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Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF)

Specification

Competence-based qualification

First registration January 2014

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Contents

Purpose of this specification 1

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications 2

What are NVQ/Competence-based qualifications? 2

2 Qualification summary and key information 3

QCF qualification number and qualification title 4

Qualification objectives 4

Relationship with previous qualifications 4

Progression opportunities through Pearson qualifications 5

Industry support and recognition 5

Relationship with National Occupational Standards 5

3 Qualification structure 6

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Production Horticulture) 6

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Horticulture) 9

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Landscaping) 13

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Sports Turf – Green keeping) 16

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Parks, Gardens and Green Space) 18

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Parks, Gardens and Green Space - Cemeteries) 22

4 Assessment 25

Types of evidence 26

Credit transfer 26

5 Centre resource requirements 27

6 Centre recognition and approval 28

Centre recognition 28

Approvals agreement 28

7 Quality assurance of centres 29

8 Programme delivery 30

9 Access and recruitment 31

10 Access to qualifications for learners with disabilities or specific needs 32

11 Unit format 33

Unit title 33
Unit reference number 33
QCF level 33
Credit value 33
Guided learning hours 33
Unit aim 33
Unit assessment requirements/evidence requirements 33
Learning outcomes 33
Assessment criteria 33
Unit 1: Monitoring and maintaining health and safety 34
Unit 2: Maintain and develop personal performance 39
Unit 3: Establish and maintain effective working relationships with others 42
Unit 4: Preparing ground for seeding and planting 45
Unit 5: Establishing plants or seeds in soil 49
Unit 6: Levelling and preparing sites for landscaping 53
Unit 7: Identify the health and maintain the condition of general amenity turf 57
Unit 8: Establish decorative amenity areas 63
Unit 9: Maintain the appearance of decorative amenity areas 67
Unit 10: Select and prepare interior plant displays 71
Unit 11: Establish interior plant displays 76
Unit 12: Maintain the health and appearance of interior plant displays 81
Unit 13: Establish and maintain artificial plant displays 87
Unit 14: Preparing and transporting plants and resources 92
Unit 15: Prepare and excavate internment plots (Dig graves) 96
Unit 16: Prepare and assist with burials 101
Unit 17: Installing drainage systems 107
Unit 18: Maintain drainage systems 110
Unit 19: Use and maintain non-powered and handheld powered tools and equipment 113
Unit 20: Use and maintain pedestrian controlled powered equipment 116
Unit 21: Use and maintain ride-on powered equipment 120
Unit 22: Use and maintain chippers and/or shredders 124
Unit 23: Construct water features 128
Unit 24: Maintaining water features 132

Unit 25:	Install hard standing sub-layers	136
Unit 26:	Installing block surfaces	141
Unit 27:	Installing flagstone surfaces	146
Unit 28:	Installing sett/cobble surfaces	151
Unit 29:	Installation of edge restraints	156
Unit 30:	Clearing horticultural and landscaping sites	163
Unit 31:	Establishing crops or plants in growing medium	166
Unit 32:	Monitor and report on the growth and development of crops and plants	170
Unit 33:	Maintain moisture levels for crops or plants	173
Unit 34:	Provide nutrients to crops or plants	176
Unit 35:	Remove unwanted plant growth to maintain development	179
Unit 36:	Carry out harvesting operations	183
Unit 37:	Prepare harvested crops	187
Unit 38:	Store harvested crops	191
Unit 39:	Plant nomenclature, terminology and identification	194
Unit 40:	Communicate information within the workplace	199
Unit 41:	Load and unload physical resources within the work area	202
Unit 42:	Transport physical resources within the work area	206
Unit 43:	Prepare and operate a tractor and attachments	209
Unit 44:	Construct and maintain boundaries	213
Unit 45:	Construct and maintain paths	217
Unit 47:	Prepare and construct new structures or surfaces	226
Unit 48:	Maintain equipment and machines	230
Unit 49:	Collect and prepare propagation material	234
Unit 50:	Establish propagation material	239
Unit 51:	Propagate plants from seed	243
Unit 52:	Obtain, position and prepare growing	248
Unit 53:	Maintaining plants outdoors	252
Unit 54:	Monitor and record environmental conditions for protected crops	256
Unit 55:	Monitor and maintain watering systems	259
Unit 56:	Identify and report the presence of pests, diseases and disorders	262
Unit 57:	Control pests, diseases and disorders	265
Unit 58:	Identify and collect plants for dispatch	269
Unit 59:	Prepare plants for dispatch	273
Unit 60:	Excavate and form foundations for fencing	276
Unit 61:	Prepare and cultivate sites ready for planting crops	279

Unit 62: Carry out harvesting operations by mechanical means 283
Unit 63: Prepare the storage area and monitor crops during storage 287
Unit 64: Transport harvested crop 290
Unit 65: Promote responsible public use of the environment 293
Unit 66: Give customers a positive impression of yourself and your organisation 297
Unit 67: Resolve customer service problems 300
Unit 68: Place and fix fence posts 303
Unit 69: Maintain the health of sports turf 306
Unit 70: Maintain the condition of sports turf surfaces 310
Unit 71: Renovate and repair sports turf surfaces 314
Unit 72: Maintain and renovate artificial sports surfaces 318
Unit 73: Exhume coffins and remains 323
Unit 74: Merchandise plants and other relevant products 328
Unit 75: Provide customer service when selling plants 332
Unit 76: Process payments for purchases in a retail environment 335
Unit 77: Receive goods and materials into storage in a retail environment 338

12 Further information and useful publications 342

13 Professional development and training 343

14 Contact us 344

Annexe A: Personal Learning and Thinking Skills (PLTS) mapping (from LANTRA mapping July 2011) 345

Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualifications that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Frameworks in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF)
QCF Qualification Number (QN)	600/4507/3
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/03/2012
Certification end date	31/08/2017
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	21
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	202
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see *Section 9, Access and Recruitment*).
Funding	For details on funding availability, please check the Learning Aim Reference Application (LARA). From 1 August 2013, funding details will show on the Learning Aim Rates Service (LARS), which replaces LARA.

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 2 Certificate in Work-Based Horticulture (QCF) is for learners who work in, or want to work in the horticulture sector.

It gives learners the opportunity to:

- demonstrate competence as a Landscaper, Gardener, Sports turf assistant or Horticultural production assistant.
- develop knowledge and skills related to the specified job roles in Landscaping, Gardening, Sports turf maintenance and Horticultural production.
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification does not replace any previous qualifications.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 2 Certificate can progress to the Edexcel Level 3 Certificate in Work-based Horticulture (QCF), or the Edexcel Level 3 Certificate in Horticulture (QCF).

Industry support and recognition

This qualification is supported by Lantra, the Skills Council for Land-based and Environmental Industries

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) for the Land-based sector, which were set and designed by Lantra, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Production Horticulture)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from optional Group G	18

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group G - Optional units (Production Horticulture)**	**Level**	**Credit**	**Guided learning hours**
2	F/502/1689	Maintain and develop personal performance	2	2	15
3	T/502/1690	Establish and maintain effective working relationships with others	2	2	15
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
14	Y/502/0466	Preparing and transporting plants and resources	2	2	15
17	D/502/1229	Installing drainage systems	2	3	23
18	T/502/1222	Maintain drainage systems	2	3	23
19	K/502/0438	Use and maintain non-powered and handheld powered tools and equipment	2	3	23
20	R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3	23
21	H/502/0440	Use and maintain ride-on powered equipment	2	3	23
22	T/502/0443	Use and maintain chippers and/or shredders	2	3	23
25	T/502/1219	Install hard standing sub-layers	2	7	53

Unit	Unit reference number	Group G - Optional units (Production Horticulture)	Level	Credit	Guided learning hours
30	H/502/0468	Clearing horticultural and landscaping sites	2	3	23
31	F/502/0946	Establishing crops or plants in growing medium	2	4	30
32	M/502/0408	Monitor and report on the growth and development of crops and plants	2	3	23
33	R/502/0854	Maintain moisture levels for crops or plants	2	2	15
34	L/502/0853	Provide nutrients to crops or plants	2	2	15
35	Y/502/1214	Remove unwanted plant growth to maintain development	2	5	38
36	L/502/0951	Carry out harvesting operations	2	4	30
37	J/502/0950	Prepare harvested crops	2	3	23
38	J/502/0947	Store harvested crops	2	4	30
39	A/502/1979	Plant nomenclature, terminology and identification	2	5	38
40	Y/502/1195	Communicate information within the workplace	3	2	13
41	J/502/1421	Load and unload physical resources within the work area	2	2	15
42	J/502/1404	Transport physical resources within the work area	2	2	15
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
44	T/502/1429	Construct and maintain boundaries	2	3	23
45	D/502/1425	Construct and maintain paths	2	3	23
46	F/502/1451	Repair and maintain structures or surfaces	3	2	13
47	J/502/1452	Prepare and construct new structures or surfaces	3	5	33
48	L/502/1520	Maintain equipment and machines	2	4	30
49	L/502/1503	Collect and prepare propagation material	2	4	30
50	L/502/1498	Establish propagation material	2	3	23
51	A/502/1500	Propagate plants from seed	2	4	30
52	M/502/1512	Obtain, position and prepare growing media	2	2	15

Unit	Unit reference number	Group G - Optional units (Production Horticulture)	Level	Credit	Guided learning hours
53	J/502/1533	Maintaining plants outdoors	2	3	23
54	F/502/1496	Monitor and record environmental conditions for protected crops	2	2	15
55	D/502/1506	Monitor and maintain watering systems	2	2	15
56	K/502/1511	Identify and report the presence of pests, diseases and disorders	2	3	23
57	A/502/1514	Control pests, diseases and disorders	2	3	23
58	H/502/1510	Identify and collect plants for dispatch	2	2	15
59	M/502/1509	Prepare plants for dispatch	2	1	8
61	A/502/0251	Prepare and cultivate sites ready for planting crops	2	4	30
62	H/502/0244	Carry out harvesting operations by mechanical means	2	4	30
63	F/502/0252	Prepare the storage area and monitor crops during storage	2	4	30
64	J/502/0253	Transport harvested crop	2	4	30
65	H/502/3161	Promote responsible public use of the environment	2	4	30
66	L/601/0933	Give customers a positive impression of yourself and your organisation.	2	5	33
67	M/601/1511	Resolve customer service problems	2	6	40
74	J/502/0771	Merchandise plants and other relevant products	2	6	45
75	L/502/0772	Provide customer service when selling plants	2	4	30
76	L/503/5689	Process payments for purchases in a retail environment	2	4	17
77	R/503/5659	Receive goods and materials into storage in a retail environment	2	4	22

Centres should be aware that within the Level 2 Production Horticulture pathway of this qualification, learners might be required to meet the demands of optional units at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Horticulture)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from optional Group B	18

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group B - Optional units (Horticulture)**	**Level**	**Credit**	**Guided learning hours**
2	F/502/1689	Maintain and develop personal performance	2	2	15
3	T/502/1690	Establish and maintain effective working relationships with others	2	2	15
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
6	D/502/0467	Levelling and preparing sites for landscaping	2	4	30
7	H/502/1216	Identify the health and maintain the condition of general amenity turf	2	5	38
8	F/502/0395	Establish decorative amenity areas	2	6	45
9	J/502/0396	Maintain the appearance of decorative amenity areas	2	7	53
10	A/502/1173	Select and Prepare interior plant displays	2	6	45
11	L/502/1176	Establish interior plant displays	2	6	45
12	R/502/1177	Maintain the health and appearance of interior plant displays	2	6	45
13	Y/502/1178	Establish and maintain artificial plant displays	2	6	45
14	Y/502/0466	Preparing and transporting plants and resources	2	2	15

Unit	Unit reference number	Group B - Optional units (Horticulture)	Level	Credit	Guided learning hours
15	H/502/0485	Prepare and excavate internment plots (Dig graves)	2	3	23
16	D/502/0484	Prepare and assist with burials	2	6	45
17	D/502/1229	Installing drainage systems	2	3	23
18	T/502/1222	Maintain drainage systems	2	3	23
19	K/502/0438	Use and maintain non-powered and handheld powered tools and equipment	2	3	23
20	R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3	23
21	H/502/0440	Use and maintain ride-on powered equipment	2	3	23
22	T/502/0443	Use and maintain chippers and/or shredders	2	3	23
23	D/502/1215	Construct water features	2	7	53
24	K/502/1217	Maintaining water features	2	4	30
25	T/502/1219	Install hard standing sub-layers	2	7	53
26	K/502/1220	Installing block surfaces	2	6	45
27	J/502/1273	Installing flagstone surfaces	2	6	45
28	M/502/1221	Installing sett/cobble surfaces	2	6	45
29	T/502/1284	Installation of edge restraints	2	7	53
30	H/502/0468	Clearing horticultural and landscaping sites	2	3	23
31	F/502/0946	Establishing crops or plants in growing medium	2	4	30
32	M/502/0408	Monitor and report on the growth and development of crops and plants	2	3	23
33	R/502/0854	Maintain moisture levels for crops or plants	2	2	15
34	L/502/0853	Provide nutrients to crops or plants	2	2	15
35	Y/502/1214	Remove unwanted plant growth to maintain development	2	5	38
36	L/502/0951	Carry out harvesting operations	2	4	30
37	J/502/0950	Prepare harvested crops	2	3	23
38	J/502/0947	Store harvested crops	2	4	30

Unit	Unit reference number	Group B - Optional units (Horticulture)	Level	Credit	Guided learning hours
39	A/502/1979	Plant nomenclature, terminology and identification	2	5	38
40	Y/502/1195	Communicate information within the workplace	3	2	13
41	J/502/1421	Load and unload physical resources within the work area	2	2	15
42	J/502/1404	Transport physical resources within the work area	2	2	15
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
44	T/502/1429	Construct and maintain boundaries	2	3	23
45	D/502/1425	Construct and maintain paths	2	3	23
46	F/502/1451	Repair and maintain structures or surfaces	3	2	13
47	J/502/1452	Prepare and construct new structures or surfaces	3	5	33
48	L/502/1520	Maintain equipment and machines	2	4	30
49	L/502/1503	Collect and prepare propagation material	2	4	30
50	L/502/1498	Establish propagation material	2	3	23
51	A/502/1500	Propagate plants from seed	2	4	30
52	M/502/1512	Obtain, position and prepare growing media	2	2	15
53	J/502/1533	Maintaining plants outdoors	2	3	23
54	F/502/1496	Monitor and record environmental conditions for protected crops	2	2	15
55	D/502/1506	Monitor and maintain watering systems	2	2	15
56	K/502/1511	Identify and report the presence of pests, diseases and disorders	2	3	23
57	A/502/1514	Control pests, diseases and disorders	2	3	23
58	H/502/1510	Identify and collect plants for dispatch	2	2	15
59	M/502/1509	Prepare plants for dispatch	2	1	8
60	T/501/7042	Excavate and form foundations for fencing	2	3	23
61	A/502/0251	Prepare and cultivate sites ready for planting crops	2	4	30

