Safety) Regulations 1992 as amended 1994

Assessment criteria 6.2

For a site within an urban area describe how the following can be evaluated in order to minimise environmental damage:

- environmental survey
- working methods
- choice of equipment
- waste disposal.

Assessment criteria 6.3

For the following forms of waste explain the correct methods of disposal:

- branches
- soil
- weeds
- concrete
- metal
- plastics.

Unit 29: K/502/0990 - Preparing Ground for Seeding and Planting

Assessment criteria 4.1

Considering the following areas describe one different clearance and minor levelling techniques which can be used in each situation:

- agricultural land
- land formerly used for industrial purposes
- site within residential area
- overgrown area with at least 10 years growth
- a private or public garden.

Assessment criteria 4.2

If you were preparing and planting a rose bed what type of fertilizer would be best and what pH level would be best.

Assessment criteria 4.3

NPK are the main nutrients required for plant growth, what does NPK stand for and what does each nutrient do for the plant.

Assessment criteria 4.4

For the following situations state the main preparation techniques:

- summer bedding
- ericaceous border
- mixed shrub bed.

Assessment criteria 4.5

If you were preparing a new border within an established garden, consider the impacts this would have and how they can be avoided.

Assessment criteria 4.6

For the following forms of waste explain the correct methods of disposal:

- stone rubble
- soil
- weeds
- litter.

Assessment criteria 5.1

What does CAT stand for and what is it used to detect and why.

Assessment criteria 6.1

What is a perennial weed and give two methods of control.

Assessment criteria 7.1

Explain the methods used to calibrate:

- fertilizers
- chemicals.

Assessment criteria 7.2

Describe the cleaning and maintenance procedures for the following equipment immediately after use:

- knap sack sprayer
- fertiliser spreader.

Assessment criteria 8.1

For each piece of legislation listed below describe how this applies to your workplace in reference to preparing ground for planting and seeding operations:

- Health and Safety at Work Act 1974,
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Food and Environment Act (FEPA) 1985
- Control of Noise at Work Regulations 2005
- Provision and Use of Work Equipment Regulations 1998; Health and Safety
- Lifting Operations and Lifting Equipment Regulations 1998
- Supply of Machinery (Safety) Regulations 1992 as amended 1994

Assessment criteria 8.2

For the creation of new shrub borders, describe how the following can be evaluated in order to minimise environmental damage:

- environmental survey
- working methods
- choice of equipment
- waste disposal.

Assessment criteria 8.3

Describe the difference between inorganic and organic waste and why correct disposal is important.

Unit 30: A/502/1223 - Establishing Plants or Seeds in Soil

Assessment criteria 5.1

In order to ensure plants are planted and seeds are sown correctly it is imperative that you know what type of material is available and when it should be planted, therefore you need to explain the following terminology including when they should be planted:

- bare rooted
- container grown
- root balled
- certified seed
- treated seed.

Assessment criteria 5.2

What is a pH level of 7.0.

Assessment criteria 5.3

When is the best time to plant shrubs and why.

Assessment criteria 5.4

When transporting bare root stock why is it important to cover the roots and heel in (Cover roots with soil) any unused plants.

Assessment criteria 5.5

What is the nursery mark in relation to shrubs, roses and trees and how does this govern the depth of planting.

Assessment criteria 5.6

State the problems which will occur within a six month period if a shrub border is not maintained after it has been planted.

Assessment criteria 5.7

What is meant by top soil and sub soil and how can sub soil be improved, especially when back filling.

Assessment criteria 5.8

You have planted a new shrub area and also planted a small copse with whips, however both areas are vulnerable to rabbit damage so what can be done to prevent/minimise the damage.

Assessment criteria 5.9

What is a national plant collection and why are accurate records important and in what form can these be.

Assessment criteria 6.1

What are COSHH assessments and what is their importance when dealing with accidental spillage or damage.

Assessment criteria 6.2

When planting plants or sowing seeds describe how the following can be evaluated in order to minimise environmental damage:

- environmental survey
- working methods
- choice of equipment
- waste disposal.

Assessment criteria 7.1

For the following situations select suitable equipment which could be used in order to help establish the plants/seeds:

- planting of a new shrub border in an existing lawn:
- sowing wild flower seed
- planting standard trees.

Assessment criteria 7.2

For each of the pieces of equipment identified above explain how to prepare them for use, maintenance during and after use, and correct storage.

Assessment criteria 8.1

For each piece of legislation listed below describe how this applies to your workplace in reference to planting and seeding operations:

- Health and Safety at Work Act 1974
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Food and Environment Act (FEPA) 1985
- Control of Noise at Work Regulations 2005
- Provision and Use of Work Equipment Regulations 1998; Health and Safety
- Lifting Operations and Lifting Equipment Regulations 1998
- Supply of Machinery (Safety) Regulations 1992 as amended 1994

Unit 34: L/502/0397 - Maintain the Health of Sports Turf

Assessment criteria 4.1

Who are the Chemical Regulation Directorate (CRD) and what role do they have when you are selecting turf pesticides.

Assessment criteria 4.2

Your golf course has asked you to come with an integrated programme to control moss on a golf green. What is this and how would you go about doing it.

Assessment criteria 4.3

How does the Food Environmental Act (FEPA) apply to how you treat the turf on a sports area.

Assessment criteria 4.4

Identify the difference between a pest and a disease.

