

# Unit 20: Manage Amenity Turf

<b>Unit code:</b>	<b>K/600/9840</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to provide learners with an understanding of the principles of management of amenity turf and how these can be put into practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

## ● Unit introduction

The use of turf for general amenity, decorative and recreational use is in high demand as is the requirement for turf professionals who have the knowledge and expertise to manage maintain it to the correct standard which is dependent on its use.

The unit focuses on developing and improving learner understanding of amenity turf management which includes both theory and practical assessments.

On completion of the unit learners will have a clear understanding of performance quality standards (PQS) in relation to amenity turf surfaces and be able to manage and maintain a range of amenity turf in compliance with the recommended quality standard which can range from a recreational use right through to a private garden to a large general parkland area which can be used in a variety of ways or could be even a cemetery or crematorium area which has a specific use. Learners will look at and implement these standards and will specifically focus on the following areas: adequate grass cover, weed control, level of area, irrigation, and drainage in relation to the purpose the area is being used for.

There is also a requirement for learners to be able to understand and manage the full range of turf maintenance operations and how these equate to the overall quality of these areas which is dependent on their specific use which learners will be expected to identify. Learners will also be required to monitor and evaluate amenity turf maintenance operations and be able to offer recommendations regarding areas for improvement.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Be able to manage amenity turf to performance quality standards (PQS)
- 2 Understand the management of amenity turf surfaces to Performance Quality Standards
- 3 Be able to evaluate maintenance operations and their contribution to overall quality
- 4 Understand the determination and maintenance of the level of quality of amenity turf surfaces.

## Unit content

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### 1 Be able to manage amenity turf to performance quality standards (PQS)

*Turf surfaces:* general parkland and recreational areas, ornamental lawns, recreational lawns in housing areas, public highways verges, cemeteries and private gardens

*Management of amenity turf surfaces:* includes the management of amenity turf surfaces to meet the requirements of all the governing organisations for the various turf surfaces, plus professional bodies which are mainly involved in sports turf surfaces but also influences the maintenance of amenity turf surfaces, such as the Sports Turf Research Institute (STRI); the Institute of Groundsmanship (IOG) and Institute of Leisure and Amenity Management (ILAM)

*Performance quality standards:* which will include high; standard and basic and will cover: adequate grass cover; low level of weed coverage; surface level and the ability to maintain water which will also include irrigation

### 2 Understand the management of amenity turf surfaces to performance quality standards

*Turf surfaces:* general parkland and recreational areas, ornamental lawns, recreational lawns housing areas, public highways verges, cemeteries and private gardens

*Management of amenity turf surfaces:* includes the management of sports turf surfaces to governing and legislative requirements which will include all the governing organisations for the various turf surfaces plus influential professional bodies which include Sports Turf Research Institute (STRI); Institute of Groundsmanship (IOG) and Institute of Leisure and Amenity Management (ILAM). Legislative requirements include Control of Substances Hazardous to Health (COSHH), Provision and Use of Work Equipment Regulations (PUWER), Risk Assessments

*Performance quality standards:* includes herbage; pests and diseases; profile; presentation quality and quality of surface for specified uses

### 3 Be able to evaluate maintenance operations and their contribution to overall quality

*Maintenance operations:* mowing; scarification; aeration; topdressing; over-seeding; rolling; switching; brushing; marking; nutrition; irrigation; pest, disease and weed control; health and safety; risk assessment; personnel protective equipment (PPE); environmental good practice (minimisation of impacts)

*Overall quality:* includes herbage; pests and diseases; profile; presentation quality and playing quality; type of turf maintained: high, standard and basic

### 4 Understand the determination and maintenance of the level of quality of amenity turf surfaces

*Level of quality:* this will cover benchmarking, performance quality standards, and recommendations from local authorities and any other organisations involved in the quality of amenity turf surfaces which can include the British Association of Landscape Industries (BALI), Institute of Leisure and Amenity Management (ILAM), and the Sports Turf Research Institute (SRI)

*Amenity turf surface types:* multi-use areas eg general parkland and recreational areas, recreational lawns housing areas, decorative and specific functional areas eg ornamental lawns, public highway verges, cemeteries and private gardens