Unit	Unit reference number	Group B - Optional units (Horticulture)	Level	Credit	Guided learning hours
62	H/502/0244	Carry out harvesting operations by mechanical means	2	4	30
63	F/502/0252	Prepare the storage area and monitor crops during storage	2	4	30
64	J/502/0253	Transport harvested crop	2	4	30
65	H/502/3161	Promote responsible public use of the environment	2	4	30
66	L/601/0933	Give customers a positive impression of yourself and your organisation.	2	5	33
67	M/601/1511	Resolve customer service problems	2	6	40
68	A/501/7043	Place and fix fence posts	2	3	23
76	L/503/5689	Process payments for purchases in a retail environment	2	4	17
77	R/503/5659	Receive goods and materials into storage in a retail environment	2	4	22

Centres should be aware that within the Level 2 Horticulture pathway of this qualification, learners might be required to meet the demands of optional units at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Landscaping)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from optional Group C	18

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group C - Optional units (Landscaping)**	**Level**	**Credit**	**Guided learning hours**
2	F/502/1689	Maintain and develop personal performance	2	2	15
3	T/502/1690	Establish and maintain effective working relationships with others	2	2	15
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
6	D/502/0467	Levelling and preparing sites for landscaping	2	4	30
7	H/502/1216	Identify the health and maintain the condition of general amenity turf	2	5	38
8	F/502/0395	Establish decorative amenity areas	2	6	45
9	J/502/0396	Maintain the appearance of decorative amenity areas	2	7	53
10	A/502/1173	Select and Prepare interior plant displays	2	6	45
11	L/502/1176	Establish interior plant displays	2	6	45
12	R/502/1177	Maintain the health and appearance of interior plant displays	2	6	45
13	Y/502/1178	Establish and maintain artificial plant displays	2	6	45
14	Y/502/0466	Preparing and transporting plants and resources	2	2	15

Unit	Unit reference number	Group C - Optional units (Landscaping)	Level	Credit	Guided learning hours
17	D/502/1229	Installing drainage systems	2	3	23
18	T/502/1222	Maintain drainage systems	2	3	23
19	K/502/0438	Use and maintain non-powered and hand held powered tools and equipment	2	3	23
20	R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3	23
21	H/502/0440	Use and maintain ride-on powered equipment	2	3	23
22	T/502/0443	Use and maintain chippers and/or shredders	2	3	23
23	D/502/1215	Construct water features	2	7	53
24	K/502/1217	Maintaining water features	2	4	30
25	T/502/1219	Install hard standing sub-layers	2	7	53
26	K/502/1220	Installing block surfaces	2	6	45
27	J/502/1273	Installing flagstone surfaces	2	6	45
28	M/502/1221	Installing sett/cobble surfaces	2	6	45
29	T/502/1284	Installation of edge restraints	2	7	53
30	H/502/0468	Clearing horticultural and landscaping sites	2	3	23
33	R/502/0854	Maintain moisture levels for crops or plants	2	2	15
34	L/502/0853	Provide nutrients to crops or plants	2	2	15
39	A/502/1979	Plant nomenclature, terminology and identification	2	5	38
40	Y/502/1195	Communicate information within the workplace	3	2	13
41	J/502/1421	Load and unload physical resources within the work area	2	2	15
42	J/502/1404	Transport physical resources within the work area	2	2	15
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
44	T/502/1429	Construct and maintain boundaries	2	3	23
45	D/502/1425	Construct and maintain paths	2	3	23
46	F/502/1451	Repair and maintain structures or surfaces	3	2	13

Unit	Unit reference number	Group C - Optional units (Landscaping)	Level	Credit	Guided learning hours
47	J/502/1452	Prepare and construct new structures or surfaces	3	5	33
49	L/502/1503	Collect and prepare propagation material	2	4	30
50	L/502/1498	Establish propagation material	2	3	23
52	M/502/1512	Obtain, position and prepare growing media	2	2	15
53	J/502/1533	Maintaining plants outdoors	2	3	23
54	F/502/1496	Monitor and record environmental conditions for protected crops	2	2	15
55	D/502/1506	Monitor and maintain watering systems	2	2	15
56	K/502/1511	Identify and report the presence of pests, diseases and disorders	2	3	23
57	A/502/1514	Control pests, diseases and disorders	2	3	23
58	H/502/1510	Identify and collect plants for dispatch	2	2	15
59	M/502/1509	Prepare plants for dispatch	2	1	8
60	T/501/7042	Excavate and form foundations for fencing	2	3	23
66	L/601/0933	Give customers a positive impression of yourself and your organisation	2	5	33
67	M/601/1511	Resolve customer service problems	2	6	40
76	L/503/5689	Process payments for purchases in a retail environment	2	4	17
77	R/503/5659	Receive goods and materials into storage in a retail environment	2	4	22

Centres should be aware that within the Level 2 Landscaping pathway of this qualification, learners might be required to meet the demands of 1 optional unit at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Sports Turf – Green keeping)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from optional Group I	18

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group I - Optional units (Sports Turf – Greenkeeper)**	**Level**	**Credit**	**Guided learning hours**
2	F/502/1689	Maintain and develop personal performance	2	2	15
3	T/502/1690	Establish and maintain effective working relationships with others	2	2	15
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
19	K/502/0438	Use and maintain non-powered and hand held powered tools and equipment	2	3	23
20	R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3	23
21	H/502/0440	Use and maintain ride-on powered equipment	2	3	23
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
69	L/502/0397	Maintain the health of sports turf	2	5	38
70	K/502/0424	Maintain the condition of sports turf surfaces	2	7	53
71	J/502/0432	Renovate and repair sports turf surfaces	2	3	23

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Sports Turf – Groundsman)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from optional Group H	18

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group H - Optional units (Sports Turf – Groundsman)**	**Level**	**Credit**	**Guided learning hours**
2	F/502/1689	Maintain and develop personal performance	2	2	15
3	T/502/1690	Establish and maintain effective working relationships with others	2	2	15
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
19	K/502/0438	Use and maintain non-powered and handheld powered tools and equipment	2	3	23
20	R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3	23
41	J/502/1421	Load and unload physical resources within the work area	2	2	15
42	J/502/1404	Transport physical resources within the work area	2	2	15
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
69	L/502/0397	Maintain the health of sports turf	2	5	38
70	K/502/0424	Maintain the condition of sports turf surfaces	2	7	53
71	J/502/0432	Renovate and repair sports turf surfaces	2	3	23
72	D/502/0419	Maintain and renovate artificial sports surfaces	2	6	45

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Parks, Gardens and Green Space)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from optional Group F	18

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group F - Optional units (Parks, Gardens and Green Space)**	**Level**	**Credit**	**Guided learning hours**
2	F/502/1689	Maintain and develop personal performance	2	2	15
3	T/502/1690	Establish and maintain effective working relationships with others	2	2	15
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
7	H/502/1216	Identify the health and maintain the condition of general amenity turf	2	5	38
8	F/502/0395	Establish decorative amenity areas	2	6	45
9	J/502/0396	Maintain the appearance of decorative amenity areas	2	7	53
10	A/502/1173	Select and Prepare interior plant displays	2	6	45
11	L/502/1176	Establish interior plant displays	2	6	45
12	R/502/1177	Maintain the health and appearance of interior plant displays	2	6	45
13	Y/502/1178	Establish and maintain artificial plant displays	2	6	45
14	Y/502/0466	Preparing and transporting plants and resources	2	2	15
15	H/502/0485	Prepare and excavate internment plots (Dig graves)	2	3	23

Unit	Unit reference number	Group F - Optional units (Parks, Gardens and Green Space)	Level	Credit	Guided learning hours
16	D/502/0484	Prepare and assist with burials	2	6	45
17	D/502/1229	Installing drainage systems	2	3	23
18	T/502/1222	Maintain drainage systems	2	3	23
19	K/502/0438	Use and maintain non-powered and handheld powered tools and equipment	2	3	23
20	R/502/0434	Use and maintain pedestrian controlled powered equipment	2	3	23
21	H/502/0440	Use and maintain ride-on powered equipment	2	3	23
22	T/502/0443	Use and maintain chippers and/or shredders	2	3	23
24	K/502/1217	Maintaining water features	2	4	30
30	H/502/0468	Clearing horticultural and landscaping sites	2	3	23
31	F/502/0946	Establishing crops or plants in growing medium	2	4	30
32	M/502/0408	Monitor and report on the growth and development of crops and plants	2	3	23
33	R/502/0854	Maintain moisture levels for crops or plants	2	2	15
34	L/502/0853	Provide nutrients to crops or plants	2	2	15
35	Y/502/1214	Remove unwanted plant growth to maintain development	2	5	38
39	A/502/1979	Plant nomenclature, terminology and identification	2	5	38
40	Y/502/1195	Communicate information within the workplace	3	2	13
41	J/502/1421	Load and unload physical resources within the work area	2	2	15
42	J/502/1404	Transport physical resources within the work area	2	2	15
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
44	T/502/1429	Construct and maintain boundaries	2	3	23
45	D/502/1425	Construct and maintain paths	2	3	23
46	F/502/1451	Repair and maintain structures or surfaces	3	2	13

Unit	Unit reference number	Group F - Optional units (Parks, Gardens and Green Space)	Level	Credit	Guided learning hours
47	J/502/1452	Prepare and construct new structures or surfaces	3	5	33
48	L/502/1520	Maintain equipment and machines	2	4	30
49	L/502/1503	Collect and prepare propagation material	2	4	30
50	L/502/1498	Establish propagation material	2	3	23
51	A/502/1500	Propagate plants from seed	2	4	30
52	M/502/1512	Obtain, position and prepare growing media	2	2	15
53	J/502/1533	Maintaining plants outdoors	2	3	23
54	F/502/1496	Monitor and record environmental conditions for protected crops	2	2	15
55	D/502/1506	Monitor and maintain watering systems	2	2	15
56	K/502/1511	Identify and report the presence of pests, diseases and disorders	2	3	23
57	A/502/1514	Control pests, diseases and disorders	2	3	23
65	H/502/3161	Promote responsible public use of the environment	2	4	30
66	L/601/0933	Give customers a positive impression of yourself and your organisation.	2	5	33
67	M/601/1511	Resolve customer service problems	2	6	40
69	L/502/0397	Maintain the health of sports turf	2	5	38
70	K/502/0424	Maintain the condition of sports turf surfaces	2	7	53
71	J/502/0432	Renovate and repair sports turf surfaces	2	3	23
72	D/502/0419	Maintain and renovate artificial sports surfaces	2	6	45
73	Y/502/0483	Exhume coffins and remains	2	4	30
76	L/503/5689	Process payments for purchases in a retail environment	2	4	17
77	R/503/5659	Receive goods and materials into storage in a retail environment	2	4	22

Centres should be aware that within the Level 2 Parks, Gardens and Green Space pathway of this qualification, learners might be required to meet the demands of optional units at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

Pearson Edexcel Level 2 Certificate in Work-based Horticulture (QCF) (Parks, Gardens and Green Space - Cemeteries)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved from Group A	3
Number of optional credits that must be achieved from Group D	9
Number of optional credits that must be achieved from Group E	9

Unit	Unit reference number	Group A - Mandatory units (Parks, Gardens and Green Space – Cemeteries)	Level	Credit	Guided learning hours
1	Y/501/6353	Monitoring and maintaining health and safety	2	3	23
Unit	**Unit reference number**	**Group D - Mandatory units (Parks, Gardens and Green Space – Cemeteries)**	**Level**	**Credit**	**Guided learning hours**
15	H/502/0485	Prepare and excavate internment plots Dig Graves	2	3	23
16	D/502/0484	Prepare and Assist with burials	2	6	45
Unit	**Unit reference number**	**Group E - Optional units (Parks, Gardens and Green Space – Cemeteries)**	**Level**	**Credit**	**Guided learning hours**
4	K/502/0990	Preparing ground for seeding and planting	2	4	30
5	A/502/1223	Establishing plants or seeds in soil	2	4	30
7	H/502/1216	Identify the health and maintain the condition of general amenity turf	2	5	38
8	F/502/0395	Establish decorative amenity areas	2	6	45
9	J/502/0396	Maintain the appearance of decorative amenity areas	2	7	53
10	A/502/1173	Select and Prepare interior plant displays	2	6	45
11	L/502/1176	Establish interior plant displays	2	6	45
12	R/502/1177	Maintain the health and appearance of interior plant displays	2	6	45
13	Y/502/1178	Establish and maintain artificial plant displays	2	6	45
14	Y/502/0466	Preparing and transporting plants and resources	2	2	15

Unit	Unit reference number	Group E - Optional units (Parks, Gardens and Green Space – Cemeteries)	Level	Credit	Guided learning hours
17	D/502/1229	Installing drainage systems	2	3	23
18	T/502/1222	Maintain drainage systems	2	3	23
19	K/502/0438	Use and maintain non-powered and hand held powered tools and equipment	2	3	23
20	H/502/0440	Use and maintain pedestrian controlled powered equipment	2	3	23
21	R/502/0434	Use and maintain ride-on powered equipment	2	3	23
22	T/502/0443	Use and maintain chippers and/or shredders	2	3	23
24	K/502/1217	Maintaining water features	2	4	30
30	H/502/0468	Clearing horticultural and landscaping sites	2	3	23
31	F/502/0946	Establishing crops or plants in growing medium	2	4	30
32	M/502/0408	Monitor and report on the growth and development of crops and plants	2	3	23
33	R/502/0854	Maintain moisture levels for crops or plants	2	2	15
34	L/502/0853	Provide nutrients to crops or plants	2	2	15
35	Y/502/1214	Remove unwanted plant growth to maintain development	2	5	38
39	A/502/1979	Plant nomenclature, terminology and identification	2	5	38
40	Y/502/1195	Communicate information within the workplace	3	2	13
41	J/502/1421	Load and unload physical resources within the work area	2	2	15
42	J/502/1404	Transport physical resources within the work area	2	2	15
43	H/501/0457	Prepare and operate a tractor and attachments	2	5	38
44	T/502/1429	Construct and maintain boundaries	2	3	23
45	D/502/1425	Construct and maintain paths	2	3	23
46	F/502/1451	Repair and maintain structures or surfaces	3	2	13

Unit	Unit reference number	Group E - Optional units (Parks, Gardens and Green Space – Cemeteries)	Level	Credit	Guided learning hours
47	J/502/1452	Prepare and construct new structures or surfaces	3	5	33
48	L/502/1520	Maintain equipment and machines	2	4	30
49	L/502/1503	Collect and prepare propagation material	2	4	30
50	L/502/1498	Establish propagation material	2	3	23
51	A/502/1500	Propagate plants from seed	2	4	30
52	M/502/1512	Obtain, position and prepare growing media	2	2	15
53	J/502/1533	Maintaining plants outdoors	2	3	23
54	F/502/1496	Monitor and record environmental conditions for protected crops	2	2	15
55	D/502/1506	Monitor and maintain watering systems	2	2	15
56	K/502/1511	Identify and report the presence of pests, diseases and disorders	2	3	23
57	A/502/1514	Control pests, diseases and disorders	2	3	23
65	H/502/3161	Promote responsible public use of the environment	2	4	30
66	L/601/0933	Give customers a positive impression of yourself and your organisation.	2	5	33
67	M/601/1511	Resolve customer service problems	2	6	40
69	L/502/0397	Maintain the health of sports turf	2	5	38
70	K/502/0424	Maintain the condition of sports turf surfaces	2	7	53
71	J/502/0432	Renovate and repair sports turf surfaces	2	3	23
72	D/502/0419	Maintain and renovate artificial sports surfaces	2	6	45
73	Y/502/0483	Exhume coffins and remains	2	4	30

Centres should be aware that within the Level 2 Parks, Gardens and Green Space – Cemeteries pathway of this qualification, learners might be required to meet the demands of optional units at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes be:

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

Learners can provide evidence of occupational competence 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 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 development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.
- a **combination** of these.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria. The evidence for this qualification can take a variety of forms as indicated below:

- 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 (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements. There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for, and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson 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.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework), a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations Policy for Edexcel Vocational Qualifications*.

