

# Specification

Edexcel NVQ/competence-  
based qualifications

**Edexcel Level 3 Diploma in Work-based  
Horticulture (QCF)**

First registration November 2011



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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 3 Diploma in Work-based Horticulture (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Edexcel Level 3 Diploma in Work-based Horticulture (QCF)	600/3714/3	01/11/11

This qualification has been accredited 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 Reference Application database (LARA), 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 reference number, which is 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.

# Key features of the Edexcel Level 3 Diploma in Work-based Horticulture (QCF)

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This qualification:

- is nationally recognised
- is based on the Horticulture National Occupational Standards (NOS). The NOS and qualification structure(s) are owned by Lantra SSC.

The Edexcel Level 3 Diploma in Work-based Horticulture (QCF) will be approved as a component for the Horticulture Apprenticeship framework.

## What is the purpose of this qualification?

This qualification is appropriate for employees in the horticulture sector. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in horticulture industries.

## 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.

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

This qualification allows learners to demonstrate competence against the NOS based on the needs of the horticulture sector as defined by Lantra SSC. The qualification contributes to the development of skilled labour in the sector.

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

- Landscaper
- Gardener
- Sports turf supervisor
- Horticultural production supervisor

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

Learners can progress across the level and size of the horticulture competence and knowledge qualifications and into other occupational areas such as tree work, crop production/or landscaping.

Further information is available in *Annexe A*.

# What is the qualification structure for the Edexcel Level 3 Diploma in Work-based Horticulture (QCF)?

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

To gain the Edexcel Level 3 Diploma in Work-based Horticulture (Landscaping) learners need to complete all the Core Mandatory Units (17 credits), plus all units in Group A (10 credits), plus a minimum of 30 credits from Optional Group B. A minimum total of 57 credits is required.

To gain the Edexcel Level 3 Diploma in Work-based Horticulture (Parks, Gardens and Green Space) learners need to complete all the Core Mandatory Units (17 credits), plus all units in Group C (5 credits), plus a minimum of 35 credits from Optional Groups D1 and D2. If learners choose to take T/502/3276 then two further units from Group D1 must be taken. A minimum total of 57 credits is required.

To gain the Edexcel Level 3 Diploma in Work-based Horticulture (Production Horticulture) learners need to complete all the Core Mandatory Units (17 credits), plus all units in Group E (15 credits), plus a minimum of 25 credits from Optional Group F. A minimum total of 57 credits is required.

To gain the Edexcel Level 3 Diploma in Work-based Horticulture (Sports Turf - Groundsman) learners need to complete all the Core Mandatory Units (17 credits), plus all units in Group G (34 credits), plus a minimum of 6 credits from Optional Groups H1 and H2. If learners choose to take T/502/3276 then two further units from Group H2 must be taken. A minimum total of 57 credits is required.

To gain the Edexcel Level 3 Diploma in Work-based Horticulture (Sports Turf - Greenkeeper) learners need to complete all the Core Mandatory Units (17 credits), plus all units in Group J (34 credits), plus a minimum of 6 credits from Optional Groups K1 and K2. If learners choose to take T/502/3276 then two further units from Group K2 must be taken. A minimum total of 57 credits is required.

<b>Core Mandatory units</b>				
<b>Unit Number</b>	<b>Unit Reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
1	D/502/1523	Promote, monitor and maintain health, safety and security of the workplace	6	3
2	Y/502/0502	Estimate and programme resource requirements	4	3
3	F/501/2989	Manage your own resources	7	2

### **Landscaping pathway**

<b>Unit Number</b>	<b>Unit Reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
Group A				
4	J/502/1225	Specify the maintenance of landscapes	6	3
5	K/502/1282	Monitor landscape maintenance and inspect landscape features and facilities	4	3
Group B				
6	H/502/0499	Set and mark out landscape sites to establish grassed and planted areas	3	3
7	L/502/0500	Evaluate ground and environmental conditions to establish grassed and planted areas	3	3
8	D/502/0503	Prepare sites for soft landscape establishment	3	3
9	D/502/0856	Establish planted areas	3	3
10	H/502/0857	Establish grass swards	3	3
11	D/502/1229	Installing drainage systems	3	2
12	T/502/1222	Maintain drainage systems	3	2
13	F/502/1272	Maintain irrigation systems	3	3
14	D/502/0498	Plan and maintain planted areas	3	3
15	Y/502/0497	Plan and renovate planted areas	3	3
16	H/502/1183	Prepare sites for landscape works	6	3
17	R/502/1227	Design and install drainage systems	4	3
18	T/502/1186	Laying hard surfaces for external landscaping	4	2
19	A/502/1187	Construct free standing walls	4	2

20	F/502/1188	Install hard landscape features and structures	6	2
21	F/502/1191	Plan and construct water features	6	3
22	J/502/1189	Construct rock gardens	6	2
23	M/502/1283	Repair and restore walls	4	3
24	A/502/1190	Restore soft landscape areas	4	3
25	K/502/0956	Provide nutrients to plants or crops	6	3
26	M/502/0957	Monitor the development of crops or plants	4	3
27	Y/502/1228	Monitor and adjust watering systems for crops or plants	5	3
28	H/502/1281	Manage site clearance and preparation for planting	6	3
29	D/502/1182	Plan and collect propagation material	5	3
30	T/502/1012	Prepare and establish propagation material	6	3
31	Y/502/0855	Plan and implement seed propagation	7	3
32	A/502/1979	Plant nomenclature, terminology and identification	5	2
33	Y/502/1195	Communicate information within the workplace	2	3
34	J/502/1449	Plan and maintain supplies of physical resources within the work area	3	3
35	K/501/0492	Prepare and maintain equipment and machines	3	3
36	A/502/1450	Transplant large root-balled plants	4	3
37	R/502/1471	Plan and manage the control of pests, diseases and disorders	5	3
38	L/501/0503	Design landscape areas and specify materials and components	9	3
39	K/501/0525	Assess the characteristics of sites	9	3
40	T/502/3276	Prepare to undertake and report on a field survey	4	2
41	A/501/2988	Manage information for action	7	3
42	H/601/1232	Improve the customer relationship	7	3
43	Y/601/1230	Organise the delivery of reliable customer service	6	3
44	J/601/1515	Monitor and solve customer service problems	6	3

## Parks, Gardens and Green Space pathway

Unit Number	Unit Reference	Unit title	Credit	Level
<b>Group C</b>				
37	R/502/1471	Plan and manage the control of pests, diseases and disorders	5	3
<b>Group D1</b>				
40	T/502/3276	Prepare to undertake and report on a field survey	4	2
<i>If learners choose to take T/502/3276 then two further units from Group D1 must be taken</i>				
45	M/502/3275	Conduct and report on a field survey for people	4	2
46	A/502/3277	Conduct and report on a field survey for physical features	4	2
47	F/502/3278	Conduct and report on a field survey for animals	4	2
48	F/502/3281	Conduct and report on a field survey for habitat types	4	2
49	A/502/3280	Conduct and report on a field survey for plants	4	2
50	J/502/3279	Conduct and report on a field survey for access networks	4	2
<b>Group D2</b>				
4	J/502/1225	Specify the maintenance of landscapes	6	3
5	K/502/1282	Monitor landscape maintenance and inspect landscape features and facilities	4	3
6	H/502/0499	Set and mark out landscape sites to establish grassed and planted areas	3	3
7	L/502/0500	Evaluate ground and environmental conditions to establish grassed and planted areas	3	3
8	D/502/0503	Prepare sites for soft landscape establishment	3	3
9	D/502/0856	Establish planted areas	3	3
10	H/502/0857	Establish grass swards	3	3
11	D/502/1229	Installing drainage systems	3	2
12	T/502/1222	Maintain drainage systems	3	2
13	F/502/1272	Maintain Irrigation Systems	3	3
14	D/502/0498	Plan and maintain planted areas	3	3

<b>Unit Number</b>	<b>Unit Reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
15	Y/502/0497	Plan and renovate planted areas	3	3
16	H/502/1183	Prepare sites for landscape works	6	3
17	R/502/1227	Design and install drainage systems	4	3
18	T/502/1186	Laying hard surfaces for external landscaping	4	2
19	A/502/1187	Construct free standing walls	4	2
20	F/502/1188	Install hard landscape features and structures	6	2
21	F/502/1191	Plan and construct water features	6	3
22	J/502/1189	Construct rock gardens	6	2
23	M/502/1283	Repair and restore walls	4	3
24	A/502/1190	Restore soft landscape areas	4	3
25	K/502/0956	Provide nutrients to plants or crops	6	3
26	M/502/0957	Monitor the development of crops or plants	4	3
27	Y/502/1228	Monitor and adjust watering systems for crops or plants	5	3
28	H/502/1281	Manage site clearance and preparation for planting	6	3
29	D/502/1182	Plan and collect propagation material	5	3
30	T/502/1012	Prepare and Establish Propagation Material	6	3
31	Y/502/0855	Plan and implement seed propagation	7	3
32	A/502/1979	Plant nomenclature, terminology and identification	5	2
33	Y/502/1195	Communicate information within the workplace	2	3
34	J/502/1449	Plan and maintain supplies of physical resources within the work area	3	3
35	K/501/0492	Prepare and maintain equipment and machines	3	3
36	A/502/1450	Transplant large root-balled plants	4	3
38	L/501/0503	Design landscape areas and specify materials and components	9	3
39	K/501/0525	Assess the characteristics of sites	9	3
41	A/501/2988	Manage information for action	7	3

<b>Unit Number</b>	<b>Unit Reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
42	H/601/1232	Improve the customer relationship	7	3
43	Y/601/1230	Organise the delivery of reliable customer service	6	3
44	J/601/1515	Monitor and solve customer service problems	6	3
51	D/502/1280	Maintain and develop decorative horticultural features	8	3
52	H/502/0504	Plan the maintenance, repair and renovation of sports turf areas	6	3
53	R/502/0501	Plan and set out sports areas	3	3
54	H/502/0955	Prepare for and maintain the planting of crops or plants	6	3
55	Y/502/1181	Promote and monitor the growth of crops or plants	4	3
56	K/502/0858	Plan and prepare growing media	6	3
57	R/502/1180	Plan and manage the collection of orders	8	3
58	A/502/1013	Prepare collected orders for dispatch	6	3
59	M/502/0859	Prepare, monitor and adjust environmental conditions for protected crops or plants	5	3
60	J/502/1645	Encourage and motivate volunteers	5	3
61	D/502/1599	Manage the work of volunteers	6	3
62	L/502/3168	Work with and consult the local community	3	2
63	A/502/3232	Plan, deliver and evaluate environmental projects	10	3
64	R/502/3236	Research and plan environmental interpretations	5	3
65	T/502/1530	Identify the need for, and plan, habitat management work	4	3
66	A/502/1531	Co-ordinate and oversee habitat management work	4	3
67	F/502/1532	Monitor and evaluate the effectiveness of habitat management work	4	3
68	L/502/3283	Deal with accidents and emergencies involving children and young people during environmental activities	4	2
69	Y/502/0483	Exhume coffins and remains	4	2

Unit Number	Unit Reference	Unit title	Credit	Level
70	J/502/3282	Work with children and young people during environmental activities	3	2
71	D/601/1553	Work with others to improve customer service	8	3

### Production Horticulture pathway

Unit Number	Unit Reference	Unit title	Credit	Level
<b>Group E</b>				
25	K/502/0956	Provide nutrients to plants or crops	6	3
26	M/502/0957	Monitor the development of crops or plants	4	3
37	R/502/1471	Plan and manage the control of pests, diseases and disorders	5	3
<b>Group F</b>				
11	D/502/1229	Installing drainage systems	3	2
12	T/502/1222	Maintain drainage systems	3	2
13	F/502/1272	Maintain irrigation systems	3	3
14	D/502/0498	Plan and maintain planted areas	3	3
17	R/502/1227	Design and install drainage systems	4	3
27	Y/502/1228	Monitor and adjust watering systems for crops or plants	5	3
28	H/502/1281	Manage site clearance and preparation for planting	6	3
29	D/502/1182	Plan and collect propagation material	5	3
30	T/502/1012	Prepare and establish propagation material	6	3
31	Y/502/0855	Plan and implement seed propagation	7	3
32	A/502/1979	Plant nomenclature, terminology and identification	5	2
33	Y/502/1195	Communicate information within the workplace	2	3
34	J/502/1449	Plan and maintain supplies of physical resources within the work area	3	3
35	K/501/0492	Prepare and maintain equipment and machines	3	3
36	A/502/1450	Transplant large root-balled plants	4	3

Unit Number	Unit Reference	Unit title	Credit	Level
41	A/501/2988	Manage information for action	7	3
42	H/601/1232	Improve the customer relationship	7	3
43	Y/601/1230	Organise the delivery of reliable customer service	6	3
44	J/601/1515	Monitor and solve customer service problems	6	3
54	H/502/0955	Prepare for and maintain the planting of crops or plants	6	3
55	Y/502/1181	Promote and monitor the growth of crops or plants	4	3
56	K/502/0858	Plan and prepare growing media	6	3
57	R/502/1180	Plan and manage the collection of orders	8	3
58	A/502/1013	Prepare collected orders for dispatch	6	3
59	M/502/0859	Prepare, monitor and adjust environmental conditions for protected crops or plants	5	3
71	D/601/1553	Work with others to improve customer service	8	3
72	R/502/0952	Plan and monitor harvesting operations	6	3
73	Y/502/0953	Prepare and store harvested crops	6	3
74	M/502/5799	Understanding how the smooth operation of a payment point is maintained	3	3

### Sports Turf Groundsman pathway

Unit Number	Unit Reference	Unit Title	Credit	Level
<b>Group G</b>				
6	H/502/0499	Set and mark out landscape sites to establish grassed and planted areas	3	3
7	L/502/0500	Evaluate ground and environmental conditions to establish grassed and planted areas	3	3
8	D/502/0503	Prepare sites for soft landscape establishment	3	3
10	H/502/0857	Establish grass swards	3	3
12	T/502/1222	Maintain drainage systems	3	2

Unit Number	Unit Reference	Unit Title	Credit	Level
13	F/502/1272	Maintain irrigation systems	3	3
42	A/501/2988	Manage information for action	7	3
53	H/502/0504	Plan the maintenance, repair and renovation of sports turf areas	6	3
54	R/502/0501	Plan and set out sports areas	3	3
<b>Group H1</b>				
9	D/502/0856	Establish planted areas	3	3
16	H/502/1183	Prepare sites for landscape works	6	3
17	R/502/1227	Design and install drainage systems	4	3
35	K/501/0492	Prepare and maintain equipment and machines	3	3
37	R/502/1471	Plan and manage the control of pests, diseases and disorders	5	3
<b>Group H2</b>				
40	T/502/3276	Prepare to undertake and report on a field survey	4	2
<i>If learners choose to take T/502/3276 then two further units from Group H2 must be taken</i>				
45	M/502/3275	Conduct and report on a field survey for people	4	2
46	A/502/3277	Conduct and report on a field survey for physical features	4	2
47	F/502/3278	Conduct and report on a field survey for animals	4	2
48	F/502/3281	Conduct and report on a field survey for habitat types	4	2
49	A/502/3280	Conduct and report on a field survey for plants	4	2
50	J/502/3279	Conduct and report on a field survey for access networks	4	2

### Sports Turf Greenkeeper pathway

Unit Number	Unit Reference	Unit Title	Credit	Level
<b>Group J</b>				
6	H/502/0499	Set and mark out landscape sites to establish grassed and planted areas	3	3

Unit Number	Unit Reference	Unit Title	Credit	Level
7	L/502/0500	Evaluate ground and environmental conditions to establish grassed and planted areas	3	3
8	D/502/0503	Prepare sites for soft landscape establishment	3	3
10	H/502/0857	Establish grass swards	3	3
12	T/502/1222	Maintain drainage systems	3	2
13	F/502/1272	Maintain Irrigation Systems	3	3
41	A/501/2988	Manage information for action	7	3
52	H/502/0504	Plan the maintenance, repair and renovation of sports turf areas	6	3
53	R/502/0501	Plan and set out sports areas	3	3
<b>Group K1</b>				
9	D/502/0856	Establish planted areas	3	3
17	R/502/1227	Design and install drainage systems	4	3
35	K/501/0492	Prepare and maintain equipment and machines	3	3
37	K/501/0492	Plan and manage the control of pests, diseases and disorders	5	3
<b>Group K2</b>				
40	T/502/3276	Prepare to undertake and report on a field survey	4	2
<i>If learners choose to take T/502/3276 then two further units from Group K2 must be taken</i>				
45	M/502/3275	Conduct and report on a field survey for people	4	2
46	A/502/3277	Conduct and report on a field survey for physical features	4	2
47	F/502/3278	Conduct and report on a field survey for animals	4	2
48	F/502/3281	Conduct and report on a field survey for habitat types	4	2
49	A/502/3280	Conduct and report on a field survey for plants	4	2
50	J/502/3279	Conduct and report on a field survey for access networks	4	2

## How is the qualification graded and assessed?

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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 qualification is 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 requirements/strategy

Any assessment strategy for units in this qualification is indicated within relevant units.

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:

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

## Types of evidence

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 strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- 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](http://www.edexcel.com)). Alternatively, centres may develop their own.

# Centre recognition and approval

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## 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

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

## What resources are required?

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Each qualification is designed to support learners working in the horticulture sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. 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.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					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.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					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.
<b>Unit aim:</b>					This provides a summary of the purpose of the unit.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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: Promote, monitor and maintain health, safety and security of the workplace**

**Unit reference number:** D/502/1523

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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**Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.