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> collect PQS data and assess the level of quality of amenity turf surfaces	<b>M1</b> explain the importance of collecting accurate PQS data and evaluate the assessment process used for a range of turf surfaces	<b>D1</b> evaluate and discuss the role of governing bodies and professional organisations regarding the implementation and monitoring of PQS and the role they play in assisting the turf manager
<b>P2</b> produce a calendar of work for fine and coarse amenity turf surfaces to manage them to a stated level of quality		
<b>P3</b> produce a resource file of personnel, materials, equipment machinery and finances for amenity turf surfaces		
<b>P4</b> carry out maintenance activities on fine and coarse amenity turf surfaces [TW, SM]		
<b>P5</b> explain why the soil ecosystem must be assessed before producing a calendar of work	<b>M2</b> explain how PQS tables can be used to ensure surface requirements for selected amenity surfaces and how in turn these are used to assess the soil ecosystem	
<b>P6</b> evaluate management strategies which can reduce the effects of wear on amenity turf surfaces		
<b>P7</b> explain why weather and climate conditions should be monitored when managing amenity turf surfaces		
<b>P8</b> explain how a calendar of work and resource file contribute to the management of surfaces to a stated quality [IE, CT, RL]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P9</b> monitor mowing practice and other operations on amenity turf surfaces and evaluate how each is contributing to the quality [EP]</p>	<p><b>M3</b> explain the difference between high, standard and basic amenity turf surfaces and how these are managed and maintained to the appropriate quality standards</p>	<p><b>D2</b> discuss the need to monitor and evaluate maintenance operations and how this can be done.</p>
<p><b>P10</b> monitor and evaluate material inputs and how each is contributing to the quality</p>		
<p><b>P11</b> collect data and assess the overall quality of amenity turf surfaces</p>		
<p><b>P12</b> summarise the legislation and codes of practice relating to the management of amenity turf surfaces</p>		
<p><b>P13</b> evaluate the benefits of using Performance Quality Standards (PQS) to assess the level of quality of a turf surface</p>	<p><b>M4</b> explain how surface and cultural requirements can differ but also be linked with different amenity surfaces, and how this can be managed effectively.</p>	
<p><b>P14</b> explain how to distinguish between the different levels of quality for amenity turf surfaces and decide which is acceptable</p>		
<p><b>P15</b> explain the purposes of reviewing materials inputs and maintenance operations</p>		
<p><b>P16</b> explain the use of BS7370-3 or later relevant standard in the management of amenity turf surfaces.</p>		

**PLTS:** This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable sites which cover the full range of amenity turf areas and types and this could also be linked to industrial experience placements.

The use of a wide range of techniques as possible is essential this could include lectures, seminars, site visits, turf management practicals, both at the delivery centres site and at various off-site locations so that learners can gain experience of a full range of different amenity areas. In addition to this, additional research is essential and access should be given to internet and/or library based research facilities. Delivery should stimulate, motivate, educate and enthuse learners and utilise the framework of personal, learning and thinking skills.

With regard to work placements it needs to be stipulated that the placement must involve management of the turf surfaces and not just maintenance. Placements need to be monitored regularly to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit and assessment procedures to be used before the placement. This allows for work to be scheduled in accordance with the unit and therefore ensures that learners have the opportunity to carry out management procedures and be involved in the implementation and planning of work schedules so that naturally occurring evidence can be collated at the time. Evidence should be gathered by using observation records and witness statements and it is also recommended that the learner keeps an up-to-date diary. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Safe working practices are essential, whichever of the delivery methods are chosen, and it is essential that tutors stress the importance of safe working practices, legal obligations and effective management to ensure turf maintenance operations have a minimal impact on the environment.

Health and safety during both classroom and practical sessions must be stressed and it is essential that full risk assessments are undertaken prior to any practical activity.

Tutors should consider integrating the delivery, private study and assessment for this unit with their relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcomes 1 and 2 are likely to be delivered through formal lectures, demonstration, site visits, practical sessions and independent learner research. Learners will initially be taught about quality standards by lectures and environmental impact and health and safety legislation will be emphasised. This will then lead to student research and practical activities regarding the gathering and collating of information in relation to PQS and also will include soil analysis and surface evaluation in relation to both fine and coarse surfaces. This should also include the production of a maintenance programme in line with PQS. Once this has been produced and then approved by the tutor, maintenance operations will be demonstrated and then undertaken by learners.