This document is available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Monitoring and maintaining health and safety

Unit reference number: Y/501/6353
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance or direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Assessment to be based on naturally occurring evidence of realistic working environment. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain health, safety and security in the workplace	1.1	Identify health and safety risks in relation to the workplace covering the following: • people • equipment and materials • the work area			
		1.2	Carry out specified measures to control risks and keep the appropriate people fully informed.			
		1.3	Seek guidance on measures to control unfamiliar risks arising from non-routine work situations			
		1.4	Relay health and safety information to others in a manner likely to be understood			
		1.5	Take the appropriate action without delay as soon as an emergency is suspected			
		1.6	Dispose of hazardous and non-hazardous waste safely and appropriately			
		1.7	Maintain the security of the workplace in accordance with organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to use equipment and materials safely	2.1	Use equipment and materials in accordance with manufacturers' instructions and any organisational training			
		2.2	Transport any equipment and materials safely and store them correctly at an approved location when not in use			
3	Know the systems and procedures for maintaining health, safety and security	3.1	State the organisational requirements with regard to ensuring the security of the workplace			
		3.2	Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation			
		3.3	State why inadequate measures to control risks should be reported			
		3.4	Describe procedures for different types of emergencies appropriate to the relevant industry			
		3.5	Explain how the procedures for specific emergencies may be affected by location			
		3.6	Identify different types of fire extinguishers and their use, relevant to the work area			
		3.7	Describe the different forms of waste and appropriate methods of disposal			
		3.8	Explain the relationship between security and safety within the workplace			
		3.9	List any specific risks relevant to child safety in the workplace			
		3.10	State who and why accidents should be reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand why equipment is transported and stored safely	4.1	Explain how to transport and store equipment and materials safely			
5	Know the reason for following manufacturers' guidance	5.1	State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so			
6	maintain good standards of heath and safety for self and for others	6.1	Supply the necessary personal medical information in accordance with organisational requirements			
		6.2	Use and care for the correct personal protective equipment and clothing necessary for work			
		6.3	Use approved methods of handling when moving and lifting items			
		6.4	Use the appropriate personal and workplace hygiene at all times			
		6.5	Provide accurate information about location so that contact can be made if necessary			
		6.6	Work in a way which minimises risk to self, others and the environmental.			
		6.7	Take appropriate action where incidents affect the health and safety of workers			
		6.8	Report incidents without delay and complete records accurately, legibly and completely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	understand how to maintain the health and safety of self and others	7.1	Explain the roles in maintaining health and safety			
		7.2	Explain the reasons for leaving information about location when working in isolation or in remote locations			
		7.3	Explain why accidents should be reported without delay and recorded in the appropriate document			
		7.4	Explain the methods of minimising environmental damage during work			
8	Know the safe lifting techniques	8.1	Describe the safe methods for moving and lifting items			
9	Know how to maintain health and safety	9.1	Describe the reasons for maintaining good personal and workplace hygiene			
		9.2	State own ability to deal with health and safety emergencies (eg not carrying out actions beyond capabilities)			
		9.3	Describe how to administer basic emergency first aid procedures			
		9.4	Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Maintain and develop personal performance

Unit reference number: F/502/1689
QCF level: 2
Credit value: 2
Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.

The learner will maintain and develop personal performance with regard to:

- working to targets and completing specific tasks
- quality of work.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain personal performance	1.1	Identify current competence and areas for development using relevant techniques and processes			
		1.2	Carry out work in accordance with responsibilities and organisational requirements			
2	Develop personal performance	2.1	Agree personal performance and targets with an appropriate person			
		2.2	Review performance and progress regularly and use the outcome to plan future development activities			
		2.3	Seek advice from an appropriate person if clarification is required concerning specific tasks			
		2.4	Seek constructive feedback and advice from others and use it to help maintain and improve performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to develop personal performance	3.1	State own limits of responsibility in relation to specific tasks and activities			
		3.2	State who to obtain advice from in relation to specific tasks and activities			
		3.3	List the correct procedures for obtaining advice			
		3.4	State the risks involved in not obtaining advice where specific tasks and activities are unclear			
		3.5	Describe how to determine and agree development needs and personal targets			
		3.6	State why personal performance should be reviewed			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Establish and maintain effective working relationships with others

Unit reference number: T/502/1690

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to work effectively with others under minimal direction through clear communication and cooperation. The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain working relationships with others	1.1	Identify opportunities to improve working practices with the appropriate person			
		1.2	Carry out activities requiring cooperation with others in accordance with required procedures			
		1.3	Communicate with others in a way which promotes effective working relationships			
		1.4	Keep others informed about work plans or activities which affect them			
		1.5	Seek assistance from others without causing undue disruption to normal work activities			
		1.6	Respond in a timely and positive way when others ask for help or information			
2	Understand why good working practices are important	2.1	State why good working relationships are important			
		2.2	Suggest ways in which good working relationships can be maintained			
		2.3	State the methods of dealing with disagreements within the workplace			
		2.4	Describe own level of responsibility in relation to dealing with disagreements			
		2.5	State why effective communication is important			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Preparing ground for seeding and planting

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

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Establishing plants or seeds in soil

Unit reference number: A/502/1223
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know the requirements for establishing healthy plants	5.1	Describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions			
		5.2	State what pH is and how to test for it			
		5.3	Explain the importance of timing and seasonality on planting to encourage establishment and growth			
		5.4	Describe how to handle and transport plants in a way which minimises damage and maintains health			
		5.5	Explain the importance of planting seeds and or plants to the correct depth and position			
		5.6	Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting			
		5.7	Describe the different types of backfill materials relevant to different types of plants and situations			
		5.8	Describe the range of protection methods which may be used for different plants eg anti-desiccants, tree guards and shelters			
		5.9	Identify the types of records required and explain the importance of accurate record keeping			
6	Know how to deal with damage and pollution	6.1	State the correct methods of dealing with accidental damage and pollution			
		6.2	Describe how to minimise damage and unnecessary waste when working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be necessary for establishing plants and seeds in soil			
		7.2	Describe methods of maintaining the equipment ready for use			
8	Know the current health and safety legislation and environmental good practice.	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Levelling and preparing sites for landscaping

Unit reference number: D/502/0467
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the importance of site preparation for landscaping	4.1	Describe the importance of levelling and preparing sites effectively for all of: • green-field • urban derelict • reclaimed land • existing gardens			
		4.2	Describe the importance of position reference marks relating to site specification			
		4.3	Describe the procedures on a range of contrasting sites covering: green-field, urban, derelict, re-claimed and existing site			
		4.4	State the importance of working within specified tolerances			
		4.5	State the types of damage which may occur to services and how to minimise this			
		4.6	Explain why it is important to complete work to agreed schedule and specification			
5	Know how to reinstate the ground to the required level	5.1	Describe how to reinstate ground to specified levels and why this is important			
		5.2	State why it is important to clear debris effectively, safely, tidily and legally			
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for levelling and preparing sites for landscaping			
		6.2	Describe methods of maintaining the equipment ready for use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know the current health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Identify the health and maintain the condition of general amenity turf

Unit reference number: H/502/1216
QCF level: 2
Credit value: 5
Guided learning hours: 38

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for identifying the health and maintaining the condition of general amenity turf	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to instructions			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Identify the health of general amenity turf	2.1	Inspect turf and relate condition to specification.			
		2.2	Identify poor health of turf			
		2.3	Use appropriate methods to deal with 4 of the following threats to turf health: • pests • diseases • disorders • unfavourable conditions • competing growth			

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

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 8: Establish decorative amenity areas

Unit reference number: F/502/0395
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain relevant equipment	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to establish three different types of decorative area	2.1	Select materials and plants that are suitable for each type of display			
		2.2	Handle and transport materials and plants efficiently, effectively and safely			
		2.3	Group and position plants and containers to achieve an attractive effect			
		2.4	Carry out planting to correct depth, spacing and consolidation			
		2.5	Use supports where required, that maintain the plants' growth, appearance and visual impact			
		2.6	Provide initial aftercare eg watering in			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to establish decorative areas	4.1	State what needs to be considered when selecting and using all of the following materials: • plant material • containers • supports • growing media			
		4.2	Describe how to transport and handle the materials and plants efficiently, effectively and safely			
		4.3	Explain why plants and containers are grouped and positioned to achieve an attractive effect throughout the life of the display for all of the following displays: • Formal bedding • Wall shrubs • Climbers • Mixed borders • Hanging baskets • Other containers			
		4.4	Explain how a range of supports are used to maintain and enhance growth and appearance			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Maintain the appearance of decorative amenity areas

Unit reference number: J/502/0396
QCF level: 2
Credit value: 7
Guided learning hours: 53

Unit aim

The aim of this unit is to give the learner the ability to demonstrate the knowledge and skills required to maintain the appearance of decorative amenity areas and identify.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		4.2	Carry out work in a manner which minimises environmental damage			
		4.3	Dispose of waste safely and correctly			
5	Know why its important to maintain decorative areas	5.1	Describe how to maintain the appearance of decorative horticultural areas covering all of the following: • Formal bedding • Hanging baskets • Other containers • Mixed borders • Wall shrubs • Climbers			
		5.2	Explain the reasons for feeding and providing moisture for plants in decorative amenity areas			
		5.3	Identify and describe five pests, five diseases, two disorders and their symptoms			
		5.4	Identify and name 15 weeds common to decorative amenity areas			
		5.5	Describe how to select and use control methods for weeds, pests and diseases appropriate to the area being maintained			
		5.6	Explain why unwanted plant material is removed			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Select and prepare interior plant displays

Unit reference number: A/502/1173
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to select and prepare natural interior plant displays.

The learner will be able to select, handle and transport the necessary materials and will ensure displays have the required visual impact.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for establishing interior plant displays	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to instructions			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to establish interior plant displays	2.1	Establish customer requirements for the display			

		2.2	Select plants and materials for the display that meet these requirements:
			• Plants
			  • tropical
			  • temperate
			  • shade lovers
			  • sun lovers
			• Materials
			  • nutrients
			  • containers
			  • irrigation systems
			  • growing medium			

		2.3	Check the plants and materials are in a condition fit for use			
		2.4	Prepare the plants and materials according to requirements			
		2.5	Return unused plants and materials to storage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to set up interior plant displays	4.1	Describe how to establish the customer's requirements for the display and why this is important			
		4.2	Describe the principles underpinning effective interior plant displays			
		4.3	Describe the different types of plants used in interior displays: • tropical • temperate • shade lovers • sun lovers			
		4.4	Describe how to select plant and materials appropriate to different types of interior displays and sites			
		4.5	Describe the different containers and growing mediums for displays and ensure they are fit for purpose			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date

		4.6	Describe how to prepare materials for plant displays
			• Materials
			  • nutrients
			  • containers
			  • irrigation systems
			  • growing medium			

		4.7	Describe how to handle and transport the plants and materials safely and efficiently			
		4.8	Describe how to position features and grouping of plants in a way which is appropriate to them, the environment and the intended visual impact			
		4.9	State how to make sure support methods are consistent with the display and the health and vigour of the plants			
		4.10	State why it is important that the site is reinstated to the client's satisfaction and how to judge whether this has been done			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for establishing interior plant displays			
		5.2	Describe methods of maintaining the equipment in a fit state for use			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Establish interior plant displays

Unit reference number: L/502/1176
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to establish natural interior plant displays. It covers making sure the displays are positioned to take account of the plants and the environmental conditions.