**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 monitor and maintain the health, safety and security of the work area	1.1	<p>Explain the legal and organisational responsibilities in relation to health, safety and security covering:</p> <ul style="list-style-type: none"> <li>• people</li> <li>• equipment and materials</li> <li>• the work area</li> </ul>				
		1.2	<p>Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities</p>				
		1.3	<p>Explain the importance of assessing security issues associated with the work area covering:</p> <ul style="list-style-type: none"> <li>• bio security</li> <li>• building security</li> <li>• data security</li> <li>• personal security</li> </ul>				
		1.4	<p>Describe how to carry out and evaluate a risk assessment</p>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to promote good standards of health and safety	1.5	Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)				
		1.6	Outline safe systems of work when people are working alone or at risk of abuse				
		1.7	Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation				
		1.8	Explain how hazardous and non-hazardous waste should be managed in line with legislation				
		2.1	Explain the methods of communicating health and safety precautions to others entering the work area				
		2.2	Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations				
		3.1	Describe the types of accidents or incidents which may occur and the correct actions to take				
		3.2	Explain the importance of not carrying out actions beyond own capabilities				
3	Understand how to deal with health emergency situations	3.3	Explain the potential risks to others from an emergency situation				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved			
4	Understand the records required and their importance	4.1	Explain the responsibility for and types of records required and the importance of accurate record keeping			
		4.2	Explain the relevant legislative requirements for completing records of accidents and incidents			
5	Monitor and maintain the health, safety and security of the work area	5.1	Carry out risk assessments in accordance with relevant legal and organisational requirements			
		5.2	Evaluate the risks which have been identified and implement appropriate control measures			
6	Promote good standards of health and safety	6.1	Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment			
		6.2	Communicate any health and safety precautions that are being applied in the work area to others entering the area			
		6.3	Use approved safe methods of lifting and handling when carrying out work			
		6.4	Ensure standard procedures for personal hygiene are followed at all times			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.5	Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment			
		6.6	Take appropriate action if there is a danger of accidents or injury			
7	Respond to health emergencies within the work area	7.1	Implement procedures safely, correctly and without delay in an emergency situation			
		7.2	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation			
		7.3	Give assistance as required within the limits of your capability, including suitable verbal support			
		7.4	Make the immediate vicinity as safe as possible			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 2: Estimate and programme resource requirements**

**Unit reference number:** Y/502/0502

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit aim**

This unit will give the learner the skills, knowledge and understanding required for estimating resource requirements and programming work for soft, hard and interior landscapes.

### **Assessment requirements/evidence requirements**

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

### **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 estimate the resources	1.1	Identify the nature, extent, required outcome and standards of proposed work clearly and accurately				
		1.2	Identify required resources appropriate to the work				
		1.3	Ensure timing of resources enables work to proceed without delay				
2	Be able to sequence and programme work	2.1	Confirm the work programme takes full account of the resources required to proceed				
		2.2	Provide a sequence of work which meets agreed targets and enables the work to be completed on time, safely and to the standard required				
		2.3	Communicate the work programme effectively and in time to all relevant people				
3	Understand how to estimate resource requirements and programme work	3.1	Explain project planning and methods of estimating resource requirements				
		3.2	Compare the effects of timing of resource provision on costs and completion				
		3.3	Assess methods to optimise resource usage and timing and minimise waste				
		3.4	Evaluate the implications of estimating and arranging resources for projects				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the sequence and programming of work	4.1	Explain the methods of sequencing work to achieve targets and realistic work rates for the work type programmed			
		4.2	Evaluate the use of performance measures			
		4.3	Describe the possible causes of disruption to work programmes and their effects on quality and timing			
		4.4	Explain the potential hazards that may be encountered and the measures to take to reduce these			
		4.5	Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work			

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)





## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Manage their own resources	1.1	Identify and agree the requirements of their work/role with those they report to				
		1.2	Discuss and agree personal work objectives with those they report to and how they will measure progress				
		1.3	Identify any gaps between the requirements of their work-role and their current knowledge, understanding and skills				
		1.4	Discuss and agree, with those they report to, a development plan to address any identified gaps in their current knowledge, understanding and skills				
		1.5	Undertake the activities identified in their development plan and discuss, with those they report to, how they have contributed to their performance				
		1.6	Get regular and useful feedback on their performance from those who are in a good position to judge it and provide you with objective and valid feedback				
		1.7	Discuss and agree, with those they report to, any changes to their personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.8	Check, on a regular basis, how they are using their time at work and identify possible improvements				
		1.9	Ensure that their performance consistently meets or goes beyond agreed requirements				
2	Use appropriate behaviours to manage their own resource	2.1	Demonstrate that they recognise changes in circumstances promptly and adjust plans and activities accordingly				
		2.2	Demonstrate that they prioritise objectives and plan work to make best use of time and resources				
		2.3	Demonstrate that they take personal responsibility for making things happen.				
		2.4	Demonstrate that they take pride in delivering high-quality work				
		2.5	Demonstrate that they agree achievable objectives for themselves and give a consistent and reliable performance				
		2.6	Demonstrate that they can find practical ways to overcome barriers				
		2.7	Demonstrate that they make best use of available resources and proactively seek new sources of support when necessary				
3	Know and understand how to manage their own resources using general knowledge	3.1	Demonstrate why managing their resources (particularly knowledge, understanding, skills and time) is important				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	3.2	Demonstrate how to identify the requirements of a work/role				
	3.3	Demonstrate how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)				
	3.4	Demonstrate how to measure progress against work objectives				
	3.5	Demonstrate how to identify development needs to address any identified gaps between the requirements of their work-role and their current knowledge, understanding and skills				
	3.6	Demonstrate what an effective development plan should contain				
	3.7	Demonstrate the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills				
	3.8	Demonstrate how to identify whether/how development activities have contributed to their performance				
	3.9	Demonstrate how to get and make effective use of feedback on their performance				
	3.10	Demonstrate how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.1.1	Demonstrate how to record the use of their time and identify possible improvements			
4	Know and understand how to manage their own resources using industry and sector specific knowledge	4.1	Show that they know and understand the industry/sector requirements for the development or maintenance of knowledge, understanding and skills			
5	Know and understand how to manage their own resources using context specific knowledge	5.1	Show that they know the agreed requirements of their work-role including the limits of their responsibilities			
		5.2	Show that they know their agreed personal work objectives			
		5.3	Show that they know the reporting lines in their organisation			
		5.4	Show that they know and understand their current knowledge, understanding and skills			
		5.5	Show that they can identify gaps in their current knowledge, understanding and skills			
		5.6	Show that they know and understand their personal development plan			
		5.7	Show that they know their organisation's policy and procedures in terms of personal development			
		5.8	Show that they know the available development opportunities and resources in their organisation			
		5.9	Show that they understand possible sources of feedback in their organisation			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)

## **Unit 4: Specify the maintenance of landscapes**

**Unit reference number:** J/502/1225

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

This unit will give the learner the skills, knowledge and understanding to set specifications for the maintenance of landscapes features.

The unit requires the learner to show evidence of working with clients and contractors.

### **Assessment requirements/evidence requirements**

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

### **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 specify the maintenance of landscapes	1.1	Identify the sources of technical information for specifying landscape maintenance				
		1.2	Explain the current best practice applicable to specifications for landscape maintenance				
		1.3	Explain the statutory requirements which affect landscape maintenance				
		1.4	Describe the potential hazards encountered in landscape maintenance and explain measures to reduce these				
		1.5	Explain how to determine whether specifications are practical and technically workable				
2	Specify the maintenance of landscapes	2.1	Specify maintenance specifications for one of the following sites that are consistent with maintenance policies and management plans: <ul style="list-style-type: none"> <li>• interior</li> <li>• hard</li> <li>• soft</li> </ul>				
		2.2	Demonstrate maintenance specifications conform to site requirements, current best practice conventions and regulations and are consistent with applications				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Demonstrate maintenance specifications are practical and technically achievable			
		2.4	Demonstrate maintenance specifications are clear and comprehensive			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)



**Unit 5:** **Monitor landscape maintenance and inspect landscape features and facilities**

**Unit reference number:** K/502/1282

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit aim**

This unit will give the learner the skills, knowledge and understanding required to monitor landscape maintenance and to inspect landscape features and facilities to ensure specifications are being met. The learner will also know how to identify and report any remedial requirements and make recommendations to improve safety.

**Assessment requirements/evidence requirements**

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

**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 inspect and monitor landscape maintenance	1.1	Use specifications that are consistent with the work being monitored				
		1.2	Use a monitoring system that is efficient and reliable				
		1.3	Record problems with work accurately and objectively and notify the relevant people				
		1.4	Inform maintenance personnel when work has been approved				
		1.5	Maintain effective working relations throughout with all relevant people				
2	Be able to monitor the safety and condition of features and facilities	2.1	Demonstrate inspection standards and procedures conform to safety requirements including: <ul style="list-style-type: none"> <li>• legal</li> <li>• codes of practice</li> <li>• Manufacturers' instructions</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.2	Monitor the safety and condition of the following features and facilities: <ul style="list-style-type: none"> <li>• equipment</li> <li>• barriers and fences</li> <li>• gates</li> <li>• hard surfaces</li> <li>• water features</li> </ul>				
		2.3	Refer any doubts about the condition and safety of features and facilities to the relevant specialist				
		2.4	Record and programme remedial requirements according to contract and organisation procedures				
		2.5	Take action as necessary in relation to unsafe items promptly and effectively				
		2.6	Make recommendations to improve safety to the relevant person				
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				
4	Be able to maintain appropriate records	4.1	Keep records of inspection complete, clear and consistent with organisational and statutory requirements and make available to the relevant people				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand how to inspect and monitor landscape maintenance	5.1	Explain how to apply specifications to individual areas of work				
		5.2	Evaluate the types and relative merits of work monitoring systems currently available				
		5.3	Explain the potential hazards and difficulties when monitoring work against specifications				
		5.4	State the action permitted by contracts and policies in the event of variation				
		5.5	Describe the principles and application of risk assessment				
		5.6	Explain the statutory requirements and codes of practice relevant to landscape maintenance and how to apply these accurately and fairly				
6	Understand how to monitor the safety and condition of features and facilities	6.1	Assess the potential hazards relating to landscape features and facilities				
		6.2	Explain the types of features and facilities, and typical faults: <ul style="list-style-type: none"> <li>• equipment</li> <li>• barriers and fences</li> <li>• gates</li> <li>• hard surfaces</li> <li>• water features</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Understand relevant health and safety legislation and environmental good practice	6.3	Explain the limitations of visual inspection				
		6.4	Describe the decay patterns of construction materials used in landscape features and facilities				
		6.5	List the sources of specialist advice				
		6.6	Describe the safety standards and legislation relating to landscape features and facilities and their application				
		6.7	Define the relevant personnel to whom inspection records and recommendations should be made available				
		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				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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*(if sampled)*



**Unit 6:** **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

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**Unit aim**

This unit gives the learner 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.

**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 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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.6	Maintain effective working relations with all relevant people throughout				
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: \_\_\_\_\_  
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

**Unit 7: 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 aim**

This unit gives the learner 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**

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 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: <ul style="list-style-type: none"> <li>• substrate structure</li> <li>• substrate texture and conditions</li> <li>• drainage characteristics</li> <li>• pH</li> <li>• pest, disease and weed problems</li> <li>• nutrient deficiencies</li> <li>• ground and air pollutants</li> <li>• microclimate</li> </ul>				
	1.4	Review the sources of information and analysis relating to ground and environmental assessment					
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand relevant health and safety legislation and environmental good practice	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				
		3.1	Summarise current health and safety legislation, codes of practice and organisational requirements				
4	Be able to promote health and safety and environmental good practice	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				
		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: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

**Unit 8:** **Prepare sites for soft landscape establishment**

**Unit reference number:** D/502/0503

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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**Unit aim**

This unit gives the learner 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**

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 sites for soft landscape establishment	1.1	Describe the principles and methods of site preparation to meet the required conditions for the following landscapes: <ul style="list-style-type: none"> <li>• areas for soft landscape construction</li> <li>• areas for planting</li> <li>• areas for restoration</li> </ul>			
		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			
		2.1	Prepare the site to meet specifications and function			
2	Be able to prepare sites for soft landscape establishment	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			

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 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			

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(if sampled)

## **Unit 9: Establish planted areas**

**Unit reference number:** D/502/0856

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

This unit gives the learner 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**

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 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: <ul style="list-style-type: none"> <li>• trees</li> <li>• shrubs</li> <li>• container grown</li> <li>• root grown</li> </ul>			
		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			
		4.1	Review the methods of assessing plant health			
4	Understand the methods of assessing plant health					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		4.2	Explain the damage which may occur when handling and during the establishment of plants and how to minimise this				
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 3 different types of plants from: <ul style="list-style-type: none"> <li>• trees</li> <li>• shrubs</li> <li>• container grown</li> <li>• root grown</li> </ul>				
		5.5	Provide support and protection to the plants if required				
6	Understand the reasons for maintaining equipment	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				
		6.1	Explain the importance of maintaining equipment				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		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				
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				

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## **Unit 10: Establish grass swards**

**Unit reference number:** H/502/0857

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

This unit gives the learner 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**

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 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 6 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			
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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand how to maintain equipment	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				
		6.1	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				
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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			

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*(if sampled)*

## **Unit 11: Installing drainage systems**

**Unit reference number:** D/502/1229

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit aim**

The aim of this unit is to give the learner 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**

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 install drainage systems	1.1	Position reference marks according to specification			
		1.2	Install drainage system to specification: <ul style="list-style-type: none"> <li>• sub-surface systems</li> <li>• surface channels</li> <li>• sustainable drainage systems</li> </ul>			
		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			
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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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				
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				

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(if sampled)

## **Unit 12: Maintain drainage systems**

**Unit reference number:** T/502/1222

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit aim**

The aim of this unit is to give the learner the 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**

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 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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know the current health and safety legislation and environmental practice	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				
		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				

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(if sampled)



## **Unit 13: Maintain irrigation systems**

**Unit reference number:** F/502/1272

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

The unit will provide the learner with the skills, knowledge and understanding required for maintaining the efficient working of irrigation systems which may be complex and non-routine.

### **Assessment requirements/evidence requirements**

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

### **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 design irrigation systems	1.1	<p>Explain the principles of design and construction of irrigation systems</p> <ul style="list-style-type: none"> <li>• mobile</li> <li>• installed</li> </ul>			
2	Understand how to maintain irrigation systems	2.1	Explain the principles, methods and calculations relating to soil water management			
		2.2	Give a range of possible water sources and quality systems for irrigation			
		2.3	Explain the maintenance requirements for irrigation systems			
		2.4	Explain the different maintenance requirements of irrigation equipment			
		2.5	<p>Compare the different irrigation requirements of surfaces</p> <ul style="list-style-type: none"> <li>• hard/porous</li> <li>• synthetic</li> <li>• turf</li> </ul>			
		2.6	Describe the frequency and thoroughness of inspections to identify faults			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Maintain irrigation systems	2.7	Give a range of possible contingencies that may affect operations and how to handle these effectively				
		2.8	Identify the types of records required and the importance of accurate record keeping				
4	Maintain the waste and environment	3.1	Inspect and assess irrigation systems and surfaces according to agreed schedules				
		3.2	Identify problems with irrigation systems and arrange repairs where necessary				
		3.3	Ensure surroundings are in a tidy and undamaged condition following operations				
		3.4	Record inspections clearly, accurately and promptly				
		3.5	Maintain effective working relations with all relevant people throughout				
5	Understand and comply with current health & safety legislation and codes of practice	4.1	Explain the adverse environmental impact and waste which may occur and how to minimise these				
		4.2	Keep unnecessary waste and unwanted impact on the environment to a minimum				
5	Understand and comply with current health & safety legislation and codes of practice	5.1	Apply the principles and application of risk assessment				
		5.2	Summarise current health and safety legislation, codes of practice and any additional requirements				

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(if sampled)

## **Unit 14: Plan and maintain planted areas**

**Unit reference number:** D/502/0498

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

This unit will give the learner 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**

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	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 <ul style="list-style-type: none"> <li>• pruning</li> <li>• feeding</li> <li>• weed control</li> <li>• mulching</li> <li>• soil amelioration</li> <li>• removal and replacement of plants</li> <li>• mowing</li> </ul>			
		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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.6	Maintain effective working relations with relevant people throughout				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.4	Define the principles of maintenance operations covering: <ul style="list-style-type: none"> <li>• pruning</li> <li>• feeding</li> <li>• weed control</li> <li>• mulching</li> <li>• soil amelioration</li> <li>• removal and replacement of plants</li> <li>• mowing</li> </ul>				
		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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			

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(if sampled)



## **Unit 15: Plan and renovate planted areas**

**Unit reference number:** Y/502/0497

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

This unit will give the learner 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**

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 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 pruning, 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				
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				

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	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: <ul style="list-style-type: none"> <li>• pruning</li> <li>• thinning out</li> <li>• tying in</li> <li>• replacement</li> <li>• mowing</li> </ul>			
		4.4	Explain the purposes of the range of operations used in renovation			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand relevant health and safety legislation and environmental 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			

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(if sampled)

## **Unit 16: Prepare sites for landscape works**

**Unit reference number:** H/502/1183

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

This unit gives the learner 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**

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	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: <ul style="list-style-type: none"> <li>• soft landscape construction</li> <li>• hard landscape construction</li> </ul>				
		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: <ul style="list-style-type: none"> <li>• flat</li> <li>• gradient</li> <li>• steps</li> </ul>				
		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				
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				

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 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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		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				
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				

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## **Unit 17: Design and install drainage systems**

**Unit reference number:** R/502/1227

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit aim**

The unit will give the learner the skills, knowledge and understanding in required to design and install drainage systems. The learner will be working to a previously developed plan and 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**

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 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: <ul style="list-style-type: none"> <li>• surface water</li> <li>• pipes</li> <li>• tile</li> </ul>					
				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 its 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: <ul style="list-style-type: none"> <li>• surface water</li> <li>• pipes</li> <li>• tile</li> </ul>				
		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				
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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	8.4	Explain the records required for management and legislative purposes and the importance of maintaining them				

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*(if sampled)*



## 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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know the relevant health and safety legislation and environmental good practice	3.3	Describe the principles and methods of laying the following hard surfaces: <ul style="list-style-type: none"> <li>• Concrete</li> <li>• Tarmac</li> <li>• Sets and block paving</li> <li>• Flags – pre-cast or natural paving</li> </ul>				
		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				
		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				

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## **Unit 19: Construct free standing walls**

**Unit reference number:** A/502/1187

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to construct free standing walls. This includes mortared brick and stone walls.