Lectures and talks by representatives from governing bodies and professional organisations will serve to encourage, interest and motivate/enthuse learners. A sufficient number of visits to a range of amenity turf areas, which should include a mixture of both council and privately managed areas will also be required in order for learners to observe how PQS are implemented and managed.

Access to IT facilities is also essential and the use of tough books or other mobile devices which can be used outside for gathering information should be encouraged.

Learning outcomes 3 and 4 are likely to be delivered using a combination of lectures, learner research, site visits and practical management opportunities. Therefore it is essential that learners undertaking this unit have suitable workplace providers which should be set up prior to delivery of outcomes 3 and 4 and/or suitable amenity turf facilities available on or near the college site so that there are ample opportunities for learners to participate in turf management techniques. In addition to this there is a requirement that there are sufficient trips to the full range of both fine and coarse amenity turf facilities to ensure that learners encompass the

full range of amenity turf management. As with all practical activities and visits, health and safety must be emphasised and full risk assessments undertaken prior to both practical activities and visits. Also environmental impact should be minimal while planning and undertaking any management tasks.

Visiting expert speakers could add to the relevance of the subject for learners. For example, a client or parks manager from a council can talk about their work and the problems that they face and the methods they use to resolve them.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduce and overview of the unit.
<b>Assignment 1: Amenity Turf Assessment, Programming and Maintenance</b> (P1, P2, P3, P4, M1, D1)
Tutor introduces the assignment brief.
Theory session: amenity turf evaluation and use of PQS and other related standards, and the importance of governing bodies and other organisations in relation to quality standards.
Visiting speakers from governing bodies and professional organisations.
Calendars of work, resource management and financial control.
Turf maintenance practical activities.
<b>Assignment 2: Management of Amenity Turf Areas</b> (P5, P6, P7, P8, M2)
Tutor introduces the assignment brief.
Theory session: Evaluation of amenity turf areas using PQS and other relevant standards.
Practical activity using evaluation techniques on a range of amenity turf areas and gathering and collating information which should also include off- site visits and advice and guidance from amenity turf professionals who manage and maintain the various sites.
IT/Internet use recording information as per assignment from information gathered.
<b>Assignment 3: Quality and Resource Management</b> (P9, P10, P11, P12, M3, D2)
Tutor introduces the assignment brief.
Theory session: maintaining records and overall quality of sports surfaces maintenance operations.
Site visits to various amenity turf facilities.
Visiting speakers: parks managers, grounds maintenance professionals.
Practical resource management and evaluation of sports surfaces and maintenance techniques using a range of both fine and coarse turf areas.
<b>Assignment 4: Practical Management of Amenity Turf</b> (P13, P14, P15, P16, M4)
Tutor introduces the assignment brief.
Theory: measuring, evaluating and implementing quality systems.
Practical: quality management of the full range of amenity turf areas.
Recording information gathered using IT.
Unit review.

## Assessment

For P1, learners must collect performance quality standard data and assess the quality of a both fine and coarse amenity turf surfaces. Tutors should identify the amenity surfaces and agree them through discussion with learners. Where possible to ensure fairness of assessment, the size and complexity of the task should be the same for all learners. P1 could be assessed by the tutor during practical sessions. If this format is used then suitable evidence from guided learning activities would be observation records completed by learners and tutor.

For P2, learners are required to produce a calendar of work for the amenity turf surfaces identified in P1 in order to manage them to a stated level of quality. Tutors should identify the amenity turf surfaces or agree them through discussion with learners. Where possible to ensure fairness of assessment the size and complexity of the task should be the same for all learners. As a minimum, learners should provide evidence covering two fine turf surfaces and two coarse amenity turf surfaces and these can be the surfaces used in P1. All necessary management operations and their timing should be included. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software), an annotated poster or project. Alternatively, it could be linked with P3.

For P3, learners must produce a resource file of personnel, materials, equipment, machinery and finances for amenity turf surface; where possible these should be linked to P1 and P2 and as a minimum learners should provide evidence covering two fine turf surfaces and two coarse sports turf surfaces.

Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software), or a project and it could be linked to P2

For P4, learners are required to carry out maintenance activities on an amenity turf surface which should be linked to at least three tasks identified in P2 and this should cover both fine and coarse amenity turf areas. Tutors should agree with learners before the task is set, where they will be carrying out their practical activity. Tutors where possible should ensure that the size and complexity of the task is the same for all learners.

This task could be undertaken during work experience or on amenity turf surfaces identified by the tutor. If this format is used then suitable evidence from guided learning activities would be observation records completed by learners and tutor or learners and work experience provider, which can then be tied into project or presentation using suitable software.

Evidence for P5, P6, P7 and P8 could be combined with P1, P2, P3 and P4 through an electronic presentation/report or project based on their findings could be compiled and presented to the class.

P9 involves the monitoring and evaluation of maintenance operations and therefore should be linked to P4.

P10 and P11 involve quality systems and data collections and can be clearly linked to P1, P2, P3 and P4 and the same assessment methods used.

P12 could be included within the resource file created in P3 as P12 relates to legislation and codes of practice, and also should relate to the calendar of work produced in P2.

P13, P14, P15 and P16 relate to the actual management of amenity turf and covers quality standards, reviewing and monitoring of the amenity turf surfaces; they therefore can be linked to P1, P2, P3 and P4 and also the assessment methods can be the same.

For M1, learners must explain the importance of collecting accurate performance quality standard (PQS) data and evaluate the assessment process used for a range of amenity turf surfaces, and this could be covered by questioning during practical sessions and linked to outcome 1

For M2, learners must explain how performance quality standard tables can be used to ensure surface requirements for selected amenity turf surfaces, and this should be linked to the calendar of work produced in P2. Evidence could be presented as an explanatory leaflet or poster or as a report.

For M3, learners are required to explain the difference between high, standard and basic amenity turf surfaces and how these are managed and maintained to the appropriate quality standards. Each learner will be required to explain and give two examples of each and this could be linked to the surfaces identified in outcome 1 and the assessment methods could be tied into those used for assessing the pass criteria for outcome 3.

For M4, learners must explain how surface and cultural requirements can differ but are also linked with both fine and coarse amenity turf surfaces. Evidence could be presented in a management report and again this could be linked to the surfaces identified in outcome 1.

For D1, learners are required to evaluate and discuss the role of governing bodies, professional organisations and stakeholders ie council officials regarding the implementation and monitoring of PQS and the role they play in assisting the turf manager. Evidence could be presented within a report or through tutor/learner discussion with the evidence being recorded on an observation sheet. Whatever method is chosen the task size and complexity needs to be the same, and the number of governing bodies and professional organisations needs to be agreed between the tutor and learner, but there should be a minimum of three of each.

For D2, learners are required to discuss the need to monitor and evaluate maintenance operations and how this can be done. Evidence for this can be in the form of a group discussion and the evidence recorded by the tutor, or it can be linked to tasks learners have previously undertaken; this could be assessed individually using monitoring sheets or evidence could be produced within a report.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, D1	Amenity Turf Assessment, Programming and Maintenance	You are a parks supervisor in charge of a large mixed parkland area and you are required to assess the quality of the amenity turf surfaces, using performance quality standard information, produce a calendar of work and carry out turf maintenance to a set standard.	Observation records. Presentation. Practical activities.
P5, P6, P7, P8, M2	Management of Amenity Turf Areas	This task should be linked to learning outcome 1 because you are the parks supervisor and you are now required to analyse, evaluate and explain the importance of resource files and calendars of work regarding the management of quality amenity turf and why the assessment of soil ecosystems and monitoring of weather and climate conditions are essential when compiling calendars of work. Also within your report or presentation you will be required to evaluate and assess management strategies which can be used to help reduce the effects of wear on amenity turf.	Written. Presentation.