The learner will be able to select, handle and transport the necessary materials and will ensure displays have the required visual impact

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for establishing interior plant displays	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to instructions			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			

2	Be able to install interior plant displays	2.1	Handle and transport plants and materials safely and efficiently including:
			• materials
			  • nutrients
			  • containers
			  • irrigation systems
			• plants
			  • tropical
			  • temperate
			  • shade lovers
			  • sun lovers			

		2.2	Maintain the plants and materials in a condition fit for use			
		2.3	Install features that enhance the visual impact of the display and avoid damage to the environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Group and position plants appropriately according to environmental conditions including: • adjacent features • light • humidity • air movement • temperature			
		2.5	Use methods of support that are consistent with the intended purpose of the display			
		2.6	Minimise the damage to plants, features and surrounding areas			
		2.7	Reinstate the site to the customer's satisfaction			
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 install interior plant displays	4.1	Describe how to handle and transport the following materials safely and efficiently: • nutrients • containers • irrigation systems			
		4.2	Describe how to position water and non-water features in a way which enhances the display and avoids damage to the environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date

		4.3	Describe how to group and position the plants listed below in a way which is appropriate to them, the environment and the intended visual impact:
			• Plants
			  • tropical
			  • temperate
			  • shade lovers
			  • sun lovers
			• Environment
			  • adjacent features
			  • light
			  • humidity
			  • air movement
			  • temperature			

		4.4	Describe how to make sure support methods are consistent with the display and the health and vigour of the plants			
		4.5	State why it is important that the site is reinstated to the client's satisfaction and how to judge whether this has been done			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for establishing interior plant displays			
		5.2	Describe methods of maintaining the equipment ready for use			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Maintain the health and appearance of interior plant displays

Unit reference number: R/502/1177
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to maintain the appearance and health of natural interior plant displays. It also covers identifying and controlling pests, diseases and unwanted growth.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to maintain the appearance of interior plant displays	2.1	Inspect the display and three different plants from the groups below according to agreed schedules: • tropical • temperate • shade lovers • sun lovers			

		2.2	Maintain the display in a way that is appropriate to three of their environmental conditions and the overall visual impact:
			• adjacent features
			  • light
			  • humidity
			  • air movement
			  • temperature			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Carry out all maintenance operations below to promote the health and vigour of the plants: • cleaning • providing support • replacement of plants, features or containers • pruning			
		2.4	Work in a way that is sensitive to other people on the site			
		2.5	Minimise damage to plants, features and surrounding areas and reinstate the site to the client's satisfaction			
3	Be able to maintain the health of interior plants	3.1	Identify all threats to plant health below: • pests • diseases • disorders • unfavourable conditions • competing growth			
		3.2	Use appropriate methods to promote and maintain healthy growth, including: • feeding • watering • surface cultivation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Use three of the methods below to deal with threats to plant health: • physical • chemical • cultural • irrigation			
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		4.2	Carry out work in a manner which minimises environmental damage			
		4.3	Dispose of waste safely and correctly			
5	Know how to maintain the appearance and health of interior plant displays	5.1	Explain the importance of maintaining the appearance of interior plant displays to agreed schedules			
		5.2	Describe how to carry out all the following maintenance operations to promote the health and vigour of the plants and their environmental conditions: • cleaning • providing support • replacement of plants, features or containers • pruning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date

		5.3	Explain how all environmental conditions affect the way plants are maintained:
			• adjacent features
			  • light
			  • humidity
			  • air movement
			  • temperature			

		5.4	Describe how to identify all the signs of damage or threats to plant health and how to respond to these: • pests • diseases • disorders • unfavourable conditions • competing growth			
		5.5	Describe the methods of dealing with threats to plant health: • physical • chemical • cultural • irrigation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.6	Describe the methods of promoting plant health: • cleaning • providing support • replacement of plants, features or containers • pruning			
		5.7	State why it is important to restore the site to the client's satisfaction and how to judge whether this has been achieved			
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for maintaining the health and appearance of interior plant displays			
		6.2	Describe methods of maintaining the equipment ready for use			
7	Know the current health and safety legislation and environmental good practice.	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Establish and maintain artificial plant displays

Unit reference number: Y/502/1178
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to establish and maintain artificial plant displays.

The learner will be able to select, handle and transport the necessary materials and will ensure displays have the required visual impact.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for establishing and maintaining artificial plant displays	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition.			
2	Be able to establish artificial plant displays	2.1	Select the required materials for the display: • artificial plants • containers • supports			
		2.2	Handle and transport materials safely and efficiently			
		2.3	Ensure that grouping and positioning has the required visual impact			
		2.4	Use methods of support which are consistent with the intended purpose of the display			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain the appearance of artificial plant displays	3.1	Ensure that maintenance operations are appropriate to the plants and environmental conditions and the overall visual impact, including: • cleaning • support • replacement of plants, features or containers • removal of debris • redressing • fire retardant			
		3.2	Carry out maintenance operations safely and efficiently			
4	Minimise damage to plants	4.1	Minimise the damage to plants, features and surrounding areas and reinstate the site to the client's satisfaction			
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		5.2	Carry out work in a manner which minimises environmental damage			
		5.3	Dispose of waste safely and correctly			
6	Know how to be able to establish artificial plant displays	6.1	Describe how to create visually appealing artificial plant displays			
		6.2	Describe how to all the select materials appropriate to different types of interior displays and sites: • artificial plants • containers • supports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	Describe how to handle and transport all the materials safely and efficiently: • artificial plants • containers • supports			
		6.4	Describe how to group position plants and features in a way which enhances the display and avoids damage to the environment and achieves the intended visual impact			
		6.5	Describe how to ensure support methods are consistent with the display and the health and vigour of the plants			
7	Know how to be able to maintain the appearance of artificial plant displays	7.1	Describe the importance of maintaining the appearance of artificial plant displays			
		7.2	Describe how to carry out the maintenance operations safely and efficiently covering: • cleaning • support • replacement of plants, features or containers • removal of debris • redressing • fire retardant			
		7.3	State why it is important to restore the site to the client's satisfaction and how to judge whether this has been achieved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment which will be necessary for establishing and maintaining artificial plant displays			
		8.2	Describe methods of maintaining the equipment in a fit state for use			
9	Know the relevant health and safety legislation and environmental good practice	9.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		9.2	Describe how environmental damage can be minimised			
		9.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Preparing and transporting plants and resources

Unit reference number: Y/502/0466
QCF level: 2
Credit value: 2
Guided learning hours: 15

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for preparing and transporting plants and resources	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to instructions			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Prepare plants and other resources for transportation	2.1	Identify and label plants and or resources to be transported			
		2.2	Check plants and resources are in suitable condition for use and transportation			
		2.3	Use safe lifting and handling techniques			
		2.4	Maintain the condition of plants and resources throughout			
		2.5	Complete all records and reports			
3	Load plants and resources	3.1	Load and position plants and resources safely and securely for transportation			
4	Transport a range of plants and other resources	4.1	Transport all types of plants (delicate, robust, safely lifted by one person and requiring more than one person to lift) and other resources (growing medium, containers, tools and equipment, supports, watering devices and chemicals) safely and efficiently to the correct location			
		4.2	Inspect the condition of plants and resources after transportation			
		4.3	Identify potential hazards and operate equipment safely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
6	Know how to prepare plants and other resources for transportation	6.1	State the importance of establishing the transport requirements for plants and other resources			
		6.2	Describe how to inspect and prepare plants and resources for transportation			
		6.3	Describe the appropriate records that need to be maintained			
7	Know the principles of safe and effective transportation	7.1	Describe how to handle and transport plants and resources safely and efficiently covering: • growing medium containers • tools and equipment • supports • watering devices • chemicals • delicate and robust plants • plants which can be safely lifted by one person or need more than one person			
		7.2	Describe how to maintain the condition of plants during transportation			
		7.3	List the safety procedures to follow when transporting hazardous substances			
		7.4	Describe safe lifting and handling techniques when working alone and with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment which will be necessary preparing and transporting plants and resources			
		8.2	Describe methods of maintaining the equipment ready for use			
9	Know the current health and safety legislation and environmental good practice.	9.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Prepare and excavate internment plots (Dig graves)

Unit reference number: H/502/0485

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

This unit gives the learner the skills and knowledge required for preparing the site, equipment and digging a grave. The unit covers:

- locating the designated grave site using plans, grave numbers and by measuring
- identifying hazards, assessing risks and choosing the safest working method
- preparing the site for safe working
- digging with both hand tools and mechanical diggers

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for excavating internment plots	1.1	Correctly locate the plot using the information provided			
		1.2	Mark and cut out to allow for the size of internment			
2	Be able to excavate internment plots	2.1	Position spoil boards and soil boxes safely, appropriate to local conditions			
		2.2	Position and insert shoring in a way that is appropriate to the soil conditions and working method			
		2.3	Position ladders securely so they allow for a safe and quick escape in an emergency			
		2.4	Excavate the ground accurately for the size of internment and type of grave			
		2.5	Remove excess soil safely and efficiently			
		2.6	Complete work in good time for the burial			
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to select, use and maintain equipment for excavating internment plots	4.1	Select appropriate equipment for this area of work			
		4.2	Use equipment according to instructions			
		4.3	Prepare, maintain and store equipment in a safe and effective working condition			
5	Know how to prepare internment plots	5.1	Describe the importance of thorough preparation in advance of digging			
		5.2	State how to locate internment plots using plans, grave numbers and measuring			
		5.3	State the different sizes of internment plot			
		5.4	Describe how to prepare new and re-internments			
6	Know how to position spoil boards and equipment	6.1	State why the positioning of spoil boards is important to safe and effective working and state the minimum distances from the internment for the prevailing soil conditions and local conditions			
		6.2	Describe why it is important to position equipment, especially mechanical equipment, safely and how to do so			
		6.3	Describe what to do in the event of problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know how to excavate internment plots	7.1	Describe the effect of each of the following soil types and conditions on the method of excavating an internment plot: • wet • dry • clay and/shingle • made up			
		7.2	Explain why the shape of the excavation is important to safety and how to maintain a safe shape			
		7.3	State the purpose of different types of shoring and how to position and use it according to different methods of excavation and soil conditions			
		7.4	Describe the correct procedures for the removal of soil			
		7.5	Describe how to position and secure ladders so that escape from the grave can be quick			
		7.6	Describe the role and duties of the 'banks' person			
		7.7	Explain why it is important to leave the grave in a tidy and safe condition when unattended and how to do so			
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment necessary for preparing and excavating of internment plots			
		8.2	Describe methods of maintaining the equipment ready for use			
		8.3	State why it is important to secure equipment when unattended and how to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Know the current health and safety legislation and environmental good practice	9.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.			
		9.2	Describe how environmental damage can be minimised			
		9.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Prepare and assist with burials

Unit reference number: D/502/0484
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

This unit gives the learner the skills and knowledge required for preparing the site for the burial ceremony, assisting at the ceremony and backfilling the grave once the mourners have departed.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare internment plots for burial	1.1	Locate, check and prepare the correct internment plot for the appointed burial			
		1.2	Restrict access to internment plot to members of the public effectively			
		1.3	Keep the condition of the internment plot for the burial in a safe and appropriate condition prior to the arrival of the cortege			
2	Be able to assist with burying the dead	2.1	Check the availability of required authorisation prior to burial			
		2.2	Direct the cortege to the graveside correctly and helpfully			
		2.3	Position the coffin and ropes prior to lowering safely and appropriately according to conditions			
		2.4	Assist with lowering the coffin and provide other assistance safely and suitably according to the ceremony			
		2.5	Show respect for the deceased, mourners and those officiating, throughout the ceremony			
3	Be able to backfill graves and restore internments	3.1	Carry out all operations following the departure of the mourners			
		3.2	Carry out preliminary backfilling by hand before backfilling remaining soil safely and in a manner appropriate to soil conditions			
		3.3	Demonstrate how to arrange the floral tributes in an orderly way which shows respect for the deceased and bereaved			
		3.4	Leave the plot in a tidy and safe condition and return written notification to the appropriate person			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to select, use and maintain equipment to prepare, assist and back fill internment plots	4.1	Select appropriate equipment for this area of work			
		4.2	Use equipment according to instructions			
		4.3	Prepare, maintain and store equipment in a safe and effective working condition.			
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		5.2	Carry out work in a manner which minimises environmental damage			
6	Know how to prepare internment plots for burial	6.1	Describe how to work out the amount of time required to prepare the grave site prior to the burial ceremony			
		6.2	Describe why it is important to restrict public access to the grave site once the grave is open and how to do so			
		6.3	Describe how to ensure the grave site is in a proper condition prior to the arrival of the cortege			
		6.4	Outline the correct administrative records to be kept			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know how to bury the dead	7.1	Describe what types of authorisation the grave digger may receive, why authorisation is necessary and how to make sure authorisation is correct			
		7.2	Describe how to position lowering ropes safely and in a way appropriate to the coffin and the conditions			
		7.3	Outline how to lower safely and ensure that any other assistance provided is safe			
		7.4	Describe the behaviour suitable to the types of ceremonies and state why this is important			
		7.5	State why it is important to show respect to all those involved throughout the ceremony			
		7.6	Describe the different requirements and etiquette of the different customs and cultures			
8	Know how to backfill and restore internment plots	8.1	State why all operations should take place after the mourners have left			
		8.2	Describe why preliminary backfilling should be done by hand			
		8.3	Describe how to make sure the remaining backfilling is safe and appropriate to the soil conditions covering: • wet • dry • clay • sand/shingle			
		8.4	Describe how the floral tribute should be arranged in a way which shows respect for the deceased and bereaved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Know how to deal with problems	9.1	Describe how to respond effectively to the types of unexpected problems listed: • water • collapse • shrinkage • poor condition of shoring			
10	Know the types of equipment required and how to maintain them	10.1	Describe the equipment which will be necessary to bury the dead: • hand tools • grass mats • lowering ropes • put locks • pumps and excavators (if the situation requires) • soil boxes			
		10.2	Describe methods of maintaining the equipment ready for use			
11	Know the current health and safety legislation and environmental good practice	11.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		11.2	Describe how environmental damage can be minimised			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 17: Installing drainage systems

Unit reference number: D/502/1229
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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: • sub-surface systems • surface channels • sustainable drainage systems			
		1.3	Adopt practices to minimise damage to existing structures and services			
		1.4	Restore surface to near original condition			
2	Be able to select, use and maintain equipment for installing drainage	2.1	Select appropriate equipment for this area of work			
		2.2	Use equipment according to instructions			
		2.3	Prepare, maintain and store equipment in a safe and effective working condition			
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Maintain drainage systems

Unit reference number: T/502/1222
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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
		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	Know the current health and safety legislation and environmental practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		4.2	Describe how environmental damage can be minimised			
		4.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Use and maintain non-powered and handheld powered tools and equipment

Unit reference number: K/502/0438

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to use and maintain non-powered and hand held powered tools and equipment	1.1	Ensure that the equipment is safe and in good working order			
		1.2	Select and use the correct personal protective clothing and equipment			
		1.3	Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements			
		1.4	Maintain non-powered and handheld equipment in accordance with manufacturer's instructions			
		1.5	Identify any problems with the equipment and take appropriate action			
		1.6	Clean and store equipment correctly after use			
2	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		2.2	Carry out work in a manner which minimises environmental damage			
		2.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to use and maintain the tools and equipment	3.1	Explain the importance of using equipment in line with manufacturers' instructions			
		3.2	Describe the pre-operational checks and the methods of maintaining the equipment for use			
		3.3	List the main hazards and risks associated with using the equipment			
		3.4	Describe the types of problems that may occur with the equipment and how to deal with each of these correctly			
		3.5	State the types of protective clothing and the reasons why it must be worn			
4	Know the current health and safety legislation and good environmental practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		4.2	Describe how environmental damage can be minimised			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Use and maintain pedestrian controlled powered equipment