### **Assessment requirements/evidence requirements**

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

### **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 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				
3	Know the principles of constructing free standing walls	3.1	Interpret design specifications				
		3.2	List the factors influencing specifications for walls				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know the relevant health and safety legislation and environmental good practice	3.3	Describe the types of ground preparation and footings appropriate to walls and related structures for: <ul style="list-style-type: none"> <li>• mortared brick walls</li> <li>• stone walls</li> </ul>				
		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				
		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						

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**Unit 20:** **Install hard landscape features and structures**

**Unit reference number:** F/502/1188

**QCF level:** 2

**Credit value:** 6

**Guided learning hours:** 45

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**Unit aim**

The aim of this unit is to give the learner 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**

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 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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know the relevant health and safety legislation and environmental good practice	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				
		4.1	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				

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## **Unit 21: Plan and construct water features**

**Unit reference number:** F/502/1191

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner 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**

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 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: <ul style="list-style-type: none"> <li>• puddled clay liners</li> <li>• fibre glass in situ</li> <li>• concrete in situ</li> <li>• irregular shaped preformed or pre-cast</li> <li>• butyl or PVC liner</li> </ul>				
		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: <ul style="list-style-type: none"> <li>• puddle clay liners,</li> <li>• fibre glass in situ,</li> <li>• concrete in situ, irregular shaped preformed or precast</li> <li>• butyl or PVC liner</li> </ul>			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	Describe the symptoms of faults such as leaks and malfunctioning of pumping systems			
		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			

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## **Unit 22: Construct rock gardens**

**Unit reference number:** J/502/1189

**QCF level:** 2

**Credit value:** 6

**Guided learning hours:** 45

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### **Unit aim**

The aim of this unit is to give the learner 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**

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 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				
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				

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## **Unit 23: Repair and restore walls**

**Unit reference number:** M/502/1283

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit aim**

The aim of this unit is to give the learner 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**

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 repair and restore	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: <ul style="list-style-type: none"> <li>• mortared brick</li> <li>• mortared stone</li> <li>• free standing</li> <li>• retaining</li> </ul>				
		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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to repair and restore walls	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				
		3.1	Explain the specifications, construction methods and materials for walls: <ul style="list-style-type: none"> <li>• mortared brick</li> <li>• mortared stone</li> <li>• free standing</li> <li>• retaining</li> </ul>				
		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			

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## **Unit 24: Restore soft landscape areas**

**Unit reference number:** A/502/1190

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit aim**

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

This unit involves a landscape area including a range of features, which should have some historical importance.

### **Assessment requirements/evidence requirements**

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

### **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 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				
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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		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				
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				

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**Unit 25: Provide nutrients to plants or crops**

**Unit reference number:** K/502/0956

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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**Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to identify nutrient problems and provide nutrients to plants or crops.

**Assessment requirements/evidence requirements**

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

**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 factors which influence nutrient requirements	1.1	Explain the relationship between plant or crop growth and development, and the use of nutrients				
		1.2	Explain the ways of checking that the correct quantity of nutrients are available to plants or crops				
		1.3	Explain the likely problems which may impact on providing nutrients to plants or crops and how to resolve them				
2	Understand the methods of applying nutrients	2.1	Explain the different methods for applying nutrients to plants or crops				
3	Know how to identify nutrient problems with crops or plants	3.1	Describe the signs of nutrient deficiency in plants or crops				
4	Understand how to maintain equipment	4.1	Explain the importance and methods of maintaining equipment ready for use				
5	Understand relevant health and safety legislation and environmental good 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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.4	Explain the records required for management and legislative purposes and the importance of maintaining them			
6	Be able to maintain and use equipment	6.1	Ensure equipment is prepared, used and maintained in a safe and effective way			
		6.2	Select the appropriate equipment to provide nutrients to plants			
7	Be able to provide nutrients to plants or crops	7.1	Apply nutrients as required to promote plant growth and stage of plant development			
		7.2	Diagnose problems with the provision of nutrients to plants or crops and take the appropriate action			
		7.3	Maintain, review and complete records accurately			
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			

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(if sampled)



**Unit 26:** **Monitor the development of crops or plants**

**Unit reference number:** M/502/0957

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for monitoring the development of plants or crops. The control of pests, diseases and disorders is covered in a separate unit.

**Assessment requirements/evidence requirements**

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

**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 development of crops or plants	1.1	Explain the types of unwanted plant material and why it must be removed covering damaged crops, weeds, crop debris and diseased materials			
		1.2	Explain the relationship of plant development to the growth of the plant or crop			
		1.3	Explain and identify common problems which may occur with the plants or crops and the correct actions to take			
		1.4	Explain the methods for manipulating plant development covering both trimming and supporting			
		1.5	Explain why it is important that work is carried out at commercial rates			
		1.6	Explain the reasons why it is important to maintain hygiene and how this is achieved			
2	Understand the reasons for maintaining equipment	2.1	Explain the importance of maintaining equipment for use			
		2.2	Describe the methods of maintaining the range of equipment used			
3	Understand relevant health and safety legislation and environmental good practice	3.1	Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.2	Describe the possible environmental damage and how to respond appropriately				
		3.3	Explain the correct and appropriate methods for disposing of waste				
		3.4	Explain the records required for management and legislative purposes and the importance of maintaining them				
4	Be able to maintain and use equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition				
5	Be able to monitor and maintain crops or plants	5.1	Remove unwanted plant material. Plant material to be removed must include: <ul style="list-style-type: none"> <li>• damaged crops</li> <li>• weeds</li> <li>• crop debris</li> <li>• diseased materials</li> </ul>				
		5.2	Manipulate plant development to meet the requirements of the plant or crop using either trimming or supporting				
		5.3	Maintain suitable levels of hygiene for the growing environment				

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 which apply to monitoring and maintaining plant development			
		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 27: Monitor and adjust watering systems for crops or plants**

**Unit reference number:** Y/502/1228

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to monitor and adjust watering systems for crops or plants.

### **Assessment requirements/evidence requirements**

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

### **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 watering systems	1.1	Evaluate methods and systems for supplying water to crops or plants				
		1.2	Explain the principles and methods for making adjustments to the water supply				
		1.3	Identify common problems which may occur in the delivery of water to the plant or crop and explain how these should be resolved				
2	Understand crop or plant requirements for water	2.1	Explain how to establish that the supply of water to the crop or plant is suitable				
		2.2	Explain how the plant or crop requirements for water varies during growth and development				
		2.3	Explain the impact of the environment on the water requirements of the crop or plant				
3	Understand the reasons for maintaining equipment	3.1	Explain the importance of and methods of maintaining equipment ready for use to minimise risks				
4	Understand relevant health and safety legislation and environmental good practice	4.1	Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work				
		4.2	Describe the possible environmental damage and how to respond appropriately				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Explain the records required for management and legislative purposes and the importance of maintaining them			
5	Be able to maintain and use equipment	5.1	Ensure equipment is prepared, used and maintained in a safe and effective condition			
6	Be able to monitor and adjust watering systems	6.1	Check and confirm the supply of water to the plant or crop is correct			
		6.2	Identify the need for making adjustments to watering systems			
		6.3	Identify problems with the delivery of water to the plant or crop and take appropriate action as necessary			
		6.4	Ensure adjustments to watering systems are in accordance with the requirements of the plant or crop			
		6.5	Provide clear and accurate information for recording purposes			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)



## **Unit 28: Manage site clearance and preparation for planting**

**Unit reference number:** H/502/1281

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to manage the clearing and preparing of sites for planting. It covers clearing sites of any unwanted materials and debris and carrying out relevant cleaning activities. It also covers the planning of the resources for preparing the site.

### **Assessment requirements/evidence requirements**

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

### **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 site clearance	1.1	Explain the clearance requirements including sterilising in relation to the use of the site				
		1.2	Explain how to assess the condition of the site and describe how this affects clearance operations				
		1.3	Explain how resources including human, materials and equipment can be used effectively and efficiently when clearing sites				
		1.4	Explain the levels of hygiene required on the site and describe reasons for and methods of maintaining hygiene				
		1.5	Explain the problems which could arise during the clearance work and how to deal with them				
		1.6	Explain how to identify the materials that may be suitable for re-use or recycling including organic and inorganic				
2	Understand the requirements for planting	2.1	Explain how to identify the condition of materials suitable for planting				
		2.2	Describe the problems which may occur with equipment and materials and describe how to resolve them				
		2.3	Explain how the production requirements and timescales influence planting operations				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.4	Explain how the condition of the site and growing medium influence planting operations				
3	Understand how to maintain equipment	3.1	Explain the importance of and methods of maintaining equipment				
4	Understand relevant health and safety legislation and environmental good practice	4.1	Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work				
		4.2	Describe the possible environmental damage and how to respond appropriately				
		4.3	Explain the correct and appropriate methods for disposing of waste				
		4.4	Explain the records required for management and legislative purposes and the importance of maintaining them				
5	Be able to control the clearance of a site	5.1	Clear the site of unwanted materials and debris in accordance with production requirements and the condition of the site				
		5.2	Ensure that working methods and processes are suitable to the site, and resources are used effectively and efficiently				
		5.3	Ensure the necessary levels of hygiene are maintained in accordance with production requirements				
		5.4	Ensure materials that are suitable for re-use or recycling are identified				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to organise the resources needed for planting	6.1	Organise the equipment and materials ready for use				
		6.2	Take the appropriate action where the available equipment and materials do not meet the requirements of the planting operations				
		6.3	Confirm that the growing medium and site is in a condition ready for planting operations to begin				
7	Be able to maintain and use equipment during controlling the clearance of sites for planting	7.1	Ensure equipment is prepared, used and maintained in a safe and effective condition				
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				
		8.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 29: Plan and collect propagation material**

**Unit reference number:** D/502/1182

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to plan and collect propagation material.

The unit covers planning the methods of collecting propagation materials.

### **Assessment requirements/evidence requirements**

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

### **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 for the collection of propagation material	1.1	Explain the methods of planning the collection of propagation material and the factors which must be taken into account				
		1.2	Explain how the requirements of the production programme differs depending on the type(s) of crop(s) or plants produced				
		1.3	Explain the importance of the timing of different propagation activities				
2	Understand the methods of propagation	2.1	Explain the method(s) used for collecting propagation material covering: <ul style="list-style-type: none"> <li>• cuttings</li> <li>• budding</li> <li>• grafting</li> <li>• micro propagation</li> <li>• division</li> </ul>				
		2.2	Explain how to select suitable facilities for storing the material prior to use and the length of storage which is required				
		2.3	Explain how to correctly handle plant material and the consequences of incorrect handling				
3	Understand the principles of identification and naming of plants	3.1	Explain where and how to obtain information on plants and plant identification				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Explain the principles of botanical nomenclature			
4	Understand the reasons for maintaining equipment	4.1	Explain the importance and methods of maintaining equipment 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			
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	Be able to plan the collection of propagation material	7.1	Plan the timing of the collection of propagation material to maximise the success of the operation and to fit in with the production programme			
		7.2	Determine the source of the propagation material and the method of collection in accordance with the needs of the plant species and the propagation method			
8	Be able to collect propagation material	8.1	Correctly identify plants from which material is to be collected			
		8.2	Handle plant material in a manner which minimises damage and wastage			
		8.3	Select and use suitable facilities for the storage of collected material			
		8.4	Provide clear and accurate information for recording purposes			

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 30: Prepare and establish propagation material**

**Unit reference number:** T/502/1012

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to prepare and establish propagation material. It covers propagation methods including trimming and establishing the material in a growing environment.

### **Assessment requirements/evidence requirements**

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

### **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 methods of preparing for propagation	1.1	<p>Explain the methods used for preparing and handling propagation material covering:</p> <ul style="list-style-type: none"> <li>• trimming cuttings</li> <li>• splitting divisions</li> <li>• preparing of stocks</li> <li>• preparing scions</li> </ul>				
		1.2	Explain why vegetative propagation methods are used				
		1.3	<p>Explain the following methods of propagations:</p> <ul style="list-style-type: none"> <li>• cuttings</li> <li>• budding</li> <li>• grafting</li> <li>• micro propagation</li> <li>• division</li> </ul>				
		1.4	Explain why it is important to maintain hygiene during the propagation process and how this is achieved				
		1.5	Explain the role of hormone treatments to encourage rooting or meristem development				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to establish propagation material in a growing environment	2.1	Explain the types of rooting media and how they are prepared and handled				
		2.2	Explain how to correctly position propagation material in the growing medium				
		2.3	Explain the factors which must be taken into account when planning aftercare				
		2.4	Explain the types of growing environments available and their preparation				
		2.5	Explain the methods for sustaining and promoting plant development following propagation				
		3.1	Explain the techniques for weaning crops before transferring into a different environment covering: <ul style="list-style-type: none"> <li>• watering</li> <li>• ventilation</li> <li>• temperature control</li> <li>• humidity control</li> <li>• removal of material damaged by pests or diseases</li> <li>• trimming to promote</li> <li>• appropriate growth formation</li> <li>• subculturing (micro propagation)</li> </ul>				
3	Understand the techniques for weaning crops or plants						

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the types of equipment and materials required and how to maintain them	4.1	Describe the equipment and materials which will be necessary for preparing for propagation			
		4.2	Describe methods of maintaining the equipment ready 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			
6	Be able to maintain and use relevant equipment and materials	5.4	Explain the records required for management and legislative purposes and the importance of maintaining them			
		6.1	Ensure equipment and materials are prepared, used and maintained in a safe and effective condition			
7	Be able to prepare propagation material	7.1	Handle plant material in a manner which minimises damage and wastage, and optimises growth			
		7.2	Select and use a suitable propagation method			
		7.3	Prepare and treat propagation materials appropriately			
		7.4	Provide clear and accurate information for recording purposes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Establish propagation material in a growing environment	8.1	Identify and source the materials for preparing a suitable rooting medium			
		8.2	Prepare a suitable environment to establish the propagation material			
		8.3	position propagation material correctly in the growing medium and place in a suitable environment			
		8.4	Undertake the activities necessary to sustain and promote plant development after propagation			
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			

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(if sampled)



## **Unit 31: Plan and implement seed propagation**

**Unit reference number:** Y/502/0855

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 46

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### **Unit aim**

This unit will give learners the skills, knowledge and understanding required for planning and managing the propagation of plants from seed.

### **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 planning of seed propagation	1.1	Explain the factors which influence seed propagation including timing and availability of resources				
		1.2	Describe the contents and requirements of a propagation programme				
		1.3	Explain how to estimate quantities of seed and materials				
2	Understand the factors which influence seed propagation	2.1	Explain why texture, drainage, moisture and nutrient content of growing medium is important and species related				
		2.2	Explain how correct timing of propagation can maximise the success of propagation				
		2.3	Explain the importance of good hygiene in propagation areas				
		2.4	Describe different methods of preparing seed (including soaking, priming, temperature treatments and scarification) and the suitability of each for species concerned				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Describe the appropriate immediate aftercare for different species and different situations eg outdoors or under glass covering: <ul style="list-style-type: none"> <li>• humidity control</li> <li>• temperature control</li> <li>• pricking out</li> <li>• weed control</li> <li>• pest or rodent control</li> </ul>			
		2.6	Explain potential problems which may occur during propagation and how to deal with these effectively			
3	Understand the need for monitoring seed propagation	3.1	Explain the crop health problems that can occur during propagation			
		3.2	Explain the need to identify and deal with sub-standard seedlings			
4	Understand the how to maintain equipment	4.1	Explain the importance and methods of maintaining equipment			
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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		5.4	Explain the records required for management and legislative purposes and the importance of maintaining them				
6	Be able to plan seed propagation	6.1	Prepare a programme of work activities to maximise the success of the operation				
		6.2	Calculate and collect the quantities of seed and growing medium required				
7	Be able to implement seed propagation	7.1	Prepare the growing medium in accordance with the requirements of the programme				
		7.2	Check, store and handle seeds in a way that minimises damage and maximises viability				
		7.3	Sow seeds evenly, accurately and at the correct depth and density for the species				
		7.4	Provide immediate aftercare to encourage rapid germination				
8	Be able to monitor germination of seeds	8.1	Identify problems with germination and take the appropriate remedial action				
		8.2	Remove and hygienically dispose of unwanted seedlings				
		8.3	Accurately identify seedlings suitable for the next stage of the production process				
		8.4	Provide suitable post-propagation aftercare conditions				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.5	Ensure the following records are completed accurately: <ul style="list-style-type: none"> <li>propagation activities</li> <li>success rates</li> </ul>			
9	Be able to maintain and use equipment during seed propagation	9.1	Ensure equipment is prepared, used and maintained in a safe and effective condition			
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 effective working relations with all relevant people			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*



**Unit 32: Plant nomenclature, terminology and identification**

**Unit reference number:** A/502/1979

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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**Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to identify and botanically name a range of plants using the correct terminology and format.