Assessment criteria 4.5

What is the definition of a weed in a sports turf area.

Assessment criteria 4.6

You are maintaining a nine hole golf course and need advice on maintenance and pest and disease controls. Who are the following organisations and how can they help:

- IOG
BIGGA
STRI.

Assessment criteria 4.7

What is a supervisor and why is it that problems are reported to them.

Assessment criteria 5.1

You have the responsibility of maintaining a bowling green and are required to draw up a list of equipment and machinery require to undertake annual maintenance.

Assessment criteria 5.2

For the following pieces of equipment describe their use, and safe operation including appropriate ppe:

- trulute
- beesom
- scarifier
- pedestrian fine turf mower.

Assessment criteria 6.1

For each piece of legislation listed below describe how this applies to your workplace in reference to maintaining the health of sports turf:

- Health and Safety at Work Act 1974
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Food and Environment Act (FEPA) 1985
- Control of Noise at Work Regulations 2005
- Provision and Use of Work Equipment Regulations 1998; Health and Safety
- Lifting Operations and Lifting Equipment Regulations 1998
- Supply of Machinery (Safety) Regulations 1992 as amended 1994

Assessment criteria 6.2

Whilst maintaining the health of sports turf, describe how the following can be evaluated in order to minimize environmental damage:

- environmental survey
- working methods
- choice of equipment
- waste disposal.

Assessment criteria 6.3

Describe the difference between inorganic and organic waste and why correct disposal is important.

Unit 41: H/502/0499 - Set and Mark Out Landscape Sites to Establish Grassed and Planted Areas

Assessment criteria 1.1

When interpreting landscape plans for the following scales what does 1mm on the drawing represent on the ground:

- 1:50
- 1:100.

Assessment criteria 1.2

Regarding the equipment listed state what it is and how it is used:

- fibreglass or steel band tape
- surveying chain
- laser level.

Assessment criteria 1.3

Define the term trilateration and the mathematical principles behind it and its use within surveying and setting out.

Assessment criteria 1.4

Explain how the following can be used when surveying and setting out on a site giving an example and an advantage/disadvantage for each:

- stud
- ranging pole
- arrows
- aerosol/paint.

Assessment criteria 1.5

A client has a sloping lawn but has requested it is levelled, therefore the ground needs to be marked out so that this can be done so you need to explain how this will be done to enable work to be carried out so a level area is achieved.

Assessment criteria 1.6

When two people are setting out a site one of the dangers is that when a measurement is shouted out it could be misinterpreted how can this be overcome to ensure it is accurate.

Assessment criteria 1.7

What does CAT stand for and what is it used to detect and why.

Assessment criteria 3.1

For each piece of equipment listed below state what problems can occur if they are not properly maintained or repaired/replaced when damaged:

- fibreglass or steel band tape
- surveying chain
- laser level
- ranging poles.

Assessment criteria 3.2

For each piece of equipment detailed above describe the correct maintenance procedures before, during and after use.

Assessment criteria 5.1

For each piece of legislation listed below describe how this applies to setting out and marking a site and they should be communicated to staff:

- Health and Safety at Work Act 1974
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Food and Environment Act (FEPA) 1985
- Control of Noise at Work Regulations 2005
- Provision and Use of Work Equipment Regulations 1998; Health and Safety
- Lifting Operations and Lifting Equipment Regulations 1998
- Supply of Machinery (Safety) Regulations 1992 as amended 1994

Assessment criteria 5.2

Whilst setting out and marking a site describe how the following can be evaluated in order to minimize environmental damage and give an example how these have been used effectively within your work environment:

- environmental survey
- working methods
- choice of equipment
- waste disposal.

Assessment criteria 5.3

Describe the difference between inorganic and organic waste and why correct disposal is important and give an example of each, within a setting out and marking operation and details of how they were correctly disposed of.

Unit 59: K/502/0438 - Use and Maintain Non-powered and Hand Held Powered Tools and Equipment

Assessment criteria 3.1

Explain where information regarding manufacturers recommendations and instructions can be located, if the hand book has been lost or is not available.

Assessment criteria 3.2

For the two pieces of equipment as detailed below explain what pre-start checks and maintenance are required to ensure they are safe and in good order.

- hand held petrol auger
- pair of telescopic loppers.

Assessment criteria 3.3

Explain what a risk assessment is and how this is used to identify hazards and risks and the purpose and legality of it.

Assessment criteria 3.4

Describe what a defect report sheet is and how this can be used in the workplace to report problems and ensure they are rectified.

Assessment criteria 3.5

Describe the ppe required and what checks maintenance should be carried out on the selected ppe before and after use.

Assessment criteria 4.1

For each piece of legislation listed below describe how this applies to your workplace in reference to the use and maintenance of non-powered and powered hand tools:

- Health and Safety at Work Act 1974
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995,
- Control of Substances Hazardous to Health 2002
- Manual Handling Operations Regulations 1992
- Food and Environment Act (FEPA) 1985
- Control of Noise at Work Regulations 2005
- Provision and Use of Work Equipment Regulations 1998; Health and Safety
- Lifting Operations and Lifting Equipment Regulations 1998
- Supply of Machinery (Safety) Regulations 1992 as amended 1994.

Assessment criteria 4.2

Whilst using and maintaining hand tools describe how the following can be evaluated in order to minimise environmental damage:

- environmental survey
- working methods
- choice of equipment
- waste disposal.