Criteria covered	Assignment title	Scenario	Assessment method
P9, P10, P11, P12, M3, D2	Quality and Resource Management	This assignment is linked to learning outcomes 1 and 2 in that the areas to be assessed and monitored are the ones being maintained by other learners and should be agreed with your course tutor. Alternatively, turf maintenance can be monitored and assessed using operations carried out by contractors, grounds staff or at an alternative location. Your role within this is as a client monitoring officer for a local council and you are required to monitor and evaluate ground maintenance operations, material input in relation to the quality of the surface. In addition to this, in relation to the quality of the surface, you are required to collect data and assess and record it stating how this information contributes to the overall quality; and you also need to, where possible, incorporate legislation and codes of practice and summarise their importance how PQS is used to assess this and the benefits of using them.	Written. Presentation. Observations.
P13, P14, P15, P16, M4	Practical Management of Amenity Turf	This assignment is linked to learning outcome 1 and you are now required to write a report or presentation for a group of councillors which explains the reasons for using quality standards when monitoring the quality of amenity turf surfaces and how these areas are assessed and standards applied.	Written. Presentation.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Understand the Principles of Sports and Amenity Turf Maintenance	L20 Plan the maintenance of sports turf areas
	Construct and Establish Sports and Amenity Turf Areas

### Essential resources

Learners will need access to the appropriate environment or facilities and equipment required for the activities.

## Employer engagement and vocational contexts

In order to deliver this unit it is essential that centres have close links with turf maintenance specialists who look after and maintain a good range of amenity turf surfaces; this can include private grounds maintenance companies, country estates, housing associations and local authorities etc, in order that visits can be arranged, work placements organised and guest lecturers utilised.

In addition, centres need to create and develop links with governing bodies and professional organisations; learners need to be encouraged to join as student members and guest speakers, technical information and workshops could be used.

## Indicative reading for learners

### Textbooks

Arthur J – *Practical Greenkeeping* (Kyodo Printing Co, 1997) ISBN 978-0907583042

Brown S – *Sports Turf and Amenity Grassland Management* (Crowood Press, 2005) ISBN 978-1861267900

### Journals

*The Greenkeeper*

*The Groundsman*

*Horticulture Week*

*Turf Professional*

### Websites

[www.bali.co.uk](http://www.bali.co.uk)

British Association of Landscape Industries

[www.horticulture.org.uk](http://www.horticulture.org.uk)

Institute of Horticulture

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.iog.org](http://www.iog.org)

The Institute of Groundsmanship

[www.pitchcare.com](http://www.pitchcare.com)

Pitchcare

[www.stri.co.uk](http://www.stri.co.uk)

The Sports Turf Research Institute

[www.the-gtc.co.uk](http://www.the-gtc.co.uk)

The Greenkeepers Training Committee

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating performance quality standard information
<b>Creative thinkers</b>	generating ideas and exploring possibilities while creating a calendar of work
<b>Reflective learners</b>	analysing their own performance while participating in work experience and practical activities and identifying strengths and areas for improvement analysing the calendar of work and identifying improvements
<b>Team workers</b>	working with others and taking responsibility while carrying out management activities on amenity turf surfaces
<b>Self-managers</b>	producing a resource file organise time and resources whilst working towards set goals and tasks
<b>Effective participators</b>	monitoring and evaluating the maintenance of fine and coarse amenity turf surfaces and investigating and recommending improvements and changes in practices for different surfaces.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching performance quality standard tables investigating performance quality standard data
<b>Creative thinkers</b>	applying and exploring ideas whilst undertaking work experience
<b>Reflective learners</b>	assessing their and others' ability to gather and record information and data required
<b>Team workers</b>	during practical and work experience activities work with others to achieve common goals
<b>Self-managers</b>	organising and prioritising tasks whilst researching and collating information
<b>Effective participators</b>	on work experience participating in activities and applying knowledge and understanding learned from other lessons and activities.

## ● Functional skills — Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the internet for information and data required for the management of general amenity turf gathering and recording information which is collected during practical activities producing work calendars and resource file data
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	assessing and evaluating finances for amenity turf surfaces while compiling information for resource file  using mathematical analysis whilst investigating amenity turf surfaces and using performance quality standard tables
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	producing and presenting pictorial and written presentations and are involved in a range of discussions both with other learners and the tutor
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and gathering information and analyse and understand information in order to complete the variety of tasks given within the assignment criteria.
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	