**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 terminology used in naming plants	1.1	Define the terms family, genus, species, cultivar variety and hybrid using the bi-nomial system				
		1.2	Explain the purpose and importance of botanical names and discuss why botanical names are reclassified				
		1.3	Explain how descriptive botanical names can aid identification, eg nana and pendula				
		1.4	Define terms relating to plants characteristics: <ul style="list-style-type: none"> <li>• monocotyledons</li> <li>• dicotyledons</li> <li>• evergreen</li> <li>• deciduous</li> <li>• hardy</li> <li>• tender</li> </ul>				
		1.5	Define terms relating to plant lifecycles, for example: <ul style="list-style-type: none"> <li>• annuals</li> <li>• biennials</li> <li>• herbaceous perennials</li> <li>• woody perennial</li> </ul>				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how the parts of plants can aid identification	2.1	Explain how a plant's characteristics aid identification			
		2.2	Explain how plant anatomy and plant morphology aid identification, for example: <ul style="list-style-type: none"> <li>• flowers</li> <li>• seeds and fruit</li> <li>• stems</li> <li>• leaves</li> <li>• roots</li> <li>• habit</li> </ul>			
3	Identify and name plants using botanical names	3.1	Use a range of reference materials to aid identification of plants			
		3.2	Use a plant's characteristics to aid identification, for example: <ul style="list-style-type: none"> <li>• habit</li> <li>• leaves</li> <li>• stems</li> <li>• flowers</li> <li>• buds</li> </ul>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Identify and botanically name a total of 60 plants (from the following categories): <ul style="list-style-type: none"> <li>• annuals and short-lived perennials</li> <li>• houseplants</li> <li>• herbaceous perennials</li> <li>• trees and shrubs</li> <li>• grasses</li> <li>• food crops</li> <li>• weeds</li> </ul>			
	3.4	Use the correct format when writing botanical names			
4	4.1	Be able to work safely and minimise environmental damage	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements		

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 (if sampled)

## **Unit 33: Communicate information within the workplace**

**Unit reference number:** Y/502/1195

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 13

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information.

### **Assessment requirements/evidence requirements**

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

### **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 receive information within the workplace	1.1	Identify information required, timescales and source			
		1.2	Request information using appropriate methods			
		1.3	Receive and record information accurately according to organisational requirements			
2	Be able to transmit information within the workplace	2.1	Transmit information accurately and timely and using appropriate methods			
		2.2	Confirm receipt of information			
3	Understand how to receive and transmit information within the workplace	3.1	Explain the types of information, purposes and the level of detail which may be required and the timescale within which it must be obtained			
		3.2	Explain the different methods for communicating information and the ways it may need to be adapted to suit the audience			
		3.3	Give examples of when information may be required urgently			
		3.4	Explain why it is important to take messages accurately and the potential effects of not doing so			
		3.5	Explain the importance of confirming information and why this should be acknowledged and accurately recorded			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain the situations in which confidentiality needs to be maintained			
4	Understand the relevant legislation in receiving and sending information	4.1	Summarise the legislation which relates to communicating information within the workplace			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*



## **Unit 34: Plan and maintain supplies of physical resources within the work area**

**Unit reference number:** J/502/1449

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 13

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### **Unit aim**

This unit will give the learner the skills, knowledge and understanding required for planning the requirements of physical resources within the work area and ensure that supplies are maintained. Physical resources could include products, materials or equipment and can be applied to a number of environments.

### **Assessment requirements/evidence requirements**

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

### **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 maintain supplies of physical resources	1.1	Monitor supplies of physical resources to ensure that they are suitable and sufficient for current work activities				
		1.2	Ensure that supplies of physical resources are stored appropriately				
		1.3	Identify variations in future requirements for physical resources and plan correctly				
		1.4	Provide clear and accurate information for recording purposes				
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				
3	Understand how to maintain supplies of physical resources	3.1	Explain how the quantity and quality of resources required for specific work activities are planned to include: <ul style="list-style-type: none"> <li>• products or materials</li> <li>• equipment</li> </ul>				
		3.2	Explain how to recognise any faults or shortfalls in supplies of resources and the appropriate action to be taken				
		3.3	Explain the purpose of manufacturer's recommendations regarding the storage and use of resources				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Explain the types of records required and the importance of accurate record keeping			
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			

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## **Unit 35: Prepare and maintain equipment and machines**

**Unit reference number:** K/501/0492

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to maintain and repair equipment and machines. Maintenance may also be required due to equipment malfunction. The unit covers manual (hand operated) and mechanical (engine drive) equipment and machines.

### **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 equipment and machines for maintenance	1.1	Explain the purpose of a maintenance schedule plan			
		1.2	Justify circumstances in which authorisation must be obtained prior to maintenance			
		1.3	Research information required for the maintenance procedure and how it should be obtained			
		1.4	Describe methods for preparing equipment and machines			
		1.5	Investigate the dangers created by stored energy and how these should be responded to during the preparation stage			
		1.6	Evaluate hazardous chemicals and substances which may be present and ways in which they should be dealt with			
		1.7	Select the type of tools, equipment and materials required for the maintenance procedure			
		1.8	Describe the ways, and reasons, for making equipment and machinery safe for disassembly and reassembly purposes			
		1.9	Describe the location of stored equipment and any associated components			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand how to maintain and repair equipment and machines	2.1	Describe methods for the diagnosis of faults and the identification of the root cause			
	2.2	Give a range of routine maintenance requirements and why these must be adhered to			
	2.3	Analyse factors which impact on the value of continuing with the procedure such as cost of repair, estimated working life, immediate needs for the equipment/machinery use			
	2.4	Describe the reasons and methods for maintaining equipment and machines			
	2.5	Investigate the possible consequences of not maintaining equipment and machines			
	2.6	Investigate legislative requirements relating to the maintenance of equipment and machinery, and the work area			
	2.7	Give a range of components that require periodic replacement and the reasons for this			
	2.8	Describe procedures for obtaining replacement components			
	2.9	Describe safe and appropriate methods of storing equipment and machinery			
	2.10	Describe how and where to obtain expert advice in relation to maintenance			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3		2.11	Describe the necessary post-maintenance checks				
		2.12	Describe how to keep appropriate records				
	3.1	Obtain the relevant information and authorisation for the maintenance procedure – e.g. manual/maintenance					
	3.2	Identify the equipment and machines requiring maintenance – e.g. routine and breakdown					
	3.3	Make sure the equipment and machines for maintenance are safe, and completely isolated from the power source					
	3.4	Keep the work area safe and in a condition suitable for the maintenance procedure					
	3.5	Obtain the appropriate tools and materials for the maintenance procedures					
4	Maintain and repair equipment and machines	3.6	Complete the preparation of equipment and machines for maintenance in accordance with manufacturers instructions e.g. manual/mechanical				
		3.7	Identify the relevant components for disassembly and re-assembly purposes				
		4.1	Assess the maintenance requirements based on the condition and use of the equipment and machines				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.2	Identify, remove and replace worn and damaged components in accordance with manufacturers' instructions			
	4.3	Where replacement components are unavailable, safely store the equipment and machinery, and take the appropriate action to obtain the suitable replacements			
	4.4	Carry out the maintenance in accordance with manufacturers' instructions, standard procedure and legislation			
	4.5	Identify the need for expert advice and assistance and promptly refer this matter to the appropriate member of staff			
	4.6	Make sure that stored equipment and machines are safe, secure and appropriately protected from any adverse conditions			
	4.7	Carry out the correct tests on completion of the maintenance procedure to confirm the machinery/equipment is returned to good working order			
	4.8	Clean, service and store maintenance tools after use			
	4.9	Keep appropriate records			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand and comply with current health and safety legislation and codes of practice	5.1	Health and safety in relation to the preparation, maintenance and repair of equipment and machines for maintenance and the usage on the work are			
		5.2	Select types of protective clothing and the reasons why it must be worn			
		5.3	Describe the correct ways of wearing protective clothing			
		5.4	Maintain health and safety in accordance with relevant legislation and codes of practice			
6	Understand and work safely with hazardous chemicals	6.1	Assess hazardous chemicals and substances which may be present and ways of minimising leakage			
		6.2	Describe safe and appropriate methods for disposing of waste materials			
		6.3	Minimise dangers from contamination and hazardous chemicals			
		6.4	Minimise the escape of substances and dispose of waste in a safe manner and place - eg hazardous and non-hazardous			

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## **Unit 36: Transplant large root-balled plants**

**Unit reference number:** A/502/1450

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit aim**

The aim of this unit is to give the learner 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**

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	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				
		4.1	Explain the factors affecting the timing, method and site of planting				
4	Understand the principles underpinning the establishment of large root-balled plants	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 while 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				
		5.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout				
5	Be able to maintain and use relevant equipment						

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand the reasons for maintaining equipment	6.1	Explain the importance and methods of maintaining equipment for use			
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			

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## **Unit 37: Plan and manage the control of pests, diseases and disorders**

**Unit reference number:** R/502/1471

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for planning and managing the control of pests, diseases and disorders. Pests may include insects, slugs, snails and rodents. Diseases may be fungal, viral or bacterial and disorders may include nutrient deficiencies. The unit covers the identification, monitoring and developing plans for the control of the pests, diseases and disorders. If the use of chemicals is required the learner must possess the appropriate certificates.

### **Assessment requirements/evidence requirements**

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

### **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 Plan the control of pests, diseases and disorders	1.1 Develop suitable plans for the control of pests, diseases and disorders. The plans should specify the following: <ul style="list-style-type: none"> <li>• control method(s) to be used (chemical, biological and/or cultural)</li> <li>• timing</li> <li>• individuals involved</li> <li>• health and safety requirements</li> <li>• environmental protection measures</li> </ul> to take account of the following criteria: <ul style="list-style-type: none"> <li>• crop</li> <li>• cropping area</li> <li>• problem</li> <li>• market requirements</li> </ul>			
2 Be able to monitor the control of pests, diseases and disorders	1.2 Present plans clearly to the appropriate people  2.1 Establish methods, timing and frequency of monitoring to determine the presence of pests, diseases and disorders  2.2 Gather accurate monitoring information relating to the presence of pests, diseases and disorders at appropriate intervals			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.3	Accurately interpret all available information to identify the extent of the pest population, disease, disorders and biological controls				
3	Be able to manage the control of pests, diseases and disorders	3.1	Confirm that the selected control methods are in accordance with legislative requirements				
		3.2	Implement at least two control methods in ways which minimise the risks to non-target species and the environment: <ul style="list-style-type: none"> <li>• chemical</li> <li>• biological</li> <li>• cultural</li> </ul>				
		3.3	Take appropriate actions without delay should problems arise during pest, disease and disorder control				
		3.4	Evaluate accurately the use of control method and amend activities if necessary				
4	Be able to keep appropriate records	4.1	Keep all relevant records up to date, accurate, legible and complete				
5	Be able to promote health and safety and environmental good practice	5.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements				
		5.2	Ensure work is carried out in a manner which minimises environmental damage				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		5.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice				
6	Be able to maintain and use relevant equipment	6.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout				
7	Understand how to plan for the control of pests, diseases and disorders	7.1	<p>Explain the importance of developing plans for the control of pests, diseases and disorders and why they should cover the following:</p> <ul style="list-style-type: none"> <li>• control method(s) to be used (chemical, biological and/or cultural)</li> <li>• timing</li> <li>• individuals involved</li> <li>• health and safety requirements</li> <li>• environmental protection measures</li> </ul>				
		7.2	Explain the ways in which the plans should be communicated covering both written and spoken				
		7.3	<p>Explain all the planning criteria to be considered when developing plans:</p> <ul style="list-style-type: none"> <li>• crop</li> <li>• cropping area</li> <li>• problem</li> <li>• market requirements</li> </ul>				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to monitor the control of pests, diseases and disorders	8.1	Explain how to assess the risks associated with monitoring and controlling pests, diseases and disorders			
		8.2	Explain how to identify pests, diseases and disorders, the significance of their presence on crop(s) and the problems they cause			
		8.3	Explain integrated pest management and its advantages and disadvantages			
		8.4	Explain the effects of season and weather conditions on monitoring pest populations and how monitoring methods can be adjusted to take account of these changes			
		8.5	Explain the reasons for monitoring pest populations and the importance of developing suitable plans for their control			
9	Understand the records required for managing the control of pests, diseases and disorders	9.1	Explain the records required and their importance			
10	Understand the control of pests, diseases and disorders	10.1	Explain how to assess the health and safety risks related to controlling pests, diseases and disorders			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		10.2	Explain different methods for controlling pests, diseases and disorders and the problems which may occur and the action to be taken covering: <ul style="list-style-type: none"> <li>• chemical</li> <li>• biological</li> <li>• cultural</li> </ul>				
		10.3	Explain the safe and effective handling of chemicals and the dangers and emergency treatments				
		10.4	Explain how to prolong the effective life of chemicals				
11	Understand the reasons for maintaining equipment	11.1	Explain the importance and methods of maintaining equipment for use				
12	Understand relevant health and safety legislation and environmental good practice	12.1	Summarise current health and safety legislation, codes of practice and any additional requirements				
		12.2	Describe the possible environmental damage that could occur and how to respond appropriately				
		12.3	Explain the correct and appropriate methods for disposing of waste				
		12.4	Explain the records required for management and legislative purposes and the importance of maintaining them				

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## **Unit 38: Design landscape areas and specify materials and components**

**Unit reference number:** L/501/0503

**QCF level:** 3

**Credit value:** 9

**Guided learning hours:** 59

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, skills and understanding to be responsible for the design of landscape areas and specify suitable materials and components for the design.

### **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/underestimating quantities				
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				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	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				
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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.7	List required quantities of plants and materials accurately				

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<b>Unit 39:</b>	<b>Assess the characteristics of sites</b>
<b>Unit reference number:</b>	K/501/0525
<b>QCF level:</b>	3
<b>Credit value:</b>	9
<b>Guided learning hours:</b>	59

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to enable learners to take responsibility for using appropriate investigation skills to gather and analyse data for a land based survey of a site.

### **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 gather data on the characteristics of sites	1.1	Summarise the information which the assessment aims to produce in relation to its physical, environmental, social, cultural and aesthetic characteristics and the related infrastructure				
		1.2	Investigate the nature and characteristics of the flora, fauna, landscape and historical features which may occur on the site in order to identify them correctly and recognise signs of change				
		1.3	Assess the impact of recreation and access				
		1.4	Explain how to confirm your own roles and responsibilities				
		1.5	Compare and contrast different collection methods (written, oral, electronic, visual, aural) which are available for assessing the characteristics of sites, their advantages and disadvantages and the principles of their use				
		1.6	Justify how to implement the methods being used on the site				
		1.7	Explain why different methods are used on different occasions and different sites and why they should be implemented as specified				
		1.8	Justify the techniques of counting and estimating				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
2	Understand how to analyse data to produce information on the characteristics of sites	1.9	Define the meaning of valid and reliable data using primary and secondary sources					
		1.10	Describe how to evaluate the validity and reliability of data					
		1.11	Clarify methods of recording the data being collected					
		1.12	Explain the sources of error and bias in data collection					
		1.13	Explain why, when there are problems with data collection, advice should be sought from others					
		1.14	Research the ways in which site assessment may alter and affect the nature of the site itself and how to minimise this					
		2.1	Summarise how to estimate the sufficiency of data					
		2.2	Compare and explain the different quantitative and qualitative analysis methods which may be used for the information which is required and their relative advantages and disadvantages					
		2.3	Explain how to use data analysis methods which have been presented for the site					
		2.4	Investigate the formats for presenting the analysed data and how to use them effectively					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Gather data on the characteristics of sites	2.5	Clarify the meaning of valid, reliable and sufficient quantitative and qualitative information				
		2.6	Explain how to interpret the information provided from the site validly and with good justification				
		2.7	Propose the actions to take when there are problems with sufficiency, validity and reliability				
		2.8	Analyse who will make use of the information, and their needs and interests in terms of its presentation				
		2.9	Assess methods of presenting information in written, diagrammatic, graphic and pictorial, and audio form				
		3.1	Accurately ascertain the information which the site assessment aims to produce				
		3.2	Identify your own roles and responsibilities in the assessment of the site and their relation to others				
		3.3	Collect data using methods which are consistent with the specification and are appropriate to the identified sources				
		3.4	Carry out data collection methods correctly				
		3.5	Confirm that the data gathered is valid and reliable				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Analyse data to produce information on the characteristics of sites	3.6	Seek advice from the appropriate person when problems that you don't feel you can resolve are encountered				
		3.7	Carry out data collection methods and associated activities in a way which minimises any damage to the site				
		3.8	Ensure that working methods and systems promote health and safety and are consistent with relevant legislation and codes of practice				
		4.1	Confirm that there is sufficient data prior to the start of the analysis				
		4.2	Identify the appropriate analysis methods to be used				
		4.3	Analyse and record data in a format which is appropriate to the nature of the data and the particular needs of the site assessment				
		4.4	Provide valid and justifiable interpretations about the nature of the site against the analysed data				
		4.5	Take the appropriate action where the analysis of data reveals problems with its sufficiency, reliability or validity				
		4.6	Present information about the site in a way which enables it to be used effectively, for example written, diagrammatic, graphic and pictorial and audio				

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**Unit 40: Prepare to undertake and report on a field survey**

**Unit reference number:** T/502/3276

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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**Unit aim**

The aim of this unit is to give the learner the knowledge and understanding required to conduct a basic survey relating to the natural environment (on land or at sea). The unit covers the different survey techniques and the reporting techniques for the surveys.

**Assessment requirements/evidence requirements**

Unit to be completed prior to undertaking and reporting on a field survey.