Unit reference number: R/502/0434

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to use and maintain pedestrian controlled powered equipment.	3.1	List the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action			
		3.2	Explain the importance of operating equipment in line with manufacturers' instructions			
		3.3	Describe methods of checking and maintaining the equipment for use covering: • correct pre-use checks • correct start-up procedure • use appropriate work method • correct stopping procedure • correct post-use maintenance • reporting problems to the appropriate person			
4	Know the operating principles of powered equipment	4.1	Explain the operating differences between two- and four-stroke engines			
		4.2	Explain the principles of operating lines of drive – clutch, v-belts, chains			
		4.3	Describe the basic differences between petrol and diesel engines			
5	Know the current health and safety legislation and environmental practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements.			
		5.2	Describe how environmental damage can be minimised			
		5.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 21: Use and maintain ride-on powered equipment

Unit reference number: H/502/0440
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to use and maintain ride-on powered equipment	3.1	Describe methods of checking and maintaining the equipment ready for use covering: • correct pre-use checks • correct start-up procedure • use appropriate work method • correct stopping procedure • correct post-use maintenance • reporting problems to the appropriate person			
		3.2	List the main hazards and risks associated with using the ride-on powered equipment and state appropriate action			
		3.3	Explain the importance of operating equipment in line with manufacturers' instructions			
		3.4	Describe the types of problems that may occur with the equipment and how to deal with each of these appropriately			
4	Know the operating principles of powered equipment	4.1	Describe the operating differences between two- and four-stroke engines			
		4.2	Describe the principles of operating lines of drive – clutch, v-belts, chains			
		4.3	Describe the basic differences between a petrol and diesel engine			
5	Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		5.2	Describe how environmental damage can be minimised			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Use and maintain chippers and/or shredders

Unit reference number: T/502/0443

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to use and maintain chippers and/or shredders	3.1	List the main hazards and risks associated with using chippers and/or shredders and action to be taken			
		3.2	Explain the importance of operating equipment in line with manufacturers' instructions			
		3.3	Describe methods of preparing and maintaining the equipment for use covering: • correct pre-use checks • correct start-up procedure • use appropriate work method • correct stopping procedure • correct post-use maintenance • reporting problems to the appropriate person			
		3.4	Describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly			
		3.5	Describe types of protective clothing and explain why it must be worn			
4	Know the current health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		4.2	Describe how environmental damage can be minimised			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 23: Construct water features

Unit reference number: D/502/1215
QCF level: 2
Credit value: 7
Guided learning hours: 53

Unit aim

The aim of this unit is to give learners the knowledge and skills, required to construct water features such as ponds, streams, fountains and waterfalls.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare the site	1.1	Prepare the site ready for the construction of water features			
2	Be able to construct more than one type of water feature	2.1	Construct at least two of the water features listed below according to the specification: • streams • fountains • waterfalls • ponds			
		2.2	Take the appropriate action if problems arise during the work			
		2.3	Check the water feature on completion of work to make sure it is safe and fit for purpose			
		2.4	Make sure the site is clear of unwanted materials and fit for purpose			
3	Be able to select, use and maintain a selection of tools and equipment for constructing water features	3.1	Select and install all of the following equipment: • pumps • filters • electrical supply			
		3.2	Select appropriate equipment for this area of work			
		3.3	Use equipment according to relevant legislation and manufacturers' instructions			
		3.4	Prepare, maintain and store equipment in a safe and effective working condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		4.2	Carry out work in a manner which minimises environmental damage			
		4.3	Dispose of waste safely and correctly			
5	Know the importance of the specification when constructing water features	5.1	Describe how to interpret specifications and the importance of following the specification			
		5.2	Describe the requirements of the following water features and how to finish these so that they meet the specification: • streams • fountains • waterfalls • ponds			
		5.3	Describe the methods of constructing the structure and/or surface and the relationship of this to its planned use			
6	Know how to deal with problems during construction	6.1	Describe the problems which may arise, including those caused by: accidental damage, pollution and difficulties with specification			
		6.2	State how to minimise problems and the appropriate action to take if problems occur			
		6.3	State the potential conflicts between this work and conserving the natural environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know how to use a range of materials	7.1	Describe how to use all of the following materials correctly: • plastic ridged liners • flexible liners • concrete • rocks			
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment which will be required for the activity			
		8.2	Describe the methods of maintaining the range of equipment used			
9	Know the current health and safety legislation and environmental good practice	9.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work including the use of 240V mains supply			
		9.2	Describe how environmental damage can be minimised			
		9.3	Describe the correct methods for disposing of waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Maintaining water features

Unit reference number: K/502/1217
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give learners the knowledge and skills required to maintain water features. Water features include ponds, streams, fountains and waterfalls.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain water features.	1.1	Inspect water features as required			
		1.2	Make sure surrounding areas are clean and tidy on completion			
		1.3	Complete work to an agreed schedule			
2	Be able to select, use and maintain equipment for maintaining water features	2.1	Select appropriate equipment for this area of work			
		2.2	Use equipment according to manufacturers' instructions and legal requirements			
		2.3	Prepare, maintain and store equipment in a safe and effective working condition throughout			
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the principles of maintaining water features	4.1	Describe how to carry out inspections of water features streams, fountains, waterfalls and ponds			
		4.2	State why it is important to inspect water features according to schedule			
		4.3	Identify the types of problems that are likely to occur with water features and how to deal correctly with these covering: leaks, filters and pumps in need of cleaning filters and pumps in need of replacement, dirt and unwanted vegetation			
		4.4	Describe the type of damage which can occur to services and surroundings and how to keep this to a minimum			
		4.5	State why it is important to keep working areas clean and tidy according to clients' requirements			
		4.6	State why it is important to complete work to agreed schedule			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be required for the activity			
		5.2	Describe the methods of maintaining the range of equipment used			
6	Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		6.2	Describe how environmental damage can be minimised			
		6.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 25: Install hard standing sub-layers

Unit reference number: T/502/1219
QCF level: 2
Credit value: 7
Guided learning hours: 53

Unit aim

This unit will give the learner the skills and knowledge required in installing various forms of hard-standing sub-layers that are used within the landscaping industries. It is designed to give a basic understanding of the materials, tools and techniques used by operatives to install both temporary and permanent hard surfaces.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for installing hard standing sub-layers	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to install sub-layers	2.1	Prepare the area prior to installing sub-layers			
		2.2	Install sub-layers to accurate levels and profiles			
		2.3	Protect prepared sub-layers effectively against weather and use until they are in a suitable condition			
3	Be able to install laying courses	3.1	Set-out for line and level			
		3.2	Place and prepare suitable laying courses			
		3.3	Manually agitate the laying course at edges and around obstructions such as drainage access covers			
		3.4	Manually make good the channel left by screed rails with minimum disturbance to or compaction of adjacent screed area			
4	Be able to prepare individual course beds	4.1	Place and prepare a suitable laying course for an individual bed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		5.2	Carry out work in a manner which minimises environmental damage			
		5.3	Dispose of waste safely and correctly			
		5.4	Leave the site safe, tidy and suitable for intended use			
		5.5	Maintain effective working relations with relevant people throughout			
6	Know the principles of sub-base function and aggregate compaction in sub-bases	6.1	Describe the importance of sub-layers			
		6.2	Describe the impact that prevailing weather conditions may have on sub-layers			
		6.3	Describe the impact of sub-grade conditions on the performance of overlying layers			
		6.4	List the sequence of layers that may be encountered within a typical installation and the relevance of each to the overall structure			
		6.5	List the range of primary and secondary aggregates that are used in the installation of sub-layers			
		6.6	Identify the range of conventional and permeable materials used in sub-layer installation			
		6.7	State the importance of sub-layer drainage and how this can be best achieved in a range of circumstances			
		6.8	Explain the importance of levelling and grading the aggregate within each sub-layer and of working to defined tolerances and profiles, including the checks used to ensure compliance			
		6.9	Describe to what degree, and the importance of installing each sub-layer in stages with a specified maximum thickness			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know the principles of installing laying courses	7.1	Describe the weather conditions that are appropriate for screed preparation			
		7.2	State how to measure to ensure work is within tolerances			
		7.3	Describe how falls, lines and levels are determined and set out			
		7.4	State how to calculate the expected surcharge and/or the screed depth required for a notched screed bar			
		7.5	State the importance of using the correct type of laying course material			
		7.6	State the importance of laying course grain shape, grain size, and moisture content to overall performance			
		7.7	Identify the correct storage and protection conditions for laying course material			
		7.8	Describe how the laying course is placed and prepared manually, how it is shaped to follow summits and hollows, and how its compaction is pre-determined			
		7.9	Describe how channels formed by screed rails are made good			
		7.10	Describe how screeding can be carried out using existing fixed edges and/or screed rails			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment which will be required for the activity			
		8.2	Describe methods of maintaining the equipment in a fit state for use			
9	Know the current health and safety legislation and environmental good practice	9.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		9.2	Describe how environmental damage can be minimised			
		9.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Installing block surfaces

Unit reference number: K/502/1220
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

This unit will give the learner the skills and knowledge required when installing block surfaces. It is designed to give a basic understanding of the materials, tools and techniques used by operatives to install both temporary and permanent hard surfaces.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for installing block surfaces	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to install block surfaces	2.1	Set-out for line and level			
		2.2	Construct a suitable restraining edge			
		2.3	Lay blocks by hand to a suitable pattern			
		2.4	Check laid blocks for alignment			
		2.5	Cut-in blocks to required standard - compact blocks			
		2.6	Check completed surface for compliance with specifications and standards and rectify any problems as required			
		2.7	Fill joints and re-compact			
		2.8	Protect working areas effectively against weather and use until they are in a suitable condition			
		2.9	Leave the site safe, tidy and suitable for intended use			
		2.10	Maintain effective working relations with relevant people throughout			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to prepare for installing block surfaces	4.1	State the weather conditions that are appropriate for installation			
		4.2	Describe how to calculate the number of packs of blocks required			
		4.3	Identify and explain the range of blocks available, including permeable block systems, and their suitable applications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to install block surfaces	5.1	Describe how to measure to ensure work is within tolerances			
		5.2	State how falls, lines and levels are determined and set out			
		5.3	Explain the importance of robust edge restraints			
		5.4	State how blocks should be stored on site, how they are delivered to the laying face, and how they are positioned for the laying operative			
		5.5	Describe the range of block patterns commonly used on site, their relative strengths and weaknesses, and how they are established covering: • Stretcher/running board • 90° herringbone • 45° herringbone • Basket weave			
		5.6	State the importance of mixing and randomising blocks from three or more packs prior to laying			
		5.7	Describe how areas are continuously checked for compliance to line, level, joint width and block competence during the laying process			
		5.8	Describe how cutting-in is achieved, following the principles of minimum block size and inboard cutting techniques			
		5.9	State the importance of using the correct jointing material and its role in the performance of the completed surface			
		5.10	Describe techniques used for dry and wet grouting			
		5.11	Describe the importance of final compliance checks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for installing block surfaces			
		6.2	Describe methods of maintaining the equipment ready for use			
		6.3	State the importance of dust suppression and RPE when using a cut-off saw			
7	Know the current health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 27: Installing flagstone surfaces

Unit reference number: J/502/1273
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

This unit will give the learner the skills and knowledge required when installing flagstone surfaces. It is designed to give a basic understanding of the materials, tools and techniques used by operatives to install both temporary and permanent hard surfaces.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for installing flagstone surfaces	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to install flagstone surfaces	2.1	Set-out for line and level			
		2.2	Construct a suitable restraining edge			
		2.3	Lay flagstones by hand to a suitable pattern			
		2.4	Check laid flagstones for alignment			
		2.5	Cut-in flagstones to required standard and compact flagstones			
		2.6	Check completed surface for compliance with specifications and standards and rectify any problems if necessary			
		2.7	Fill joints and re-compact			
		2.8	Protect working areas effectively against weather and use until they are in a suitable condition			
		2.9	Leave the site safe, tidy and suitable for intended use			
		2.10	Maintain effective working relations with relevant people throughout			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to prepare for installing flagstone surfaces	4.1	State the weather conditions that are appropriate for installation			
		4.2	Describe and identify the range of flagstones available, including permeable flagstone systems, and their suitable applications			
		4.3	Describe how to calculate the number of packs of flagstones required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to install flagstone surfaces	5.1	Describe how to measure to ensure work is within tolerances			
		5.2	State how falls, lines and levels are determined and set out			
		5.3	Explain the importance of robust edge restraints			
		5.4	State how flagstones should be stored on site, how they are delivered to the laying face, and how they are positioned for the laying operative			
		5.5	Describe the range of flagstone patterns commonly used on site, their relative strengths and weaknesses, and how they are established			
		5.6	State the importance of mixing and randomising flagstones from three or more packs prior to laying			
		5.7	Describe how areas are continuously checked for compliance to line, level, joint width and flagstone competence during the laying process			
		5.8	Show how cutting-in is achieved, following the principles of minimum flagstone size and inboard cutting techniques			
		5.9	State the importance of using the correct jointing material and its role in the performance of the completed surface			
		5.10	Describe techniques used for dry and wet grouting			
		5.11	Describe the importance of final compliance checks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for installing flagstone surfaces			
		6.2	Describe methods of maintaining the equipment ready for use			
		6.3	Explain the importance of dust suppression and RPE when using a cut-off saw			
7	Know the current health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: Installing sett/cobble surfaces

Unit reference number: M/502/1221
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