**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 collect and record data for field surveys	1.1	Outline how to collect and record data for three of the following field surveys: <ul style="list-style-type: none"> <li>• plants</li> <li>• animals</li> <li>• people</li> <li>• physical features</li> <li>• habitat types</li> <li>• access networks</li> </ul>		
		1.2	State the role and responsibilities in relation to survey activities		
		1.3	Outline the range of survey techniques available, their advantages and disadvantages and principles of use		
		1.4	Describe primary and secondary sources of data, their advantages and disadvantages and principles of use		
		1.5	Describe effective means of recording the data collected		
		1.6	Describe the actions to take if there is difficulty in obtaining data		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to report on field surveys	1.7	Describe the environmental importance of the field survey area(s) and the potential impact of work on the site			
		1.8	Describe actions that may be necessary in cases of incidental damage to habitat, wildlife and landscape			
		2.1	Outline the required content of a report			
		2.2	Describe different ways of presenting information in a way appropriate to the intended user			
		2.3	Describe potential uses of field survey reports			
		2.4	Outline different methods of communicating clearly			
		2.5	Specify the timescale within which reporting must take place and the reasons for this			

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*(if sampled)*



<b>Unit 41:</b>	<b>Manage information for action</b>
<b>Unit reference number:</b>	A/501/2988
<b>QCF level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	46

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### **Unit aim**

The learner will develop skills and knowledge in the efficient management of information. It covers gathering the information needed, providing information and advice to others and holding meetings.

### **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 gather required information	1.1	Describe how to assess the effectiveness of current methods of gathering and storing information				
		1.2	Explain the importance of gathering, validating and analysing information to team and organisational effectiveness and your role and responsibility in relation to this				
		1.3	Describe the types of qualitative and quantitative information which are essential to your role and responsibilities				
		1.4	Explain how to gather the information you need for your job				
		1.5	Describe the types of problems which may occur when gathering information and how to overcome these				
		1.6	Describe how to record and store the information you need				
		1.7	Describe the procedures to follow in order to make recommendations for improvements to formal and informal systems and procedures				
2	Understand how to inform and advise others	2.1	Describe how to give information and advice effectively both orally and in writing				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.2	Explain how to develop and present a reasoned case when providing advice to others				
		2.3	Explain the importance of confirming the recipient's understanding of the information and advice you have provided and how to do this				
		2.4	Explain the importance of seeking feedback on the quality and relevance of the advice and information provided, and how to encourage and enable such feedback				
		2.5	Explain the importance of providing information and advice to others including team members, colleagues working at the same level, higher-level managers or sponsors and people not part of your organisation, and your role and responsibility in relation to this				
		2.6	Describe the types of information and advice which other people may require				
		2.7	Explain the importance of checking the validity of information and advice provided to others and how to do this				
		2.8	Describe the principles of confidentiality when handling information and advice; the types of information and advice which may be provided to different people				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to hold meetings	2.9	Describe organisational policies, procedures and resource constraints which may affect advice and information you give to others			
		3.1	Explain how to identify unhelpful arguments and digressions, and strategies which may be used to discourage these			
		3.2	Describe the styles of leadership which can be used to run meetings and how to choose a style according to the nature of the meeting			
		3.3	Describe the value and limitations of meetings as a method of exchanging information and making decisions			
		3.4	Explain how to determine when a meeting is the most effective way of dealing with issues; the possible alternatives which you may use			
		3.5	Explain the importance of determining the purpose and objectives of meetings and how to do so. Purposes should include information giving, consultation and decision making			
		3.6	Explain how to manage discussions so that the objectives of the meetings are met within the allocated time			
		3.7	Explain how to determine who are necessary people to attend the meeting			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.8	Describe the procedures to follow when calling meetings and preparing for them				
4	Gather required information	4.1	Ensure that the information you gather is accurate, sufficient and relevant to the purpose for which it is needed				
		4.2	Take prompt and effective action to overcome problems in gathering relevant information				
		4.3	Record and store the information you gather according to your organisation's systems and procedures				
		4.4	Ensure that the information you gather is accessible in the required format to authorised people only				
		4.5	Identify possible improvements to systems and procedures and pass these on to the relevant people				
5	Inform and advise others	5.1	Give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients				
		5.2	Ensure that the information you give is accurate, current, relevant and sufficient				
		5.3	Ensure that the advice you give is consistent with your organisation's policy, procedures and resource constraints				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	5.4	Use reasoned arguments and appropriate evidence to support your advice				
	5.5	Check and confirm recipients' understanding of the information and advice you have given them				
	5.6	Maintain confidentiality according to your organisation's requirements				
	5.7	Seek feedback from recipients about the information and advice you provide, and use this feedback to improve the ways in which you give information and advice				
6	6.1	Hold one of the following meetings: <ul style="list-style-type: none"> <li>• involving people within your organisation</li> <li>• involving people outside your organisation</li> </ul>				
	6.2	Give sufficient notice of the meeting to allow the necessary people to attend				
	6.3	Make clear the purpose and objectives of the meeting at the start				
	6.4	Ensure that your style of leadership helps people to make useful contributions				
	6.5	Discourage unhelpful arguments and digressions				
	6.6	Ensure that the meeting achieves its objectives within the allocated time				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	6.7		Give clear, accurate and concise information about outcomes of the meeting promptly to those who need it			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*



## **Unit 42: Improve the customer relationship**

**Unit reference number:** H/601/1232

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 47

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### **Unit aim**

This unit is about the learner improving their relationship with customers by delivering consistent and reliable customer service. In addition, the learner will need to show that they genuinely want to give customers high levels of service and that they will make every possible effort to meet or exceed the customer's expectations.

### **Assessment requirements/evidence requirements**

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

### **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	Improve communication with their customers	1.1	Select and use the best method of communication to meet their customers' expectations				
		1.2	Take the initiative to contact their customers to update them when things are not going to plan or when they require further information				
		1.3	Adapt their communication to respond to individual customers' feelings				
2	Balance the needs of their customer and their organisation	2.1	Meet their customers' expectations within their organisation's service offer				
		2.2	Explain the reasons to their customers sensitively and positively when customer expectations cannot be met				
		2.3	Identify alternative solutions for their customers either within or outside the organisation				
		2.4	Identify the costs and benefits of these solutions to their organisation and to their customers				
		2.5	Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation				
		2.6	Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Exceed customer expectations to develop the relationship	3.1	Make extra efforts to improve their relationship with their customers				
		3.2	Recognise opportunities to exceed their customers' expectations				
		3.3	Take action to exceed their customers' expectations within the limits of their own authority				
		3.4	Gain the help and support of others to exceed their customers' expectations				
4	Understand how to improve the customer relationship	4.1	Describe how to make best use of the method of communication chosen for dealing with their customers				
		4.2	Explain how to negotiate effectively with their customers				
		4.3	Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make				
		4.4	Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation				

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

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## **Unit 43: Organise the delivery of reliable customer service**

**Unit reference number:** Y/601/1230

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit aim**

This unit is about how the learner delivers and maintains excellent customer service by being alert to customer reactions and knowing and understanding how the reactions can be used to improve the service. In addition, the learner will need to record customer service information to ensure reliable service.

### **Assessment requirements/evidence requirements**

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

### **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	Plan and organise the delivery of reliable customer service	1.1	Plan, prepare and organise everything they need to deliver services or products to different types of customers				
		1.2	Organise what they do to ensure that they are consistently able to give prompt attention to their customers				
		1.3	Reorganise their work to respond to unexpected additional workloads				
2	Review and maintain customer service delivery	2.1	Maintain service delivery during very busy periods and unusually quiet periods				
		2.2	Maintain service delivery when systems, people or resources have let them down				
		2.3	Consistently meet their customers' expectations				
		2.4	Balance the time they take with their customers with the demands of other customers seeking their attention				
		2.5	Respond appropriately to their customers when customers make comments about the products or services they are offering				
		2.6	Alert others to repeated comments made by their customers				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Use recording systems to maintain reliable customer service	2.7	Take action to improve the reliability of their service based on customer comments				
		2.8	Monitor the action they have taken to identify improvements in the service they give to their customers				
		3.1	Record and store customer service information accurately following organisational guidelines				
		3.2	Select and retrieve customer service information that is relevant, sufficient and in an appropriate format				
		3.3	Quickly locate information that will help solve a customer's query				
		3.4	Supply accurate customer service information to others using the most appropriate method of communication				
		4.1	Describe organisational procedures for unexpected situations and their role within them				
		4.2	Describe resource implications in times of staff sickness and holiday periods and their responsibility at these times				
4	Understand how to organise the delivery of reliable customer service	4.3	Explain the importance of having reliable and fast information for their customers and their organisation				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Evaluate the organisational procedures and systems for delivering customer service			
		4.5	Identify useful customer feedback and explain how to decide which feedback should be acted on			
		4.6	Describe how to communicate feedback from customers to others			
		4.7	Evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information			
		4.8	Explain the legal and regulatory requirements regarding the storage of data			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

**Unit 44: Monitor and solve customer service problems**

**Unit reference number:** J/601/1515

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 40

**Unit aim**

This unit is all about the learner solving immediate customer service problems and changing systems to avoid repeated customer service problems.

**Assessment requirements/evidence requirements**

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

**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	Solve immediate customer service problems	1.1	Respond positively to customer service problems following organisational guidelines				
		1.2	Solve customer service problems when they have sufficient authority				
		1.3	Work with others to solve customer service problems				
		1.4	Keep customers informed of the actions being taken				
		1.5	Check with customers that they are comfortable with the actions being taken				
		1.6	Solve problems with service systems and procedures that might affect customers before customers become aware of them				
		1.7	Inform managers and colleagues of the steps taken to solve specific problems				
2	Identify repeated customer service problems and options for solving them	2.1	Identify repeated customer service problems				
		2.2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Take action to avoid the repetition of customer service problems	2.3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation			
		3.1	Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated			
		3.2	Action their agreed solution			
4	Understand how to monitor and solve customer service problems	3.3	Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems			
		3.4	Monitor the changes they have made and adjust them if appropriate			
		4.1	Describe organisational procedures and systems for dealing with customer service problems			
		4.2	Describe the organisational procedures and systems for identifying repeated customer service problems			
		4.3	Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.4	Explain how to negotiate with and reassure customers while their problems are being solved				

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*(if sampled)*

**Unit 45:** **Conduct and report on a field survey for people**

**Unit reference number:** M/502/3275

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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**Unit aim**

The aim of this unit is to give the learner the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

**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	Collect and record field survey data for people	1.1	Undertake a field survey for people				
		1.2	Select and use survey techniques in accordance with the survey specification				
		1.3	Collect primary and secondary data that meets the requirements of the survey specification				
		1.4	Record all data legibly, fully and in the format specified				
		1.5	Take the appropriate prompt action where data cannot be obtained in accordance with the specification				
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				
3	Report on the field survey for people	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data				
		3.2	Respond to requests for further clarification and explanation of reports clearly and accurately				
		3.3	Report within the required timescale and in accordance with organisational procedure				

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## **Unit 46: Conduct and report on a field survey for physical features**

**Unit reference number:** A/502/3277

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for physical features. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **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	Collect and record field survey data for physical features	1.1	Undertake a field survey for physical features				
		1.2	Select and use survey techniques in accordance with the survey specification				
		1.3	Collect primary and secondary data that meets the requirements of the survey specification				
		1.4	Record all data legibly, fully and in the format specified				
		1.5	Take the appropriate prompt action where data cannot be obtained in accordance with the specification				
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				
3	Report on the field survey for physical features	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data				
		3.2	Respond to requests for further clarification and explanation of reports clearly and accurately				
		3.3	Report within the required timescale and in accordance with organisational procedure				

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## **Unit 47: Conduct and report on a field survey for animals**

**Unit reference number:** F/502/3278

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for animals. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **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	Collect and record field survey data for animals	1.1	Undertake a field survey for animals				
		1.2	Select and use survey techniques in accordance with the survey specification				
		1.3	Collect primary and secondary data that meets the requirements of the survey specification				
		1.4	Record all data legibly, fully and in the format specified				
		1.5	Take the appropriate prompt action where data cannot be obtained in accordance with the specification				
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				
3	Report on the field survey for animals	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data				
		3.2	Respond to requests for further clarification and explanation of reports clearly and accurately				
		3.3	Report within the required timescale and in accordance with organisational procedure				

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## **Unit 48: Conduct and report on a field survey for habitat types**

**Unit reference number:** F/502/3281

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the skills to conduct and report on basic survey work relating to the natural environment for habitat types (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **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	Collect and record field survey data for habitat types	1.1	Undertake a field survey for habitat types				
		1.2	Select and use survey techniques in accordance with the survey specification				
		1.3	Collect primary and secondary data that meets the requirements of the survey specification				
		1.4	Record all data legibly, fully and in the format specified				
		1.5	Take the appropriate prompt action where data cannot be obtained in accordance with the specification				
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				
3	Report on the field survey for habitat types	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data				
		3.2	Respond to requests for further clarification and explanation of reports clearly and accurately				
		3.3	Report within the required timescale and in accordance with organisational procedure				

Learner name: \_\_\_\_\_  
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**Unit 49:** **Conduct and report on a field survey for plants**

**Unit reference number:** A/502/3280

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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**Unit aim**

The aim of this unit is to give the learner the skills to conduct and report on basic survey work relating to the natural environment for plants (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

**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	Collect and record field survey data for plants	1.1	Undertake a field survey for plants				
		1.2	Select and use survey techniques in accordance with the survey specification				
		1.3	Collect primary and secondary data that meets the requirements of the survey specification				
		1.4	Record all data legibly, fully and in the format specified				
		1.5	Take the appropriate prompt action where data cannot be obtained in accordance with the specification				
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				
3	Report on the field survey for plants	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data				
		3.2	Respond to requests for further clarification and explanation of reports clearly and accurately				
		3.3	Report within the required timescale and in accordance with organisational procedure				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
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## **Unit 50: Conduct and report on a field survey for access networks**

**Unit reference number:** J/502/3279

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to give the learner the skills to conduct and report on basic survey work relating to the natural environment for access networks (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **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	Collect and record field survey data for access networks	1.1	Undertake a field survey for access networks				
		1.2	Select and use survey techniques in accordance with the survey specification				
		1.3	Collect primary and secondary data that meets the requirements of the survey specification				
		1.4	Record all data legibly, fully and in the format specified				
		1.5	Take the appropriate prompt action where data cannot be obtained in accordance with the specification				
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				
3	Report on the field survey for access networks	3.1	Produce accurate, legible and complete reports which contain the necessary supporting data				
		3.2	Respond to requests for further clarification and explanation of reports clearly and accurately				
		3.3	Report within the required timescale and in accordance with organisational procedure				

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Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
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## **Unit 51: Maintain and develop decorative horticultural features**

**Unit reference number:** D/502/1280

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 52

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### **Unit aim**

The aim of this unit is to give the learner 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. 'Decorative features' relates to soft landscape features. Learners must provide evidence for all the techniques specified, which may involve one or more decorative features.

### **Assessment requirements/evidence requirements**

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

### **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 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: <ul style="list-style-type: none"> <li>• permanent</li> <li>• temporary</li> </ul>			
		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				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		4.7	Compare the effects of different types of fertilisers and methods of application on plant growth and development				
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				
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				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	7.4	Explain the correct and appropriate methods for disposing of waste				

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*(if sampled)*



## **Unit 52: 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

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### **Unit aim**

This unit will give the learner 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**

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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.3 Describe the considerations relating to choice of mowing regimes and other maintenance operations, for example: <ul style="list-style-type: none"> <li>• cutting</li> <li>• edging</li> <li>• weed</li> <li>• pest and disease control</li> <li>• fertiliser application</li> <li>• aeration</li> <li>• top dressing</li> <li>• switching/brushing</li> <li>• rolling</li> <li>• scarifying/verticutting</li> <li>• irrigation and repairs by inserting turf</li> <li>• overseeding</li> <li>• repairing edges</li> </ul>			
	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			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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, for example: <ul style="list-style-type: none"> <li>• cutting</li> <li>• edging</li> <li>• weed</li> <li>• pest and disease control</li> <li>• fertiliser application</li> <li>• aeration</li> <li>• top dressing</li> <li>• switching/brushing</li> <li>• rolling</li> <li>• scarifying/verticutting</li> <li>• irrigation and repairs by inserting turf</li> <li>• overseeding</li> <li>• repairing edges</li> </ul>		
		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		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		4.4	Leave the site in a tidy and undamaged condition following operations				
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				
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				

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(if sampled)



## **Unit 53: Plan and set out sports areas**

**Unit reference number:** R/502/0501

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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### **Unit aim**

The aim of this unit is to give the learner 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 or other sports turf areas, as appropriate to the learner's area of work.

### **Assessment requirements/evidence requirements**

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

### **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 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: <ul style="list-style-type: none"> <li>• marking out</li> <li>• setting out equipment</li> </ul>			
		2.4	Leave the site in an undamaged and tidy condition following operations			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.5	Perform 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				
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				
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				

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(if sampled)

## **Unit 54: Prepare for and maintain the planting of crops or plants**

**Unit reference number:** H/502/0955

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for organising and maintaining the planting of crops or plants. The unit is applicable to planting by hand or by machine and can be either outdoors or in protected conditions.

### **Assessment requirements/evidence requirements**

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

### **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 for the planting of crops or plants	1.1	Explain the methods for preparing plant material				
		1.2	Explain how to select plant material				
		1.3	Explain how the resources are used effectively when setting out of crops or plants				
2	Understand the factors which influence the planting of crops or plants	2.1	Explain the working methods for carrying out planting				
		2.2	Explain how production requirements effect the time of planting				
		2.3	Explain the relationship of planting to the crops or plants subsequent growth and development				
		2.4	Explain the correct positioning of the plants or crops in the growing medium covering the following: <ul style="list-style-type: none"> <li>• density</li> <li>• depth</li> <li>• mix</li> <li>• orientation</li> <li>• firmness</li> </ul>				
		2.5	Describe the correct methods for handling plant material				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to maintain equipment	2.6	Explain the reasons and methods for maintaining hygiene and avoiding contamination				
		2.7	Explain the problems which may occur during planting and how to deal with these				
		2.8	Explain the records required for management and legislative purposes and the importance of maintaining them				
4	Understand relevant health and safety legislation and environmental good practice	3.1	Explain the importance of maintaining equipment for use				
		3.2	Describe the methods of maintaining the range of equipment used				
5	Be able to prepare for planting crops or plants	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 organic and inorganic waste				
5	Be able to prepare for planting crops or plants	5.1	Ensure the plant material is selected and prepared in accordance with production requirements				
		5.2	Ensure the necessary working methods for planting are established and clearly communicated				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to maintain the planting of crops or plants	6.1	Ensure that planting takes place at times which are most conducive to the crops or plants establishment and growth				
		6.2	Position crops or plants within the growing medium in a way which is suitable to the crops or plants				
		6.3	Handle plant material in a manner which optimises establishment, growth and development, and minimises damage				
		6.4	Ensure planting is carried out at an appropriate speed while maintaining the quality of production				
		6.5	Maintain the necessary levels of hygiene at all times				
		6.6	Provide clear and accurate information for recording purposes				
7	Be able to maintain and use relevant equipment	7.1	Ensure equipment is prepared, used and maintained in a safe and effective condition				
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				
		8.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice				

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(if sampled)



**Unit 55:** **Promote and monitor the growth of crops or plants**

**Unit reference number:** Y/502/1181

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit aim**

Evidence in this unit may be for different crops or for one crop as appropriate to the learner's situation.

**Assessment requirements/evidence requirements**

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

**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 factors which promote the growth of crops or plants	1.1	Compare the advantages and disadvantages of different methods for promoting crop or plant growth and development				
		1.2	Explain the optimum and amount of time required to carry out the promotion of crop or plant growth and development				
		1.3	Explain the requirements for nutrients and moisture and how these can be adjusted to promote growth and development for different types of crop or plant				
		1.4	Explain the factors which determine the growth and development of crops or plants and how they can be influenced to optimise productivity covering: <ul style="list-style-type: none"> <li>• light</li> <li>• carbon dioxide</li> <li>• growth hormones</li> <li>• nutrients</li> </ul>				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.5	Explain methods of promoting the growth and development of crops or plants covering the following: <ul style="list-style-type: none"> <li>• protection from pests and diseases</li> <li>• weed control measures</li> <li>• weather protection</li> <li>• pruning and trimming</li> <li>• supporting</li> <li>• feeding</li> <li>• watering</li> </ul>			
	1.6	Explain appropriate methods of handling plant material			
	1.7	Explain the common problems which may occur and describe the correct actions to be taken in			
	1.8	Explain the records required for management and legislative purposes and the importance of maintaining them			
	1.9	Explain the reasons why it is important to maintain hygiene and describe how this is achieved			
2	2.1	Understand how to maintain equipment			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand relevant health and safety legislation and environmental good practice	2.2	Describe the methods of maintaining the range of equipment used				
		3.1	Summarise current health and safety legislation, codes of practice and any additional requirements				
		3.2	Describe the possible environmental damage that could occur and how to respond appropriately				
		3.3	Explain the correct and appropriate methods for disposing of organic and inorganic waste				
4	Be able to promote the growth of crops or plants through a number of methods	4.1	Choose and implement at least three methods for promoting crop growth and development in accordance with the needs of the crop and production requirements: <ul style="list-style-type: none"> <li>• protection from pests and diseases</li> <li>• weed control measures</li> <li>• weather protection</li> <li>• pruning and trimming</li> <li>• supporting</li> <li>• feeding</li> <li>• watering</li> </ul>				
		4.2	Handle plant material in a manner which optimises growth and development, and minimises damage				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Provide clear and accurate information for recording purposes			
5	Be able to promote health and safety and environmental good practice	5.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
		5.2	Ensure work is carried out in a manner which minimises environmental damage			
		5.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice			
6	Be able to maintain and use relevant equipment	6.1	Ensure equipment is prepared, used and maintained in a safe and effective condition			

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## **Unit 56: Plan and prepare growing media**

**Unit reference number:** K/502/0858

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the skills, knowledge and understanding required for preparing growing media for planting or potting.

### **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 preparation of growing media	1.1	<p>Explain the different properties of the materials used to prepare growing media covering:</p> <ul style="list-style-type: none"> <li>• fertiliser</li> <li>• soil conditioner</li> <li>• growing media ingredients</li> </ul>			
		1.2	Explain the procedures for obtaining the materials required			
		1.3	Explain the different methods used for collecting and measuring out materials			
		1.4	<p>Explain different methods of incorporating ingredients into the growing medium depending on its use covering:</p> <ul style="list-style-type: none"> <li>• mixing</li> <li>• cultivation</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	<p>Compare the different methods of preparing growing media in relation to planting requirements covering:</p> <ul style="list-style-type: none"> <li>• consistency</li> <li>• moisture level</li> <li>• air filled porosity</li> <li>• required additives</li> <li>• storage</li> </ul>			
2	Understand the factors that affect preparation and operations	2.1	Explain the different growing media required for varying crops and growing conditions and how this will influence media preparation			
		2.2	Explain the external factors that affect the timing of operations and the outcomes			
		2.3	Explain the reasons for the different storage conditions for growing media and the need for hygiene at all times			
3	Be able to plan, obtain and position materials	3.1	Identify and obtain the correct quantity of source materials, eg fertiliser and bulky ingredients, for preparing growing media in accordance with production requirements			
		3.2	Ensure materials are handled correctly and safely			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.3	Measure out and position the correct quantities of materials in accordance with the growing schedule and the crop				
4	Be able to prepare the growing media	4.1	Incorporate materials into the growing media in accordance with planting requirements				
		4.2	Provide clear and accurate information for recording purposes				
5	Be able to select, use and maintain equipment for preparing growing media	5.1	Select appropriate equipment for this area of work				
		5.2	Use equipment according to instructions				
		5.3	Prepare, maintain and store equipment in a safe and effective working condition				
6	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	Describe the possible environmental damage 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				

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			
		7.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice			
8	Understand how to maintain equipment	8.1	Explain the importance of maintaining equipment ready for use			

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(if sampled)



## **Unit 57: Plan and manage the collection of orders**

**Unit reference number:** R/502/1180

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 52

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for planning and managing the collection of plant orders taking into account all the factors involved including: market requirements, resource constraints and collection methods and crop conditions. This unit does not cover the identification of plants.

### **Assessment requirements/evidence requirements**

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

### **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 maintain and use equipment during planning the collection of orders	1.1	Ensure equipment is prepared, used and maintained in a safe and effective condition			
2	Be able to plan the collection of orders	2.1	Accurately sort customer orders to ensure efficiency of the planned collection process			
		2.2	Identify the correct location of the required plants			
		2.3	Establish the resources required for the collection of orders including human, material and equipment			
		2.4	Plan collection methods which are effective, efficient and are in accordance with marketing requirements			
		2.5	Plan the collection operation to achieve best balance between constraints and marketing requirements including: <ul style="list-style-type: none"> <li>• customer requirements</li> <li>• resource availability</li> <li>• condition of crop</li> <li>• health and safety</li> <li>• environmental conditions</li> </ul>			
		2.6	Present plans clearly and accurately			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Manage the collection of orders	3.1	Ensure that collection methods are effective, efficient and in accordance with marketing requirements				
		3.2	Monitor and make any necessary adjustments to collection methods in relation to crop condition, environmental conditions and resources				
		3.3	Correctly recognise and identify the required plants				
		3.4	Handle the crop in a way which maintains plant quality and minimises damage				
		3.5	Collect and transport crop in accordance with marketing requirements				
		3.6	Accurately assess the condition of the collected crop and take appropriate action as required				
		3.7	Ensure records are accurate and complete				
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 which apply to planning the collection of orders				
		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 good practice				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand why it is important to be able to plan the collection of orders	<p>5.1 Explain how to establish the best balance between constraints and market requirements covering:</p> <ul style="list-style-type: none"> <li>• customer requirements</li> <li>• resource availability</li> <li>• condition of crop</li> <li>• health and safety</li> <li>• environmental conditions</li> </ul> <p>5.2 Explain the characteristics which indicate the crop is fit for collection or lifting</p> <p>5.3 Explain how to determine the available human, material and equipment resources required</p> <p>5.4 Explain the seasonal conditions which are suitable for collection and dispatch</p> <p>5.5 Explain methods for collecting or lifting the crop</p> <p>5.6 Explain timescales within which collection must take place and the acceptable commercial rates of collection</p> <p>5.7 Identify the range of specifications used for sale of plants</p> <p>5.8 Identify how to develop plans for collecting orders and the information which the plan has to contain</p>		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand how to manage the collection of orders	6.1	Identify adjustments to collection methods which may be required				
		6.2	Explain methods of maintaining the quality of plant(s) during handling and transportation				
		6.3	Identify problems which may arise during the collection of plants and explain what actions might be taken to address them				
		6.4	Explain why it is important to recognise instances where the plant does not meet customer requirements				
7	Understand the reasons for maintaining equipment	7.1	Explain the importance and methods of maintaining equipment ready for use				
8	Understand relevant health and safety legislation and environmental good practice	8.1	Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work				
		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				

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(if sampled)

## **Unit 58: Prepare collected orders for dispatch**

**Unit reference number:** A/502/1013

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner the ability to demonstrate the knowledge, understanding and skills required to take responsibility for the preparation of the crop following collection or lifting using a number of methods to prepare orders. Evidence in this unit may be for different crops or for one crop as appropriate to the learner's situation.

### **Assessment requirements/evidence requirements**

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

### **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 Prepare collected orders for dispatch	1.1	Prepare the collected order in accordance with market and customers requirements within required timescales for at least four from: <ul style="list-style-type: none"> <li>• pruning/trimming</li> <li>• tying</li> <li>• weeding</li> <li>• grading</li> <li>• bundling</li> <li>• wrapping</li> <li>• containerising/packing</li> <li>• labelling</li> <li>• watering</li> <li>• loading</li> </ul>			
	1.2	Identify and remove plants which fail to meet the market requirement			
	1.3	Store appropriately prior to dispatch if required			
	1.4	Provide clear and accurate information for recording purposes			

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 prepare collected orders for dispatch	3.1	Explain how to establish the best balance between constraints and marketing requirements				
		3.2	Explain methods for preparing the order covering: <ul style="list-style-type: none"> <li>• pruning/trimming</li> <li>• tying</li> <li>• weeding</li> <li>• grading</li> <li>• bundling</li> <li>• wrapping</li> <li>• containerising/packing</li> <li>• labelling</li> <li>• watering</li> <li>• loading</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand relevant health and safety legislation and environmental good practice	3.3	Explain the methods of storing and maintaining the health of plants ready for dispatch				
		3.4	Explain why collected plants may not be of a suitable quality and how to identify this				
		3.5	Explain the reasons for reporting instances where collected plants are not of a suitable quality				
		3.6	Summarise factors which affect plant quality during dispatch and transport				
		4.1	Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work				
		4.2	Explain the correct and appropriate methods for disposing of waste				
		4.3	Explain the records required for management and legislative purposes and the importance of maintaining them				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

**Unit 59: Prepare, monitor and adjust environmental conditions for protected crops or plants**

**Unit reference number:** M/502/0859

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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**Unit aim**

The aim of this unit is to give the learner the skills, knowledge and understanding required for preparing and maintaining environmental conditions for protected crops or plants. It includes monitoring, adjusting and recording environmental conditions.

**Assessment requirements/evidence requirements**

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

**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 effects of maintaining environmental conditions for protected crops/plants	1.1	Explain the environmental conditions required for different crops to achieve optimum crop or plant growth and yield			
		1.2	Explain the effects which temperature, humidity, carbon dioxide levels, ventilation, light and shade have on the growth and development of the crop or plant			
2	Understand the types of equipment used to maintain environmental conditions	2.1	Explain the types of equipment used to monitor and maintain environmental conditions including: <ul style="list-style-type: none"> <li>• computer with environmental software</li> <li>• heating</li> <li>• ventilation</li> <li>• watering systems</li> <li>• carbon dioxide generators/injectors</li> <li>• data recording equipment</li> </ul>			
		2.2	Explain how equipment can be used to contribute to energy saving techniques			
3	Know the different methods for adjusting environmental conditions	3.1	Explain the procedures and methods for monitoring and adjusting environmental conditions including the use of computers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to prepare environmental conditions for protected crops	4.1	Evaluate the necessary environmental conditions for the crop or plant, in accordance with production requirements			
		4.2	Confirm that equipment for achieving and maintaining environmental conditions is working in accordance with manufacturers' instructions			
		4.3	Assess and confirm that the equipment is correctly set and environmental conditions are in accordance with production requirements and the needs of the crop or plant			
5	Be able to monitor and carry out adjustments to the environmental conditions	5.1	Monitor environmental conditions in accordance with organisational procedures and production requirements			
		5.2	Accurately identify the need for any adjustments required to correct at least three of the environmental conditions below: <ul style="list-style-type: none"> <li>• temperature</li> <li>• ventilation</li> <li>• humidity</li> <li>• light and shade</li> <li>• carbon dioxide levels</li> </ul>			
		5.3	Ensure records are completed accurately			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
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 and how to respond appropriately				
		6.3	Explain the records required for management and legislative purposes and the importance of maintaining them				
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				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 60: Encourage and motivate volunteers**

**Unit reference number:** J/502/1645

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development.

### **Assessment requirements/evidence requirements**

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

### **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 motivate volunteers by promoting the special ethos and values of volunteering	1.1	Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement				
		1.2	Support volunteers in ways which match volunteer expectations, motivations and needs				
1.3		Demonstrate an awareness of individual and/or group volunteers' abilities and aptitudes					
1.4		Recognise volunteers and their commitment which are likely to enhance their motivation to continue					
1.5		Take account of equal opportunities issues as they affect volunteers					
2		Recognise voluntary effort by valuing volunteer contributions	2.1	Show appreciation of the individual contributions made by volunteers by: <ul style="list-style-type: none"> <li>• providing feedback to volunteers</li> <li>• communicating this information to others</li> </ul>			
	2.2		Encourage further development of volunteers' capabilities				
	2.3		Record individual and group effort in terms of its worth and contribution to organisational objectives				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to motivate volunteers by promoting the special ethos and values of volunteering	3.1	Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client				
		3.2	Explain why people volunteer and why organisations involve volunteers				
		3.3	Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement				
		3.4	Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation				
		3.5	Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue				
4	Understand how to recognise voluntary effort by valuing volunteer contributions	4.1	Explain how to respond positively to personal and group voluntary effort by: <ul style="list-style-type: none"> <li>• providing feedback to volunteers</li> <li>• communicating this information to others</li> </ul>				
		4.2	Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities			
		4.4	Describe ways of recognising formally the skills and abilities shown			
		4.5	Describe how to provide feedback at an appropriate level in the organisation			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 61: Manage the work of volunteers**

**Unit reference number:** D/502/1599

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work.

### **Assessment requirements/evidence requirements**

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

### **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 plan the work of volunteers	1.1	Give opportunities to volunteers to contribute to the planning and organisation of their work				
		1.2	Produce plans that take into account the relevant factors of volunteering including: <ul style="list-style-type: none"> <li>• your team's objectives</li> <li>• the volunteers whose work you are responsible for and their development needs</li> <li>• constraints under which volunteers may be working</li> <li>• meeting the motivational needs of your volunteers</li> </ul>				
		1.3	Produce plans and schedules that are realistic and achievable within organisational constraints				
		1.4	Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment				
		1.5	Update plans at regular intervals and take account of any changes				
2	Be able to prepare resources for volunteers	2.1	Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3		2.2	Allocate resources so that volunteers can do the work to the required standard				
		2.3	Make sure volunteers are using resources according to organisational, legal and regulatory requirements				
		2.4	Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements				
		3.1	Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team				
	3.2	Clearly explain organisational policy in relation to: <ul style="list-style-type: none"> <li>• volunteering</li> <li>• confidentiality</li> <li>• welfare</li> <li>• health and safety</li> <li>• volunteer insurance</li> <li>• training and developing volunteers</li> <li>• equal opportunities</li> </ul>					
	3.3	Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to assess the work of volunteers and provide feedback	3.4	Correctly demonstrate the tasks and check that volunteers understand what is expected				
		3.5	Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own				
		3.6	Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly				
		3.7	Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs				
		3.8	Identify volunteer work that does not meet agreed standards and take the appropriate action				
		4.1	Explain the purpose of assessment clearly to all involved				
		4.2	Give opportunities to volunteers to assess their own work				
		4.3	Carry out assessments at times most likely to maintain and improve effective performance				
4.4	Make your assessments objectively against clear and agreed criteria						
4.5	Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation						

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Provide feedback which recognises team members' achievements and provide constructive suggestions and encouragement for improving their work			
		4.7	Show respect for the individuals involved and treat all feedback to individuals and teams confidentially			
		4.8	Give opportunities to team members to respond to feedback			
5	Be able to promote health and safety and environmental good practice	5.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
6	Be able to maintain accurate records	6.1	Provide clear and accurate information for recording purposes			
7	Understand how to plan the work of volunteers	7.1	Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to prepare resources for volunteers	7.2	Describe how to produce plans that take into account the relevant factors of volunteering including: <ul style="list-style-type: none"> <li>• your team's objectives</li> <li>• the volunteers whose work you are responsible for and their development needs</li> <li>• constraints under which volunteers may be working</li> <li>• meeting the motivational needs of your volunteers</li> </ul>			
		7.3	Explain how to develop realistic and achievable work plans both in the short and medium term			
		7.4	Describe how to present work plans in a way that gains support, motivation and commitment			
		7.5	Explain the need to regularly review work plans			
		8.1	Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources			
		8.2	Outline the procedure for reporting problems with resources			
		8.3	Summarise organisational, legal and regulatory standards for the resources that the work uses			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
9	Understand how to lead the work of volunteers	8.4	Explain how to allocate resources in a way that enables the achievement of objectives				
		8.5	Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so				
		8.6	Explain the impact that the use of resources could have on the environment				
		8.7	Explain the reasons for getting others to suggest ways of improving the use of resources				
		9.1	Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team				
		9.2	Describe how to ensure that new volunteers understand organisational policy in relation to: <ul style="list-style-type: none"> <li>• volunteering</li> <li>• confidentiality</li> <li>• welfare</li> <li>• health and safety</li> <li>• volunteer insurance</li> <li>• training and developing volunteers</li> <li>• equal opportunities</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		9.3	Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do				
		9.4	Explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard				
		9.5	Describe how to correct mistakes without undermining self-confidence				
		9.6	Explain how to recognise the potential for volunteers to take on new responsibilities and outline the development opportunities available to them				
		9.7	Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake				
		9.8	Describe how organisations give recognition and reward to volunteers				
		9.9	Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems				
10	Understand how to assess the work of volunteers and provide feedback	10.1	Explain the need to communicate clearly the purpose of assessment to all involved				
		10.2	Explain the reasons for providing opportunities to volunteers to assess their own work				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
11	Understand relevant health and safety legislation and environmental good practice	10.3	Explain the principles of fair and objective assessment of work and how to ensure this is achieved				
		10.4	Explain how to provide feedback to volunteers on their performance based on assessment				
		10.5	Explain the principles of respect and confidentiality when providing feedback				
		10.6	Describe how to motivate volunteers and gain their commitment by providing feedback				
		10.7	Explain how to provide constructive suggestions on how performance can be improved				
		10.8	Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work				
		11.1	Summarise current health and safety legislation, codes of practice and any additional requirements				
		12.1	Explain the records required for management and legislative purposes and the importance of maintaining them				
12	Understand the importance of accurate record keeping						

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

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## **Unit 62: Work with and consult the local community**

**Unit reference number:** L/502/3168

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to work with the local community and community issues. This may be through specific projects, such as running a local bat group, or becoming involved in longer term projects such as helping to set up and run a community wildlife area.