This unit will give the learner the skills and knowledge required when installing sett/cobble surfaces. It is designed to give a basic understanding of the materials, tools and techniques used by operatives to install both temporary and permanent hard surfaces.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment for installing sett/cobble surfaces	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to instructions			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to install sett/cobble surfaces	2.1	Set-out for line and level			
		2.2	Construct a suitable restraining edge			
		2.3	Lay sett/cobbles by hand to a suitable pattern			
		2.4	Check laid sett/cobbles for alignment			
		2.5	Cut-in sett/cobbles to required standard and compact sett/cobbles			
		2.6	Check completed surface for compliance with specifications and standards and rectify any problems if necessary			
		2.7	Fill joints and re-compact			
		2.8	Protect working areas effectively against weather and use until they are in a suitable condition			
		2.9	Leave the site safe, tidy and suitable for intended use			
		2.10	Maintain effective working relations with relevant people throughout			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to prepare for installing sett cobble surfaces	4.1	State the weather conditions that are appropriate for installation			
		4.2	Identify the range of sett/cobbles available, including permeable sett/cobble systems, and their suitable applications covering: • Sawn cubes • Cropped cubes • Sawn sets • Cropped/textured setts • Cobbles			
		4.3	Describe how to calculate the number of packs of sett/cobbles required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Explain the principles of installing sett/cobble surfaces	5.1	Describe how to measure to ensure work is within tolerances			
		5.2	State how falls, lines and levels are determined and set out			
		5.3	Explain the importance of robust edge restraints			
		5.4	State how sett/cobbles should be stored on site, how they are delivered to the laying face, and how they are positioned for the laying operative			
		5.5	Describe the range of sett/cobble patterns commonly used on site, their relative strengths and weaknesses, and how they are established			
		5.6	State the importance of mixing and randomising sett/cobbles from three or more packs prior to laying			
		5.7	Describe how areas are continuously checked for compliance to line, level, joint width and sett/cobble competence during the laying process			
		5.8	Describe how cutting-in is achieved, following the principles of minimum sett/cobble size and inboard cutting techniques			
		5.9	State the importance of using the correct jointing material and its role in the performance of the completed surface			
		5.10	Describe techniques used for dry and wet grouting			
		5.11	Describe the importance of final compliance checks			
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for installing sett/cobble surfaces			
		6.2	Describe methods of maintaining the equipment ready for use			
		6.3	Explain the importance of dust suppression and RPE when using a cut-off saw			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know the current health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 29: Installation of edge restraints

Unit reference number: T/502/1284
QCF level: 2
Credit value: 7
Guided learning hours: 53

Unit aim

The aim of this unit is to give the learner the ability to demonstrate the knowledge and skills required to install various forms of edge restraints used within the hard-landscaping industry. The unit will provide a basis understanding of the materials, tools and techniques used to install both temporary and permanent hard surfaces.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain relevant equipment	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to relevant legislation and manufacturers' instructions			
		1.3	Prepare, maintain clean and store equipment in a safe and effective working condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to install kerbs, channels and edgings	2.1	Set-out for line and level			
		2.2	Place and prepare a suitable bed			
		2.3	Lay kerbs, channels and edgings to the correct line and level using at least three of the following materials: • concrete road kerbs • stone road kerbs • concrete dished/fluted channels • stone dished/fluted channels • concrete flat channels • stone flat channels • concrete edgings • stone edgings • singe piece systems • multi-piece systems • small kerb units • small paving units • setts/cubes/cobbles			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Carry out installation of lay kerbs, channels and edgings in all the following ways: • place a suitable kerb race • lay units onto a mortar bed on a pre-existing race • lay units to a straight line (windrow) • lay units to a true arc • lay units to a free curve • install a dropped crossing • lay transitions between two different types of unit • lay an edge restraint to a right-angled return using internal/external angle units and quadrants • lay channels to an existing kerb line • lift and repair			
		2.5	Cut-in to required standard			
		2.6	Maintain correct joint width			
		2.7	Seal joints to specification as required			
		2.8	Connect the kerb drains to suitable outfalls as required			
		2.9	Check completed work for compliance with specifications and standards and rectify any problems if necessary			
		2.10	Haunch units			
		2.11	Keep damage to the surroundings to a minimum			
		2.12	Leave the site in a safe, clean and tidy condition, suitable for its intended use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.13	Protect working areas effectively against weather and use until they are in a suitable condition			
		2.14	Maintain effective working relations with relevant people throughout			
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to install kerbs, channels and edgings	4.1	State the weather conditions that are appropriate for installation			
		4.2	Describe how to measure to ensure work is within tolerances			
		4.3	Outline how falls, lines and levels are determined and set-out			
		4.4	Describe the range of edge restraints and small kerb systems and other units available and their suitable applications			
		4.5	State the importance of robust edge restraints			
		4.6	State the importance of using the correct type of bed material			
		4.7	Describe how the bed is placed and prepared, and how it is shaped to follow summits, hollows, and transitions			
		4.8	State the pros and cons of using fresh windrow bedding and pre-placed races			
		4.9	State the pros and cons of both butt-joined and mortar jointed installations			
		4.10	Describe how to calculate the quantity of units required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.11	Describe how units should be stored on site, how they are delivered to the laying face, and how they are positioned for the laying operative			
		4.12	Describe how units are manoeuvred into position using mechanical and/or vacuum lifting aids			
		4.13	Describe how units are consolidated to the required line and level			
		4.14	Describe how edge restraints are checked for accuracy in alignment along both straights and curves			
		4.15	State how cutting is achieved, following the principles of minimum unit size			
		4.16	Describe how units are jointed and how systems are connected to outfalls			
		4.17	State the importance of using the correct jointing method and its role in the performance of the completed edge restraint			
		4.18	Outline the removal and replacement of defective units			
		4.19	Describe the dangers of underground services and how to take account of these when working			
		5.1	Describe the equipment which will be required for the activity			
5	Know the types of equipment required and how to maintain them	5.2	Describe the methods of maintaining the range of equipment			
		5.3	State the importance of dust suppression and RPE when using a cut-off saw			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		6.2	Describe how environmental damage can be minimised			
		6.3	Describe the correct methods for disposing of organic and inorganic waste.			
		6.4	Outline the hazards and relevant legislation and codes of practice covering this area of work with particular reference to the use of PPE			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 30: Clearing horticultural and landscaping sites

Unit reference number: H/502/0468
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 31: Establishing crops or plants in growing medium

Unit reference number: F/502/0946

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to establish crops and plants in growing medium. This unit covers setting out crops and plants in the appropriate growing mediums at the current time according to production requirements.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to prepare for setting out crops or plants	1.1	Describe how to prepare the growing media for planting			
		1.2	Describe the types of growing media and their relationship to the crop/plant growth and development			
		1.3	State the indicators used to identify plant material that is unsuitable for planting			
2	Know how to set out crops or plants	2.1	Describe the methods of preparing plant material for planting			
		2.2	Describe how production requirements influence planting operations			
		2.3	State how the correct spacing, depth, orientation and firmness of crops/plants differ according to the production requirements			
		2.4	Describe the correct handling methods for crops and plants to maintain quality			
3	Know how to establish crops/plants	3.1	Describe the methods of establishing crops and plants			
		3.2	Describe the types of pests, diseases, weeds and environmental conditions which may affect production			
		3.3	Describe the types of protection used for pests, disease, weeds and environmental conditions			
		3.4	State the crops or plant requirements for nutrients and moisture in order to establish successfully			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the types of equipment required and how to maintain them	4.1	Describe the equipment which will be necessary for establishing crops and plants			
		4.2	Describe methods of maintaining the equipment ready for use			
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 the correct methods for disposing of organic and inorganic waste			
6	Be able to set out crops or plants	6.1	Prepare the growing medium ready for planting			
		6.2	Identify and reject plant material which is unsuitable for planting			
		6.3	Position the plants or crop in the growing medium in accordance with requirements			
		6.4	Handle plants or crop in a way which optimises growth and development and minimises damage			
7	Be able to establish crops or plants	7.1	Use a suitable method of establishing the crops or plants			
		7.2	Apply suitable protection to the crops or plants			
8	Be able to select, use and maintain equipment	8.1	Select appropriate equipment for this area of work			
		8.2	Use equipment according to instructions			
		8.3	Prepare, maintain and store equipment in a safe and effective working condition throughout			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Be able to work safely and minimise environmental damage	9.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		9.2	Dispose of waste safely and correctly			
		9.3	Provide accurate information for recording purposes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: Monitor and report on the growth and development of crops and plants

Unit reference number: M/502/0408

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to enable them to monitor and report on the growth and development of crops. This unit covers how to recognise the types of problems that may occur.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to report on the growth and development of crops	1.1	Monitor and assess the growth and development of the crops in accordance with requirements against desired healthy growth, pests disease and disorders			
		1.2	Report on the growth and conditions of the crops to the appropriate person			
		1.3	Provide clear and accurate information for recording purposes			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to monitor the growth and development of crops	3.1	Describe the growth and development requirements of the crop(s)			
		3.2	Describe how to recognise the types of problems which may occur with the growth and development of the crop including: • moisture problems • nutrient problems • physical damage, • pests, diseases and disorders • excessive or inappropriate growth • weed competition			
		3.3	Specify the correct actions to take in relation to problems with growth and development of the crop			
		3.4	Provide clear and accurate information for recording purposes			
4	Know the current health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		4.2	Describe how environmental damage can be minimised			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Maintain moisture levels for crops or plants

Unit reference number: R/502/0854

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge, and skills required to maintain moisture levels to crops or plants.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know why it is important to maintain moisture for crops and plants	1.1	Describe how moisture requirements vary according to the crop or plants and stage of development			
		1.2	Describe the methods and systems for maintaining moisture levels			
		1.3	Describe the impact of prevailing weather conditions on the crop or plants water requirements			
		1.4	Identify the types of records required and the importance of accurate record keeping			
2	Know the types of equipment required and how to maintain them	2.1	Describe the equipment which will be necessary for maintaining moisture levels to crops or plants			
		2.2	Describe methods of maintaining the equipment ready for use			
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			
4	Be able to select, use and maintain equipment	4.1	Select appropriate equipment for this area of work			
		4.2	Use equipment according to manufacturers' instructions and legal requirements			
		4.3	Prepare, maintain and store equipment in a safe and effective working condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to maintain moisture levels for crops and plants	5.1	Identify correctly the condition of the crop or plant			
		5.2	Maintain moisture levels in accordance with the crop or plant requirements			
		5.3	Provide clear and accurate information for recording purposes			
6	Be able to work safely and minimise environmental damage	6.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		6.2	Carry out work in a manner which minimises environmental damage			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 34: Provide nutrients to crops or plants

Unit reference number: L/502/0853
QCF level: 2
Credit value: 2
Guided learning hours: 15

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how nutrient requirements vary and their method of application	1.1	Describe how nutrient requirements vary according to the crop or plant grown and stage of development			
		1.2	Describe the range of conditions in which nutrient stress can occur			
		1.3	Describe the nutrients which are commonly used in the cultivation of crops or plants			
		1.4	Describe methods of providing nutrients to crops or plants			
		1.5	Describe the types of records required and the importance of accurate record keeping			
2	Know the types of equipment required and how to maintain them	2.1	Describe the equipment and methods of maintaining used to provide nutrients to crops or plants			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide nutrients to plants or crops	4.1	Identify the condition of plants or crops in relation to nutrient requirements			
		4.2	Apply nutrients correctly to maintain crop or plant growth and development as required			
		4.3	Provide clear and accurate information for recording purposes			
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		5.2	Carry out work in a manner which minimises environmental damage			
6	Be able to select use and maintain equipment	6.1	Select and use appropriate equipment according to manufacturer's instructions and legal requirements			
		6.2	Prepare, maintain and store equipment in a safe and effective working condition			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 35: Remove unwanted plant growth to maintain development

Unit reference number: Y/502/1214
QCF level: 2
Credit value: 5
Guided learning hours: 38

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to identify and remove unwanted plant growth to maintain development.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the different types of unwanted plant growth	1.1	Identify different types of plant material and explain why it must be removed covering: • damaged plants • diseased material • weeds • plant debris • non typical • dead • excessive growth • badly positioned			
2	Know how to maintain plant development	2.1	Describe how all the following methods can be used to maintain/control plant development: • trimming • supporting • thinning • spacing • irrigation • growth regulators • lighting and shading • protection • pruning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know the types of equipment required and how to maintain them	3.1	Describe the equipment which will be necessary for maintaining plant development			
		3.2	Describe methods of maintaining the equipment ready for use			
4	Know the current health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements, 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			
		4.4	Describe why it is important to maintain hygiene and how this is achieved			
5	Be able to select, use and maintain equipment	5.1	Select appropriate equipment for this area of work			
		5.2	Use equipment according to manufacturers' instructions and legal requirements			
		5.3	Prepare, maintain and store equipment in a safe and effective working condition			
6	Be able to identify unwanted plant growth	6.1	Recognise unwanted plant material as appropriate			
7	Be able to remove unwanted plant growth	7.1	Remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development			
		7.2	Maintain the growing environment in a hygienic condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 36: Carry out harvesting operations

Unit reference number: L/502/0951
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to enable learners to carry out harvesting operations. The term harvesting is used to mean removing products from crops

Harvesting method will depend on the type of crop and may be either mechanical or manual. The unit does not cover collecting plants for despatch or sale, which is covered by a separate unit.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to identify crops that are ready for harvesting	1.1	State how to identify the stage at which the crops should be harvested			
		1.2	Describe why it is important to be able to recognise when the crops are not ready for harvesting			
		1.3	State the optimum time available for harvesting the crops and acceptable rates of harvesting			
		1.4	State why customer specifications are important			
2	Know how to harvest crops	2.1	List the production requirements for harvesting different crops			
		2.2	Describe the methods, mechanical or manual, for harvesting crops			
		2.3	Describe how to maximise/maintain the quality of the crops during and post-harvesting			
		2.4	State why it is important to maintain levels of hygiene during harvesting and how this can be achieved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	State the types of problems which can occur during harvesting and how to deal with these covering: • access • equipment • staffing • adverse weather conditions • soil conditions			
		2.6	Describe factors that could affect the rates at which harvesting can take place			
		2.7	State the records to be kept and the reasons for completing these			
3	Know the types of equipment required and how to maintain them	3.1	Describe the equipment which will be necessary for harvesting the crop			
		3.2	Describe methods of maintaining the equipment ready for use			
4	Know the current health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements, 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			
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice			
		5.2	Carry out work in a manner which minimises environmental damage			
		5.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to select, use and maintain equipment	6.1	Select appropriate equipment for this area of work			
		6.2	Use equipment according to manufacturers' instructions and legal requirements			
		6.3	Prepare, maintain and store equipment in a safe and effective working condition			
7	Be able to harvest crops	7.1	Correctly identify the crop which is to be harvested and check that it is ready for harvesting			
		7.2	Inform the appropriate person if the condition of the crop is not suitable for harvesting			
		7.3	Handle the harvested crop in a way which maintains quality and minimises damage			
		7.4	Maintain suitable levels of hygiene during harvesting			
		7.5	Harvest at a commercial rate in accordance with production requirements to meet planned deadlines			
		7.6	Provide clear and accurate information for recording purposes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 37: Prepare harvested crops