The emphasis is upon building a relationship with local people through consultation and cooperation. The object is not only to spread environmental awareness, but also to foresee possible areas of conflict, and to find solutions agreeable to all. Consultation must include an element of education and awareness raising for it to be effective.

### **Assessment requirements/evidence requirements**

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

### **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	Work with and consult the local community	1.1	Identify opportunities for formal and informal consultation and cooperation with the local community, seeking specialist advice where appropriate				
		1.2	Establish and maintain contacts with relevant individuals and organised groups within the local community				
		1.3	Engage with individuals and groups within the local community to develop understanding and awareness as part of consultation				
		1.4	Use appropriate communication methods to seek the opinions of individuals and groups within the local community				
2	Understand the importance of working with and consulting the local community	2.1	Describe the types of opportunities available for cooperation and consultation with the local community				
		2.2	Describe the ways in which contact with the local community can be established				
		2.3	Describe the reasons for and importance of consultation with the local community in gathering feedback				
		2.4	Describe the likely impact of the organisation's work on the local community				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Outline why it is important that those you are consulting with understand the issues which they are being consulted on			
		2.6	Describe the methods of gauging community opinion and the importance of providing feedback			

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(if sampled)



## **Unit 63: Plan, deliver and evaluate environmental projects**

**Unit reference number:** A/502/3232

**QCF level:** 3

**Credit value:** 10

**Guided learning hours:** 65

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for planning, delivering and evaluating a wide range of environmental projects.

'Environmental projects' include any type of project work. The unit looks at the specific skills required in planning for and maintaining the quality of work, sustaining a good working environment and evaluating the project against initial objectives.

### **Assessment requirements/evidence requirements**

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

### **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 plan environmental projects	1.1	<p>Negotiate project specifications that:</p> <ul style="list-style-type: none"> <li>• meet agreed organisational requirements</li> <li>• meet appropriate management plans</li> <li>• conform to current statutory and legal requirements</li> <li>• conform to principles of environmental good practice</li> <li>• take into account the views and opinions of those with relevant technical expertise</li> <li>• take into account risks:                             <ul style="list-style-type: none"> <li>• health and safety</li> <li>• financial</li> <li>• reputation</li> <li>• environmental impact</li> </ul> </li> </ul>			
		1.2	Include systems and criteria for project evaluation within the project specifications			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.3	Present final project specifications in a format which is accurate, complete and suitable for the user covering: <ul style="list-style-type: none"> <li>• schedule</li> <li>• location</li> <li>• methods and procedures</li> <li>• physical resources</li> <li>• human resources</li> <li>• relevant legal requirements</li> <li>• standard of outcome required</li> <li>• financial requirements</li> </ul>			
	1.4	Give clear and accurate briefings to those people involved with the project specifications including those: <ul style="list-style-type: none"> <li>• internal to the organisation</li> <li>• external to the organisation</li> </ul>			
	1.5	Ensure that, where relevant, contracts for project work are issued			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to deliver environmental projects	2.1	<p>Make resources available to allow project activities to be carried out in a safe, and effective way including:</p> <ul style="list-style-type: none"> <li>• natural</li> <li>• physical</li> <li>• human</li> <li>• financial</li> </ul> <p>and inform the appropriate person without delay where these resources are not available</p>			
	2.2	Consistently meet project specifications within your area of responsibility, noting any factors which may cause disruption to project activities, and taking the appropriate action to minimise their effects			
	2.3	Take corrective action without delay, and inform the relevant people of any changes which may affect them			
	2.4	Establish and maintain systems to monitor the quality, quantity and time specifications for service delivery			
	2.5	Make any recommendations for improving project activities and working conditions promptly to the appropriate people			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3		2.6	Ensure that the use and maintenance of equipment conforms to recommended schedules and procedures				
		2.7	Promptly report all accidents and incidents to the appropriate people, and record them accurately and fully				
		2.8	Conduct communications with the project team and other interested parties in a way which promotes understanding and goodwill				
		2.9	Make sure that records of project activities are complete, accurate and comply with organisational procedures				
		3.1	Carry out evaluation efficiently and effectively against criteria set out in the project specification, ensuring that evaluation is thorough, complete and objective covering: <ul style="list-style-type: none"> <li>• environmental impact</li> <li>• quality</li> <li>• use of resources</li> </ul>				
	3.2	Produce evaluation reports that are clear, accurate and in a form suitable for the intended recipients					
		Be able to evaluate environmental projects					

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	<p>Justify your conclusions and recommendations on the basis of:</p> <ul style="list-style-type: none"> <li>• the information available</li> <li>• the methods of evaluation including: <ul style="list-style-type: none"> <li>• qualitative</li> <li>• quantitative</li> </ul> </li> <li>• clearly stated assumptions</li> </ul>			
4	Understand how to plan environmental projects	4.1	Summarise relevant aspects of organisational requirements and management plans			
		4.2	Summarise current principles of environmental good practice, and statutory and legal requirements, and their impact on project specifications			
		4.3	Summarise health and safety and risks			
		4.4	Identify those who should be consulted with and describe the ways in which their views and opinions may be sought			
		4.5	Explain actual and potential pressures on the environment, of any conflict between these pressures, and the effect these may have on the project specification			
		4.6	Describe the process of identifying and selecting appropriate evaluation systems and criteria			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.7	Explain the importance of accurate and complete specification, and reason for choice of presentation format covering: <ul style="list-style-type: none"> <li>• schedule</li> <li>• location</li> <li>• methods and procedures</li> <li>• physical resources</li> <li>• human resources</li> <li>• relevant legal requirements</li> <li>• standard of outcome required</li> </ul>			
	4.8	Explain the importance of giving clear and accurate briefings to those involved with the project specification, and reasons for the choice of briefing method			
	4.9	Outline the process of agreeing and issuing contracts for project work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to deliver environmental projects	5.1	<p>Outline the required type and quantity of resources needed for project activities and the appropriate action in the case of inadequate resources covering all the following:</p> <ul style="list-style-type: none"> <li>• natural</li> <li>• physical</li> <li>• human</li> <li>• financial</li> </ul>			
		5.2	Outline individual responsibilities within project specifications including health and safety			
		5.3	Explain how to identify and minimise the effect of disruptions and the reasons for selecting corrective actions			
		5.4	Explain how to establish and maintain systems to monitor service delivery and how to identify improvements to project activities and working conditions			
		5.5	Outline methods of communication likely to promote understanding and goodwill			
		5.6	Explain the importance of complete and accurate records which comply with organisational procedures			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand how to evaluate environmental projects	6.1	Explain the importance of evaluating project outcomes covering the following criteria: <ul style="list-style-type: none"> <li>• environmental impact</li> <li>• quality</li> <li>• use of resources</li> </ul>				
		6.2	Describe techniques of evaluation and requirements of the original project specification				
		6.3	Explain the process of evaluation and the importance of thorough, complete and impartial evaluation				
		6.4	Explain the importance of clear and accurate reports and reasons for style of report				
		6.5	Describe means of drawing conclusions and making recommendations				

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*



## **Unit 64: Research and plan environmental interpretations**

**Unit reference number:** R/502/3236

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit aim**

The aim of this unit is to give the knowledge, understanding and skills required to plan and research interpretations. The interpretations could cover geographical areas or sites, specific environmental topics or environmental themes depending on the research.

### **Assessment requirements/evidence requirements**

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

### **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 research information for interpretations	1.1	Establish the nature, requirements and expectations of the intended audience				
		1.2	Formulate clear research objectives linked to the nature and requirements of the audience, the sites to be visited and the focus of interpretation				
		1.3	Use appropriate information sources effectively and economically				
		1.4	Assess all information obtained for accuracy and appropriateness to the intended audience				
		1.5	Identify and access additional sources of information where necessary				
		1.6	Ensure that throughout the work account is taken of the environmental and social impact of proposed interpretations				
		1.7	Ensure the information compiled is reliable, accurate and optimises the goodwill of those providing the information				
2	Be able to plan information for interpretation	2.1	Ensure that plans take account of potential site hazards and minimise their effects on the audience				
		2.2	Relate the planned interpretations to the nature and requirements of the audience, the sites to be visited and the focus of interpretation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to research information for interpretations	2.3	Ensure that plans allow for the use of a range of appropriate interpretive methods				
		2.4	Ensure that plans take account of the potential environmental and social impact of the proposed interpretation and aim to sustain the special character of the site				
		2.5	Negotiate and agree site access arrangements prior to planned visits				
		2.6	Identify the required resources and confirm their availability				
		2.7	Maintain the confidentiality of information				
		3.1	Explain why it is important to formulate clear research objectives				
		3.2	Explain how to establish the nature, requirements and expectations of the intended audience covering the following groups: <ul style="list-style-type: none"> <li>• general interest</li> <li>• special interest</li> </ul>				
3.3	Explain the ways in which the needs of different audiences may vary, and how this impacts on research covering the following groups: <ul style="list-style-type: none"> <li>• general interest</li> <li>• special interest</li> </ul>						

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to plan for interpretations	3.4	Explain how to link to needs of the audience with the sites to be visited and the focus of interpretation				
		3.5	Explain relevant information sources, and how to access and use them effectively				
		3.6	Explain how to check information for reliability, accuracy and relevance; and the reasons why this is important				
		3.7	Explain the ways in which the goodwill of information providers can be optimised				
		3.8	Explain how to take account of potential environmental and social impact of interpretations and the reasons why this is important				
		4.1	Explain how to plan interpretations and select methods best suited to the needs of the audience, the sites to be visited and the focus of interpretation. Interpretations cover: <ul style="list-style-type: none"> <li>• geographical areas or sites</li> <li>• specific environmental topics</li> <li>• environmental themes</li> </ul>				
		4.2	Explain the specific site hazards, how they are recognised and their impact on visitors minimised and the consequences of failing to identify and plan accordingly				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Explain the resources and approaches available for the plan and their suitability covering: <ul style="list-style-type: none"> <li>• time</li> <li>• human</li> <li>• physical</li> <li>• financial information</li> </ul>			
		4.4	Explain how to identify, negotiate and agree appropriate site access arrangements and the consequences of failing to make appropriate access arrangements prior to visits			
		4.5	Explain the importance of confirming availability of resources and the consequences of failing to ensure required resources are available			
		4.6	Explain the need for appropriate levels of confidentiality			

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 (*if sampled*)



**Unit 65: Identify the need for, and plan, habitat management work**

**Unit reference number:** T/502/1530

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit aim**

This unit gives the learner the knowledge, skills and understanding to identify the need for habitat management work to be carried out and plan the necessary work. The unit is applicable to the management of all types of habitats and the full range of management techniques.

**Assessment requirements/evidence requirements**

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

**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 identify habitat management work	1.1	<p>Identify the need for habitat management through use of all of the following:</p> <ul style="list-style-type: none"> <li>• site monitoring</li> <li>• management plan</li> <li>• reports from others</li> </ul>			
2	Be able to plan for habitat management work	2.1	<p>Plan habitat management for at least four of the following objectives:</p> <ul style="list-style-type: none"> <li>• to create or maintain suitable conditions for particular species</li> <li>• to create or maintain a desired mix of habitats for access and recreation</li> <li>• to conserve desirable physical or archaeological features</li> <li>• to reduce the pressures of human activity on habitats</li> <li>• to promote site safety</li> </ul>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.2	Take account of the environmental value of at least two of the following types of sites in planning: <ul style="list-style-type: none"> <li>• ecological</li> <li>• archaeological</li> <li>• recreational</li> </ul>			
	2.3	Select appropriate habitat management methods to achieve objectives			
	2.4	Produce work plans and specifications for the identified work to include the following: <ul style="list-style-type: none"> <li>• schedule</li> <li>• location</li> <li>• methods and procedures</li> <li>• physical resources</li> <li>• human resources</li> <li>• legal requirements</li> <li>• standard of outcome required</li> </ul>			
	2.5	Carry out risk assessments and identify safe working procedures			
	2.6	Seek agreement from all relevant interested parties and ensure that all necessary permissions are in place			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.7	Identify the most appropriate workforce for the planned habitat management work				
		2.8	Identify and access the resources required to carry out the planned work				
		2.9	Schedule habitat management work based on the following: <ul style="list-style-type: none"> <li>• identified priorities</li> <li>• effects of season and timing</li> </ul>				
		2.10	Record plans in a suitable format				
		3.1	Explain how to identify the need for habitat management through use of: <ul style="list-style-type: none"> <li>• site monitoring</li> <li>• management plan</li> <li>• reports from others</li> </ul>				
3	Understand how to identify the need for habitat management work						

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.2	<p>Explain how to identify the objectives of habitat management for the following objectives:</p> <ul style="list-style-type: none"> <li>• to create or maintain suitable conditions for particular species</li> <li>• to create or maintain a desired mix of habitats for access and recreation</li> <li>• to conserve desirable physical or archaeological features</li> <li>• to reduce the pressures of human activity on habitats</li> <li>• to promote site safety</li> </ul>			
	3.3	Describe how to recognise the environmental value of sites			
4 Understand the need to plan habitat management work	4.1	Explain how the environmental value of sites affects the planning of work			
	4.2	Explain how to assess risks and develop safe working procedures			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.3	Explain the process of producing work plans and specifications to organisational requirements including: <ul style="list-style-type: none"> <li>• agreement of objectives</li> <li>• agreement of plans</li> <li>• when permissions is required</li> <li>• the suitable workforce</li> <li>• the resources required (tools and equipment, people)</li> <li>• schedule of work</li> <li>• legal requirements</li> <li>• standard of outcome</li> </ul>			
	4.4	Explain how planned work fits into organisational objectives, local and UK biodiversity action plans			

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(if sampled)

**Unit 66:** **Co-ordinate and oversee habitat management work**

**Unit reference number:** A/502/1531

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to coordinate and oversee habitat management work. It also involves the selection and briefing of a suitable workforce to carry out the habitat management work.

**Assessment requirements/evidence requirements**

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

**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 coordinate and oversee habitat management work	1.1	<p>Make available the necessary resources to allow habitat management work to be carried out in a safe and effective way. Resources to include:</p> <ul style="list-style-type: none"> <li>• natural</li> <li>• physical</li> <li>• human</li> <li>• financial</li> </ul>				
		1.2	Inform the appropriate person where these resources are not available				
		1.3	<p>Brief those who will be carrying out the work with regard to:</p> <ul style="list-style-type: none"> <li>• work specification</li> <li>• environmental value of the site and its implications for the planned work</li> </ul>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.4</p> <p>Oversee habitat management work for four of the following objectives:</p> <ul style="list-style-type: none"> <li>• to create or maintain suitable conditions for particular species</li> <li>• to create or maintain a desired mix of habitats for access and recreation</li> <li>• to conserve desirable physical or archaeological features</li> <li>• to reduce the pressures of human activity on habitats</li> <li>• to promote site safety</li> </ul>			
	<p>1.5</p> <p>Communicate with the work team and other interested parties in a way which promotes understanding and goodwill</p>			
	<p>1.6</p> <p>Provide clear and accurate information for recording purposes</p>			
2	<p>2.1</p> <p>Be able to promote health and safety and environmental good practice</p>	<p>Work in a way which promotes health and safety, is consistent with legislation, codes of practice and any additional requirements</p>		
	<p>2.2</p> <p>Ensure work is carried out in a manner which minimises environmental damage</p>			
	<p>2.3</p> <p>Manage and dispose of waste in accordance with legislative requirements and codes of practice</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to co-ordinate and oversee habitat management work	3.1	Explain the required type and quantity of resources needed for habitat management work				
		3.2	Describe the appropriate action to take in the case of inadequate resources				
		3.3	Describe relevant aspects of work specifications, and individual responsibilities				
		3.4	Describe how to select a workforce which is appropriate for the planned work				
		3.5	Describe methods of briefing the workforce on the activities required				
		3.6	Describe how to effectively oversee habitat management work which is being carried out: <ul style="list-style-type: none"> <li>to create or maintain suitable conditions for particular species</li> <li>to create or maintain a desired mix of habitats for access and recreation</li> <li>to conserve desirable physical or archaeological features</li> <li>to reduce the pressures of human activity on habitats</li> <li>to promote site safety</li> </ul>				
		3.7	Explain how to identify and minimise the effect of disruptions and how to select corrective actions				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand relevant health and safety legislation and environmental good practice	3.8	Explain how to establish, maintain and improve systems to monitor work			
		3.9	Describe methods of communication likely to promote understanding and goodwill			
		3.10	Identify the types of records required and the importance of accurate record keeping			
		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			

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*(if sampled)*



**Unit 67:** **Monitor and evaluate the effectiveness of habitat management work**

**Unit reference number:** F/502/1532

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to monitor and evaluate the effectiveness of habitat management work.

The length of time over which such monitoring and evaluation should take place will vary according to the habitat and type of work.

**Assessment requirements/evidence requirements**

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

**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 monitor and evaluate the effectiveness of habitat management work	1.1	Set in place systems to monitor the effectiveness of habitat management work in creating desired conditions within appropriate timescales with regard both: <ul style="list-style-type: none"> <li>the habitat being managed</li> <li>the work which was carried out</li> </ul>				
		1.2	Use the outcomes of your monitoring to inform the planning of future habitat management work to include: <ul style="list-style-type: none"> <li>planning of your own future work</li> <li>planning by other people</li> </ul>				
		1.3	Plan and implement additional work to rectify any problems or failures to achieve original management objectives				
2	Understand how to monitor and evaluate the effectiveness of habitat management work	2.1	Explain the criteria used to evaluate the habitat management work at completion of practical activities				
		2.2	Outline the requirements of the original work plan and specification				
		2.3	Explain the importance of longer-term monitoring to determine whether habitat management has been effective				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Identify the factors that determine the length of time over which monitoring should take place			
		2.5	Explain how to use the outcomes of monitoring to improve future plans and where necessary how to plan additional work			

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(if sampled)



**Unit 68:** Deal with accidents and emergencies involving children and young people during environmental activities

**Unit reference number:** L/502/3283

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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**Unit aim**

The aim of this unit is to provide the learner with the knowledge and skills required to deal with accidents and emergencies while working with children and young people.

The term 'children and young people' refers to all children and young people of school age.

Accidents and emergencies can include injuries, signs of illness and other emergencies.

**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 deal with accidents and emergencies whilst working with children and young people during environmental activities	1.1	Promptly assess the severity of an accident or emergency including: <ul style="list-style-type: none"> <li>• minor accidents or emergencies</li> <li>• major accidents or emergencies</li> </ul> to determine whether first aid or medical attention is required			
		1.2	Promptly and calmly carry out the appropriate procedures for dealing with accidents and emergencies including: <ul style="list-style-type: none"> <li>• minor accidents or emergencies</li> <li>• major accidents or emergencies</li> </ul>			
		1.3	Maintain suitable standards of hygiene when dealing with accidents and emergencies including and, where relevant, taking action to protect themselves and others from risk			
		1.4	Offer comfort and reassurance to the children, young people and others throughout			
		1.5	Follow the correct procedures for recording and reporting accidents and emergencies			

2	Know how to deal with accidents and emergencies when working with children and young people during environmental activities	2.1	Explain the implications on their work of sector, organisational and statutory codes of practice for dealing with accidents and emergencies			
		2.2	Outline procedures for dealing with accidents and emergencies, and the importance of adhering to them			
		2.3	Describe how to assess the severity of accidents and emergencies and determine the action required			
		2.4	Describe basic First Aid procedures			
		2.5	Explain the importance of maintaining suitable levels of hygiene, and ways of protecting themselves and others from infection and harm			
		2.6	Describe how to recognise and cope with emotional reactions to accidents or emergencies			
		2.7	Explain the importance of following the correct procedures for recording and reporting accidents and emergencies			
		2.8	Outline the procedures and responsibilities for conveying information to parents or guardians			

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(if sampled)

## **Unit 69: Exhume coffins and remains**

**Unit reference number:** Y/502/0483

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

This unit will provide the skills and knowledge required for preparing and assisting with exhumations. It covers locating the grave and coffin, preparing the areas for exhumation, carrying out exhumation and restoring the area after.

### **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 carry out exhumations of coffins and remains	1.1	Locate the required grave, screen and cover the site effectively				
		1.2	Probe carefully to locate the coffin and in a manner which minimises damage to the coffin and its contents				
		1.3	Dig to within the specified distance from the coffin				
		1.4	Lime the soil and contaminated areas thoroughly and effectively and continue to do so throughout the operation				
		1.5	Clear soil around the coffin leaving sufficient room for safe and effective access				
		1.6	Place lifting aids correctly and lift in a manner which minimises the damage to the coffin and contents				
		1.7	Handle the coffin following initial lift in a manner which is appropriate to soil and coffin conditions				
		1.8	Place coffin and contents in a suitable container				
		1.9	Restore the grave site tidily and safely				
		1.10	Show care and respect for the deceased throughout the operation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to select, use and maintain equipment to exhume coffins and remains	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				
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 exhume coffins and remains	4.1	Describe why thorough preparation for exhumations is important				
		4.2	State how to locate the correct grave, coffin and remains				
		4.3	Describe how to screen and cover the site from public view and why it is important				
		4.4	Explain why it is important to probe in a way which minimises damage to the coffin and remains				
		4.5	Describe how to lime and disinfect contaminated areas at the end of the operation and why this is important				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know the types of equipment and materials required and how to maintain them	4.6	State how much room is required around the coffin for safe and effective access				
		4.7	Describe how to place lifting aids and lift the coffin in a way which minimises damage				
		4.8	Describe how to handle coffin following initial lift according to the soil and coffin conditions in the range				
		5.1	Describe the equipment and materials which will be necessary to exhume coffins and remains including: <ul style="list-style-type: none"> <li>• probing</li> <li>• measuring</li> <li>• digging</li> <li>• safety</li> <li>• protective clothing</li> <li>• shell, coffin or suitable container</li> <li>• shoring</li> <li>• breathing equipment</li> <li>• disinfectant</li> <li>• lime</li> <li>• vegetable charcoal</li> </ul>				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			

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*(if sampled)*



**Unit 70:** **Work with children and young people during environmental activities**

**Unit reference number:** J/502/3282

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit aim**

The aim of this unit is to give the learner the knowledge and skills required to work with children and young people. It includes establishing and maintaining a healthy, safe and secure environment.

The term 'children and young people' refers to all children and young people of school age.

**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 establish and maintain a healthy, safe and secure environment for children and young people	1.1	Check all areas where children and young people will be present and identify and record hazards				
		1.2	Take action to eliminate or reduce hazards where dangerous situations or hazards arise				
		1.3	Explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding				
		1.4	Encourage children and young people to be aware of their own and others safety				
		1.5	Work with others to maintain the agreed levels of supervision at all times				
		1.6	Follow agreed procedures for the collection of children and young people and not hand over any children without authorisation				
		1.7	Take the appropriate action in cases where they have concerns over the welfare of children and young people in their care				
2	Be able to work with and protect children and young people during environmental activities	2.1	Work with children and young people indoors and outdoors in a calm and relaxed manner to promote their understanding and self-confidence				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to establish and maintain a healthy, safe and secure environment for children and young people	3.1	Explain the implications on their work of relevant legislation and sector, organisational and statutory codes of practice				
		3.2	Describe how to identify potentially dangerous situations or hazards				
		3.3	Describe the action required in cases where potentially dangerous situations or hazards have been identified				
		3.4	Outline the necessary safety rules and procedures, and how to explain them to children in a manner appropriate to their level of understanding				
		3.5	Describe how to promote understanding and self-confidence in children and young people				
		3.6	Outline the agreed levels of supervision appropriate for the activity				
		3.7	Explain the importance of procedures for the collection of children and young people				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.8	<p>Explain the action to take where they are concerned about the welfare of a child or young person in their care, including the procedures for dealing with suspected child abuse covering:</p> <ul style="list-style-type: none"> <li>• referral of concerns to the line manager and</li> <li>• referral of concerns to specialists outside the organisation</li> </ul>			
4	Understand the implications of working with children during environmental activities	4.1	Explain the importance of maintaining a calm and relaxed manner when working with children and young people			
		4.2	Describe how to work with children and young people <ul style="list-style-type: none"> <li>• indoors</li> <li>• outdoors</li> </ul>			

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(if sampled)

## **Unit 71: Work with others to improve customer service**

**Unit reference number:** D/601/1553

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 53

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### **Unit aim**

This unit is all about how the learner develops a relationship with others to improve their own customer service performance. This involves communicating with others and agreeing how to work together to give a more effective service. In addition the learner will monitor their own and the team's performance and change the way they do things if this improves customer service.

### **Assessment requirements/evidence requirements**

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

### **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	Improve customer service by working with others	1.1	Contribute constructive ideas for improving customer service				
		1.2	Identify what they have to do to improve customer service and confirm this with others				
		1.3	Agree with others what they have to do to improve customer service				
		1.4	Cooperate with others to improve customer service				
		1.5	Keep their commitments made to others				
		1.6	Make others aware of anything that may affect plans to improve customer service				
2	Monitor their own performance when improving customer service	2.1	Discuss with others how what they do affects customer service performance				
		2.2	Identify how the way they work with others contributes towards improving customer service				
3	Monitor team performance when improving customer service	3.1	Discuss with others how teamwork affects customer service performance				
		3.2	Work with others to collect information on team customer service performance				
		3.3	Identify with others how customer service teamwork could be improved				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Take action with others to improve customer service performance			
4	Understand how to work with others to improve customer service	4.1	Describe who else is involved either directly or indirectly in the delivery of customer service			
		4.2	Describe the roles and responsibilities of others in their organisation			
		4.3	Describe the roles of others outside their organisation who have an impact on their services or products			
		4.4	Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set			
		4.5	Evaluate how their organisation identifies improvements in customer service			

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*(if sampled)*



## **Unit 72: Plan and monitor harvesting operations**

**Unit reference number:** R/502/0952

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required for planning and maintaining the harvesting of crops. The unit covers determining the resource requirement and working methods of harvesting could be carried out manually and mechanically depending on the type of crops.

This unit does not cover collecting plants for despatch or sale as this is covered in a separate unit.

Evidence should be provided for the crop or crops in the learners' workplace.

### **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 plan the harvesting of crops	1.1	Explain the factors to be considered when preparing a harvesting plan covering how to determine the human, financial, material and equipment resources necessary			
		1.2	Explain the methods and conventions for presenting plans covering written and spoken			
		1.3	Explain the importance of timescales within which harvesting must take place			
		1.4	Explain the relationship between production requirements, planning and harvesting the crops			
2	Understand the harvesting of crops	2.1	Explain how to identify crops which are ready for harvesting			
		2.2	Explain the actions to take when the crop is not ready for harvesting			
		2.3	Describe the variations of harvesting methods which are used depending on the crop			
		2.4	Explain the adjustments to harvesting methods which may be required in relation to environmental conditions and use of resources			
		2.5	Explain how to maintain the quality of the product and minimise adverse damage			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.6	Describe the problems which may arise during harvesting and explain how these may be resolved				
		2.7	Explain the methods for maintaining hygiene during harvesting				
		2.8	Explain the reasons and systems of record keeping				
3	Know the current health and safety legislation and environmental good practice	3.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work				
		3.2	Describe how environmental damage can be minimised				
		3.3	Describe the correct methods for disposing of organic and inorganic waste.				
4	Know the types of equipment required and how to maintain them	4.1	Describe the methods of maintaining the equipment which will be necessary for the harvesting of crops				
5	Be able to select, use and maintain equipment and resources	5.1	Select and use appropriate equipment for this area of work				
		5.2	Ensure equipment is prepared, maintained and stored in a safe and effective working condition				
6	Be able to plan the harvesting of crops	6.1	Construct and present a harvesting schedule				
		6.2	Confirm that the crop is in a condition ready for harvesting				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	Establish the availability of resources required for harvesting operations: human, financial, material and equipment			
7	Be able to maintain the harvesting of crops	7.1	Ensure harvesting methods and processes are effective, efficient, and in accordance with production requirements			
		7.2	Establish relevant measures to maintain hygiene during harvesting			
		7.3	Ensure plans achieve the best balance between production requirements and constraints on the harvesting operations including: <ul style="list-style-type: none"> <li>• environmental conditions</li> <li>• resource difficulties</li> <li>• crop condition</li> <li>• health and safety issues</li> </ul>			
8	Be able to work safely and minimise environmental damage	8.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		8.2	Carry out work in a manner which minimises environmental damage			
		8.3	Dispose of waste safely and correctly			

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



**Unit 73: Prepare and store harvested crops**

**Unit reference number:** Y/502/0953

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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**Unit aim**

The aim of this unit is to give the learner the knowledge, understanding and skills required to prepare harvested crops following harvesting.

**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 harvested crops	1.1	Explain why storage methods differ according to the type of crop			
		1.2	Explain the different methods of preparing crops for storage covering: <ul style="list-style-type: none"> <li>• handling</li> <li>• grading</li> <li>• cleaning</li> <li>• drying</li> <li>• packing, containering or labelling</li> </ul>			
	1.3	Explain the importance of production specification and how this influences storage and preparation requirements				
	1.4	Explain why prepared crops may not be of a suitable quality and how to identify this				
	1.5	Describe the reporting procedures where prepared produce is not of a suitable quality				
	1.6	Describe necessary levels of hygiene				
2	Understand the reasons for maintaining equipment	2.1	Explain the importance and methods of maintaining equipment ready for use			
3	Understand relevant health and safety legislation and environmental good practice	3.1	Explain current health and safety legislation, codes of practice and any additional requirements			
		3.2	Explain the correct and appropriate methods for disposing of waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain the records required for management and legislative purposes and the importance of maintaining them			
4	Be able to maintain and use equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition			
5	Be able to maintain harvested crops	5.1	Select and use appropriate methods for preparing the harvested crop in accordance with production requirements such			
		5.2	Remove and report harvested crop which does not meet production requirements			
		5.3	Ensure the necessary levels of hygiene are maintained throughout the preparation of the crop			
		5.4	Ensure the prepared harvested crop meets production requirements			
		5.5	Ensure the preparation of the harvested crop is completed in the appropriate timescale			
		5.6	Ensure that any required storage meets production requirements and maintains the condition of the crop			
		5.7	Ensure that records are accurate and complete			
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 which apply to preparing harvested crops			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	6.2	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 74: Understanding how the smooth operation of a payment point is maintained**

**Unit reference number:** M/502/5799

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 26

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**Unit aim**

The purpose of this unit is to give learners the knowledge and understanding of managing payment point/s within retail businesses. It focuses on methods for monitoring payment points and dealing with queries and abnormal operating conditions.

**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 a payment point is made ready for trading	1.1	Describe typical procedures for opening up a payment point			
		1.2	Explain the key principles for establishing an effective staffing rota for a payment point			
2	Know how to deal with queries raised at the payment point	2.1	Describe the types of queries raised at the payment point by staff and customers and explain how these queries are resolved			
		2.2	Describe procedures for dealing with claims by customers that incorrect change was given			
3	Understand the routine monitoring of a payment point	3.1	Explain the reasons for monitoring payment point activity			
		3.2	Describe the routine monitoring procedures of a payment point			
		3.3	Describe the problems which routine monitoring of a payment point can uncover, and explain how these problems can be resolved			
4	Know what actions should be taken at the payment point when abnormal operating conditions apply	4.1	Explain what is meant by abnormal operating conditions in relation to the payment point			
		4.2	Describe the actions to be taken at the payment point when abnormal operating conditions apply			
5	Understand how the accuracy of till operation is monitored	5.1	Describe the main types of till discrepancy and explain how these occur			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6		5.2	Describe the measures for evaluating the accuracy of till operation			
		5.3	Describe the measures for dealing with till discrepancies			
		6.1	Know how to implement end-of-shift procedures at a payment point	Describe the methods used at the payment point at the end of a shift or close of business		

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## Further information

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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 quality and training purposes.

## Useful publications

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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

To obtain the National Occupational Standards please go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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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](http://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 land-based sector

Level	General qualifications	Diplomas	BTEC vocationally - related qualifications	BTEC specialist qualification / professional	NVQ / competence
5			Edexcel BTEC Level 5 HND Diplomas in: Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
4			Edexcel BTEC Level 4 HNC Diplomas in: Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		

Level	General qualifications	Diplomas	BTEC vocationally - related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
3	Edexcel GCE AS/A2 in Biology	Edexcel Level 3 Diploma in Environmental and Land-based Studies	Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology (QCF)		Edexcel Level 3 Diploma in Work-based Horticulture (QCF) Edexcel Level 3 Diploma in Work-based Land-based Engineering (QCF) Edexcel Level 3 Diploma in Work-based Animal Care (QCF)
2	Edexcel GCSE in Biology	Edexcel Level 2 Diploma in Environmental and Land-based Studies	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology (QCF)		Edexcel Level 2 Diploma in Work-based Horticulture (QCF) Edexcel Level 2 Diploma in Work-based Land-based Engineering Operations (QCF) Edexcel Level 2 Diploma in Work-based Animal Care (QCF)

<b>Level</b>	<b>General qualifications</b>	<b>Diplomas</b>	<b>BTEC vocationally - related qualifications</b>	<b>BTEC specialist qualification / professional</b>	<b>NVQ / competence</b>
<b>1</b>		Edexcel Level 1 Diploma in Environmental and Land-based Studies	BTEC Foundation Learning in Land-based Studies (QCF)		Edexcel Level 1 Diploma in Work-based Animal Care (QCF)
<b>Entry</b>	Edexcel Entry Level Certificate in Science		BTEC Foundation Learning in Land-based Studies (QCF)		



## Annexe B: Quality assurance

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### 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

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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 through ensuring that the awarding of these qualifications 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](http://www.edexcel.com)).



## **Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title**

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For information please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document *Operating rules for using the term 'NVQ' in a QCF qualification title*.