Unit reference number: J/502/0950
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge, and skills required to prepare harvested crops according to production and/or customer requirements.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to prepare harvested crops	1.1	Describe all the preparation methods for the harvested crops: • handling • grading • packing or labelling • cleaning • drying			
		1.2	List the reasons why harvested produce may not be of a suitable quality and how this is identified			
		1.3	Describe the levels of hygiene which are suitable to the type of crop and production requirements			
		1.4	State why customer specifications are important			
		1.5	Describe why it is important to maintain hygiene and how this is achieved			
		1.6	Describe the relevant methods for storing produce prior to dispatch			
		1.7	State the types of records required and the importance of accurate record keeping.			
2	Know the types of equipment required and how to maintain them	2.1	Describe the equipment which will be necessary for preparing harvested crops			
		2.2	Describe methods of maintaining the equipment ready for use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	Be able to select, use and maintain equipment	4.1	Select appropriate equipment for this area of work			
		4.2	Use equipment according to manufacturers' instructions and legal requirements			
		4.3	Prepare, maintain and store equipment in a safe and effective working condition			
5	Be able to prepare harvested crops	5.1	Use at least two of the methods of preparing the harvested crop in accordance with production requirements: • handling • grading • packing or labelling • cleaning • drying			
		5.2	Identify and remove harvested produce which does not meet production or customer requirements			
		5.3	Maintain suitable levels of hygiene throughout the preparation of the crop			
		5.4	Prepare the harvested crop for transfer to the customer and storage			
		5.5	Store the crop in accordance with production and/or customer requirements			
		5.6	Provide clear and accurate information for recording purposes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to work safely and minimise environmental damage	6.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		6.2	Carry out work in a manner which minimises environmental damage			
		6.3	Dispose of waste safely and correctly			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 38: Store harvested crops

Unit reference number: J/502/0947
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to store harvested crops ensuring that crop quality is maintained during storage.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to store harvested crops	1.1	Describe the storage requirements of harvested crops			
		1.2	Describe the types of storage disorders and how to identify them			
		1.3	Explain how and why problems with crop storage should be reported			
		1.4	Describe the levels of hygiene which are required and suitable for the storage of the harvested crop			
		1.5	Identify the types of records required and the importance of accurate record keeping			
		1.6	Describe the possible effects of storage on crop quality			
2	Know the types of equipment/facilities required and how to maintain them	2.1	Describe the equipment/facilities which will be necessary for storing harvested crops			
		2.2	Describe methods of maintaining the equipment/facilities ready for use			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to select, use and maintain equipment	4.1	Select appropriate equipment for this area of work			
		4.2	Use equipment according to manufacturers' instructions and legal requirements			
		4.3	Prepare, maintain and store equipment in a safe and effective working condition			
5	Be able to store harvested crops	5.1	Maintain suitable levels of hygiene throughout the storage of the crop			
		5.2	Identify storage disorders through routine inspections			
		5.3	Ensure crop quality is maintained throughout storage			
		5.4	Store the crop in accordance with production requirements and/or customer requirements			
		5.5	Provide clear and accurate records for recording purposes			
6	Be able to work safely and minimise environmental damage	6.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		6.2	Carry out work in a manner which minimises environmental damage			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 39: Plant nomenclature, terminology and identification

Unit reference number: A/502/1979

QCF level: 2

Credit value: 5

Guided learning hours: 38

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.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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 binomial 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: • monocotyledons • dicotyledons • evergreen • deciduous • hardy • tender			
		1.5	Define terms relating to plant lifecycles, for example: • annuals • biennials • herbaceous perennials • woody perennial			

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: • flowers • seeds and fruit • stems • leaves • roots • habit			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: • habit • leaves • stems • flowers • buds			
		3.3	Identify and botanically name a total of 60 plants (from the following categories): • annuals and short-lived perennials • houseplants • herbaceous perennials • trees and shrubs • grasses • food crops • weeds			
		3.4	Use the correct format when writing botanical names			
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 40: Communicate information within the workplace

Unit reference number: Y/502/1195
QCF level: 3
Credit value: 2
Guided learning hours: 13

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.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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			
		3.6	Explain the situations in which confidentiality needs to be maintained			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 41: Load and unload physical resources within the work area

Unit reference number: J/502/1421

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to load and unload physical resources within the work area.

The type of physical resources and methods of loading and unloading can be applied to a number of environments.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to load and unload physical resources	1.1	Assess the load to be moved to determine the method of lifting required			
		1.2	Carry out lifting operations safely, in accordance with instructions			
		1.3	Move heavy and bulky items correctly, in accordance with instructions			
		1.4	Position resources safely, securely and in a manner which protects them from damage and contamination including: • products or materials • equipment			
2	Be able to select, use and maintain relevant equipment	2.1	Select appropriate equipment for this area of work			
		2.2	Use equipment according to relevant legislation and manufacturers' 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to load and unload physical resources	4.1	State the reasons for, and methods of, labelling resources for transportation			
		4.2	Describe how to assess the load to be moved to determine the safest the method of lifting			
		4.3	Describe the safe lifting and carrying techniques which should be used			
		4.4	Describe the loading and unloading requirements for transportation such as positioning, stacking and the weight of loads			
		4.5	Explain the ways of securing resources for transit in order to maintain safety and minimise damage			
		4.6	Describe appropriate methods of protecting resources from contamination and adverse weather conditions			
		4.7	Outline the methods for the safe stacking of products			
		4.8	Describe suitable methods of storing resources			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be required for the activity and relevant legal restrictions on operation			
		5.2	Describe the methods of maintaining the equipment used			
6	Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		6.2	Describe how environmental damage can be minimised			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 42: Transport physical resources within the work area

Unit reference number: J/502/1404
QCF level: 2
Credit value: 2
Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to transport physical resources within the work area	1.1	Transport resources using powered or manual transportation equipment			
		1.2	Minimise damage to the resources and environment during manoeuvres and transit			
		1.3	Ensure that load is secure and protected from contamination and adverse weather conditions			
		1.4	Monitor load during transit and take action if required			
		1.5	Provide clear and accurate information for recording purposes			
2	Be able to select, use and maintain relevant equipment	2.1	Select appropriate equipment for this area of work			
		2.2	Use equipment according to relevant legislation			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to transport physical resources within the work area	4.1	Describe the ways of handling transportation equipment to minimise damage to resources in transit			
		4.2	Describe the methods of protecting resources from contamination and adverse weather conditions during transit			
		4.3	State the reasons for monitoring loads during transit and the actions to take in case of problems with: • imbalance • contamination • adverse weather			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be required for the activity and relevant legal restrictions on operation			
		5.2	Describe the methods of maintaining the equipment used			
6	Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 43: Prepare and operate a tractor and attachments

Unit reference number: H/501/0457

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit aim

The aim of this unit is to give the learner the knowledge, understanding and skills required to prepare and operate a tractor with attachments with minimal direction or guidance.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Assessment for this unit is to be based on naturally occurring evidence or realistic working environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare a tractor and attachments for operation	1.1	List the required pre-start checks and adjustments			
		1.2	Identify health and safety issues in relation to the preparation and use of tractors			
		1.3	Describe how different types of attachments and how they should be secured			
		1.4	Identify types of attachments that are safe for use and compatible with the tractor and those that are not			
		1.5	Describe conditions which should be taken into account when considering the use of attachments			
		1.6	Describe adjustment requirements for different attachments and operations			
		1.7	Explain the correct use and duration of warning signals and indicators			
2	Prepare a tractor and attachments for operation	2.1	Carry out pre-start checks in accordance with standard procedures			
		2.2	Carry out adjustments to attachment in accordance with instructions to meet operational requirements			
		2.3	Check the immediate work area for hazards and obstacles and take the appropriate action			
		2.4	Ensure attachments are compatible with the tractor			
		2.5	Make sure the attachments are secure and safe			
		2.6	Carry out preparation of tractor and attachments in accordance with health and safety legislation and codes of practice			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 44: Construct and maintain boundaries

Unit reference number: T/502/1429
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

The types of boundaries are fences and walls.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 45: Construct and maintain paths

Unit reference number: D/502/1425
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 46: Repair and maintain structures or surfaces

Unit reference number: F/502/1451

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain and use relevant equipment	3.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
4	Be able to promote health and safety and environmental good practice	4.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
		4.2	Ensure work is carried out in a manner which minimises environmental damage			
		4.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the principles of maintaining structures and surfaces	5.1	Explain why surfaces and structures must be repaired and maintained and potential problems if not carried out			
		5.2	Explain the preparation required prior to repairing and maintaining structures and surfaces			
		5.3	Explain how to finish the structure or surface so that it meets the specification covering all of: • security • quality • design • construction			
		5.4	Describe different maintenance and repair methods which would achieve the specification covering all: • security • quality • design • construction			
		5.5	Describe the types of problems which may occur, including: • accidental damage • pollution • not meeting the specification and the actions to take			

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 that could occur and how to respond appropriately			
		6.3	Explain the correct and appropriate methods for disposing of organic and inorganic waste			
7	Understand the reasons for maintaining equipment	7.1	Explain the methods and importance of maintaining equipment for use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 47: Prepare and construct new structures or surfaces

Unit reference number: J/502/1452
QCF level: 3
Credit value: 5
Guided learning hours: 33

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to maintain and use relevant equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
5	Understand how to construct new structures and surfaces	5.1	Explain how to interpret specifications and the importance of following them covering: • setting out and location • materials and resources • timescale • working methods • waste management • restitution of site • the relationship of the structure and surface to its context			
		5.2	Explain the problems that may arise and how to minimise and the appropriate action to take including; remedying the situation and/or informing those who need to act			
		5.3	Describe methods of constructing the structure or surface and the relationship of this to its planned use			
		5.4	Explain how the planned use of the surface or structure may affect the methods of construction used			

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 that could occur and how to respond appropriately			
		6.3	Explain the correct and appropriate methods for disposing of waste			
7	Understand the reasons for maintaining equipment	7.1	Explain the importance and methods of maintaining equipment for use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 48: Maintain equipment and machines

Unit reference number: L/502/1520
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to carry out routine maintenance of equipment and machines.

The maintenance should be carried out in line with the manufacturer's guidance and/or instructions.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare equipment and machines for maintenance	1.1	Identify the equipment and machines requiring maintenance			
		1.2	Check that the equipment and machines requiring maintenance are safe, and completely isolated from the power source			
		1.3	Take the correct precautions to minimise dangers from contamination and hazardous chemicals			
		1.4	Keep the work area safe and in a condition suitable for the maintenance procedure			
		1.5	Obtain and prepare tools and materials suitable for the maintenance procedure			
2	Be able to carry out maintenance procedures	2.1	Maintain equipment and machines in accordance with manufacturers' instructions, standard procedure and legislation			
		2.2	Clean, service and store tools after use			
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 relevant legislation, codes of practice and any additional requirements			
		3.2	Minimise the escape of substances and dispose of hazardous and non-hazardous waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to prepare and carry out maintenance for equipment and machines	4.1	Outline the methods for preparing equipment and machines: • manual • mechanical			
		4.2	Describe the dangers created by stored energy and how these should be responded to during the preparation stage			
		4.3	State the hazardous chemicals and substances which may be present and ways in which they should be dealt with			
		4.4	Describe the type of tools, equipment and materials required for the maintenance procedure			
		4.5	Describe types of protective clothing required and the reasons why it must be worn			
		4.6	Describe the methods for maintaining equipment and machines and the possible consequences of not maintaining			
		4.7	Outline the levels of responsibility in relation to the maintenance of equipment and machinery and whom to go to for advice			
		4.8	Describe safe and suitable methods of storing tools, equipment and machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know relevant health and safety and legislation and environmental good practice	5.1	Describe the correct methods for disposing of waste			
		5.2	Outline the current health and safety legislation, codes of practice and any additional requirements			
		5.3	Outline the legislative requirements relating to the maintenance of equipment and machinery			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 49: Collect and prepare propagation material

Unit reference number: L/502/1503
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to collect and prepare the propagation material. It covers the different methods of propagation.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to collect propagation material	1.1	Collect propagation material in accordance with instructions			
		1.2	Check the collected material meets the requirements of the propagation programme			
		1.3	Store collected material in accordance with instructions			
2	Be able to prepare propagation material	2.1	Handle plant material in a manner which minimises damage and wastage, and optimises growth			
		2.2	Use a suitable propagation method: • cuttings • budding • grafting • micro-propagation • division			
		2.3	Prepare and treat propagation material in accordance with instructions			
3	Be able to maintain accurate records	3.1	Provide clear and accurate information for recording purposes			
4	Know how to maintain accurate records	4.1	Identify the types of records required and explain the importance of accurate record keeping			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with relevant legislation, hygiene, codes of practice and any additional requirements			
		5.2	Carry out work in a manner which minimises environmental damage			
		5.3	Dispose of waste safely and correctly			
6	Be able to select, use and maintain relevant equipment	6.1	Select appropriate equipment for this area of work			
		6.2	Use equipment according to relevant legislation and manufacturers' instructions			
		6.3	Prepare, maintain and store equipment in a safe and effective working condition			
7	Know how to collect propagation material	7.1	State where and how to obtain information on plants and plant identification			
		7.2	State the ways in which the plant material should be handled			
		7.3	Describe the methods for collecting propagation material and the requirements of the propagation programme			
		7.4	State the methods and length of time for storing material prior to use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Know how to prepare the propagation material	8.1	Describe all the propagation methods: • cuttings • budding • grafting • micro-propagation • division			
		8.2	Describe all the ways of preparing propagation materials: • trimming of cuttings • trimming of divisions • preparation of stocks • trimming of scions			
		8.3	Describe the methods used for treating prepared propagation material			
		8.4	State the context where hormone treatments are used to encourage rooting			
9	Know relevant health and safety legislation and environmental good practice	9.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		9.2	Describe how environmental damage can be minimised			
		9.3	Describe the correct methods for disposing of waste			
		9.4	State the need for hygiene throughout the propagation process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Know the types of equipment required and how to maintain them	10.1	Describe the equipment which will be required for the activity			
		10.2	Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 50: Establish propagation material

Unit reference number: L/502/1498
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge and skills required for establishing the propagation material in a growing environment. It covers the methods required to promote plant development including watering, temperature and humidity control.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to establish propagation material	1.1	Use and prepare the required rooting medium in accordance with instructions			
		1.2	Handle plant material in a manner which minimises damage and wastage, and optimises growth			
		1.3	Position propagation material in the required rooting medium			
		1.4	Promote plant development after propagation in accordance with instructions using at least two of the following: • watering • temperature control • humidity control • removal of diseased material			
2	Be able to maintain accurate records	2.1	Provide clear and accurate information for recording purposes			
3	Know how to maintain accurate records	3.1	Identify the types of records required and explain the importance of accurate record keeping			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with relevant legislation, hygiene, codes of practice and any additional requirements			
		4.2	Carry out work in a manner which minimises environmental damage			
		4.3	Dispose of waste safely and correctly			
5	Be able to select, use and maintain relevant equipment	5.1	Select appropriate equipment for this area of work			
		5.2	Use equipment according to relevant legislation and manufacturers' instructions			
		5.3	Prepare, maintain and store equipment in a safe and effective working condition			
6	Know how to establish propagation material	6.1	Describe the different types of rooting material how these should be handled			
		6.2	Describe the correct positioning of propagation material			
		6.3	Describe all the methods of promoting plant development: • watering • temperature control • humidity control • removal of diseased material			
		6.4	Describe the types of growing and rooting environments			
		6.5	State the importance of weaning crops before transplanting between different environments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of waste			
		7.4	State the need for hygiene throughout the propagation process			
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment which will be required for the activity			
		8.2	Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 51: Propagate plants from seed

Unit reference number: A/502/1500
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required for propagating plants from seed. It covers the preparation of materials and the process of seed sowing and the aftercare required.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain relevant equipment	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to relevant legislation and manufacturers' instructions			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to prepare materials and sow seed	2.1	Use the required seed and growing materials			
		2.2	Carry out the preparations and seed sowing at the correct time			
		2.3	Prepare the growing medium in accordance with instructions			
		2.4	Handle seeds in a way which minimised damage			
		2.5	Sow seed evenly and accurately in accordance with instructions			
3	Be able to provide aftercare for seedlings	3.1	Provide at least two forms of aftercare in accordance with instructions: • humidity control • temperature control • pricking out • weed control • pest or rodent control			
		3.2	Monitor the seedlings during germination			
		3.3	Remove and hygienically dispose of unwanted seedlings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to maintain accurate records	4.1	Provide clear and accurate information for recording purposes			
5	Be able to work safely and minimise environmental damage	5.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements			
		5.2	Carry out work in a manner which minimises environmental damage			
		5.3	Dispose of waste safely and correctly			
6	Know how to prepare materials and sow seed	6.1	State the timing when operations should take place			
		6.2	State the quantities of seed and growing medium required			
		6.3	Describe the different methods for preparing seed covering: • soaking • priming • temperature treatments • scarification			
		6.4	Describe the types of growing medium and the methods of preparation			
		6.5	Describe the methods of handling seed			
		6.6	State why it is necessary to evenly distribute seed and the correct depth of sowing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know how to provide aftercare for seedlings	7.1	Describe the factors affecting the rate and percentage of germination			
		7.2	Describe all the types of aftercare required and their purpose covering: • humidity control • temperature control • pricking out • weed control • pest or rodent control			
		7.3	State the crop health problems that can occur during propagation			
8	Know relevant health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		8.2	Describe how environmental damage can be minimised			
		8.3	Describe the correct methods for disposing of waste			
		8.4	State the importance of good hygiene in propagation areas			
9	Know the types of equipment required and how to maintain them	9.1	Describe the equipment which will be required for the activity			
		9.2	Describe the methods of maintaining the range of equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Know how to maintain accurate records	10.1	Identify the types of records required and explain the importance of accurate record keeping			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 52: Obtain, position and prepare growing media

Unit reference number: M/502/1512

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to gather all the materials required to be incorporated within the growing media and includes preparation of the growing media.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to obtain and position materials	1.1	Identify the required materials for incorporation into the growing media in accordance with production requirements			
		1.2	Make ready materials for incorporation into the growing media in accordance with production requirements covering: • correctly obtaining materials • measuring out materials • positioning materials			
		1.3	Provide clear and accurate information for recording purposes			
2	Prepare growing media	2.1	Incorporate materials into the growing media in accordance with planting requirements			
		2.2	Prepare the growing medium in accordance with planting requirements covering consistency and moisture level			
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 relevant legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to select, use and maintain relevant equipment	4.1	Select appropriate equipment for this area of work			
		4.2	Use equipment according to relevant legislation and manufacturers' instructions			
		4.3	Prepare, maintain and store equipment in a safe and effective working condition			
5	Know how to obtain and position materials	5.1	Describe the production requirements in relation to the preparation of growing media			
		5.2	Describe the procedures for obtaining materials required			
		5.3	Describe the different growing media required within enterprises			
		5.4	Describe different ingredients and their different properties used in the preparation of growing media			
		5.5	Describe the procedures for making ready the growing media covering all the following: • correctly obtaining materials • measuring out materials • positioning materials			
		5.6	State the commercial speeds at which work should be performed			
		5.7	Identify the types of records required and explain the importance of accurate record keeping			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to prepare growing media	6.1	Describe the types of growing media used within enterprises			
		6.2	Describe how to prepare growing medium in relation to planting requirements covering: • consistency • moisture level			
7	Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		7.2	Describe how environmental damage can be minimised			
		7.3	Describe the correct methods for disposing of waste			
8	Know the types of equipment required and how to maintain them	8.1	Describe the equipment which will be required for the activity			
		8.2	Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 53: Maintaining plants outdoors

Unit reference number: J/502/1533
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to maintain the health of plants in an outdoor environment. Where the learner is using chemicals, they should have the relevant certificate of competence.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to maintain the health of plants outdoors	4.1	Describe how to check and report signs of damage or threats to health to include: • pests • diseases • disorders • unfavourable conditions • competing growth			
		4.2	State how seasonal weather conditions affect plant growth and health			
		4.3	Describe the different methods used to promote plant health including: • feeding • watering • surface cultivation • mulching			
		4.4	Describe the effects of soil conditions on plant growth			
		4.5	State why watering regimes vary for different soils and plants			
		4.6	Describe how the correct use of agrochemicals/pesticides can improve plant health			
		4.7	Describe how the incorrect use of agrochemicals/ pesticides can harm plants			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.8	Describe the methods of dealing with threats to plant health covering: • physical • cultural • irrigation			
5	Know relevant health and safety and animal welfare legislation and environmental good practice	5.1	Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements			
		5.2	Describe how environmental damage can be minimised			
		5.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 54: Monitor and record environmental conditions for protected crops

Unit reference number: F/502/1496

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to monitor and record the environmental conditions for protected crops. It covers monitoring the temperature, humidity, ventilation, light and shade.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor and record environmental conditions for protected crops	1.1	Monitor two of the following environmental conditions in accordance with instructions: • temperature • humidity • ventilation • light and shade			
		1.2	Accurately identify the need for adjustments to environmental conditions and report promptly to the appropriate person			
		1.3	Provide clear and accurate information for recording purposes			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to monitor and record environmental conditions for protected crops	3.1	Describe the different environmental conditions for crops			
		3.2	Describe the use of computers and other equipment for monitoring environmental conditions			
		3.3	State the environmental conditions which require adjustment and the actions to take: • temperature • humidity • ventilation • light and shade			
4	Know relevant health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		4.2	Describe how environmental damage can be minimised			
5	Know how to maintain accurate records	5.1	Identify the types of records required and explain the importance of accurate record keeping			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 55: Monitor and maintain watering systems

Unit reference number: D/502/1506
QCF level: 2
Credit value: 2
Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to monitor and maintain watering systems. This includes irrigation equipment and water supplies.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor and maintain watering systems	1.1	Confirm the supply of water to the crop is suitable for the crop and in accordance with instructions			
		1.2	Recognise the need for adjustments to watering systems in accordance with instructions			
		1.3	Provide clear and accurate information for recording purposes			
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			
3	Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work			
		3.2	Use equipment according to relevant legislation and manufacturers' instructions			
		3.3	Prepare, maintain and store equipment in a safe and effective working condition			
4	Know how monitor and maintain watering systems	4.1	Describe systems for supplying water to crops			
		4.2	State how to check that the supply of water to crops is suitable			
		4.3	State the types of adjustments to the watering system which are necessary for both irrigation systems and water supply			
		4.4	State the problems which may occur in the delivery of water to crops and how these should be resolved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		5.2	Describe how environmental damage can be minimised			
		5.3	Describe the correct methods for disposing of waste			
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity			
		6.2	Describe the methods of maintaining the range of equipment			
7	Know how to maintain accurate records	7.1	Identify the types of records required and explain the importance of accurate record keeping			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 56: Identify and report the presence of pests, diseases and disorders

Unit reference number: K/502/1511

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to identify and report the presence of pests, diseases and disorders.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify and report the presence of pests, diseases and disorders	1.1	Monitor the crop(s) in accordance with production requirements			
		1.2	Correctly identify the presence of pests, diseases and disorders			
		1.3	Correctly identify the presence of any biological controls in use and beneficial insects			
		1.4	Establish the extent of the pest population, disease and any disorders			
		1.5	Promptly report the presence to the appropriate person			
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			
3	Know how to identify and report the presence of pests, diseases and disorders	3.1	Describe reasons for monitoring the crop			
		3.2	Describe when to carry out crop monitoring			
		3.3	Describe common types of pests, diseases and disorders and the problems caused			
		3.4	Describe biological controls and beneficial insects that can be used			
		3.5	Identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know relevant health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		4.2	Describe how environmental damage can be minimised			
		4.3	Describe the correct methods for disposing of waste			
		4.4	Describe the health and safety risks in monitoring pests, diseases and disorders			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 57: Control pests, diseases and disorders

Unit reference number: A/502/1514
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to control pests, diseases and disorders. The learner must hold the relevant certificate of competence in pesticides if handling chemicals.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to control pests, diseases and disorders	1.1	Confirm the control methods to be used with the appropriate person			
		1.2	Handle all materials carefully, safely and efficiently in accordance with instructions and organisational policy			
		1.3	Apply control methods in a way which minimises the risks to non-target species and the environment covering			
		1.4	Report any problems if they arise during pest, disease and disorder control to the appropriate person without delay			
		1.5	Provide clear and accurate information for recording purposes			
2	Be able to select, use and maintain relevant equipment	2.1	Select appropriate equipment for this area of work			
		2.2	Use equipment according to relevant legislation and manufacturers' instructions including personal protective equipment			
		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 relevant legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to control pests, diseases and disorders	4.1	Outline the health and safety risks in controlling pests, diseases and disorders			
		4.2	Describe the safe handling and effective use of materials equipment and chemicals and relevant codes of practice			
		4.3	Describe the dangers and emergency treatments associated with the use of chemicals			
		4.4	Describe control methods covering all the following: • chemical • biological • cultural			
		4.5	Describe the types of problems which may occur and to whom they should be reported			
		4.6	Identify the types of records required and explain the importance of accurate record keeping			
5	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, including control of hazardous substances and environmental legislation			
		5.2	Describe how environmental damage can be minimised			
		5.3	Describe the correct methods for disposing of waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity			
		6.2	Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 58: Identify and collect plants for dispatch

Unit reference number: H/502/1510

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to identify and collect plants for dispatch by making sure the plants are of a suitable condition to meet customer requirements.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify and collect plants for dispatch	1.1	Identify the plants which are to be collected and check their condition against customer requirements			
		1.2	Correctly handle and transport plants in a manner which maintains quality and minimises damage			
		1.3	Identify any problems during the collection of plants and take the appropriate action as necessary			
		1.4	Make sure the collection of the plants takes place within the appropriate timescales and in accordance with customer requirements			
		1.5	Provide clear and accurate information for recording purposes			
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	Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work			
		3.2	Use equipment according to relevant legislation and manufacturers' instructions			
		3.3	Prepare, maintain and store equipment in a safe and effective working condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to identify and collect plants for dispatch	4.1	Describe species or varieties of plants produced by enterprises and how to recognise them			
		4.2	State sources of information in relation to different species or varieties of plants			
		4.3	Describe how to check customer requirements			
		4.4	Describe conditions which indicate the plant(s) is not suitable for customer requirements and why it is important to recognise these conditions			
		4.5	Describe methods of maintaining the quality of the plant(s) during handling and transportation			
		4.6	Describe methods for transporting the plants on site			
		4.7	Suggest problems which may arise during the collection of plants and what actions to take			
		4.8	Identify the types of records required and explain the importance of accurate record keeping			
5	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		5.2	Describe how environmental damage can be minimised			
		5.3	Describe the correct methods for disposing of waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity			
		6.2	Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 59: Prepare plants for dispatch

Unit reference number: M/502/1509
QCF level: 2
Credit value: 1
Guided learning hours: 8

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to prepare plants for dispatch to meet customer requirements.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare plants for dispatch	1.1	Prepare and maintain the plants for dispatch			
		1.2	Ensure the plants meet customer requirements and replace any plants as necessary to meet requirements			
		1.3	Ensure plants are ready for dispatch at the correct time			
		1.4	Maintain the health of plants that require intermediate storage prior to dispatch			
		1.5	Provide clear and accurate information for recording purposes			
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	Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work			
		3.2	Use equipment according to relevant legislation and manufacturers' instructions			
		3.3	Prepare, maintain and store equipment in a safe and effective working condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the need to prepare plants for dispatch	4.1	Describe methods for preparing and maintaining the health of plants ready for dispatch			
		4.2	Describe how to identify customer requirements			
		4.3	State how to identify plants which do not meet customer requirements and are not of sufficiently good quality for dispatch and the action to take			
		4.4	Describe storage arrangements for plants prior to dispatch			
		4.5	Identify the types of records required and explain the importance of accurate record keeping			
5	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements			
		5.2	Describe how environmental damage can be minimised			
		5.3	Describe the correct methods for disposing of waste			
6	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity			
		6.2	Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 60: Excavate and form foundations for fencing

Unit reference number: T/501/7042

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge, understanding and skills required to enable learners to excavate and form foundations for fencing under minimal direction or guidance.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Assessment must be based on naturally occurring evidence of realistic working environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Work safely and in line with requirements	1.1	Work safely in line with health and safety requirements			
		1.2	Complete work in a manner which causes minimal disturbance to the environment			
		1.3	Dispose of waste and excess materials safely			
2	Be able to select, prepare and maintain tools and equipment	2.1	Select and prepare tools, equipment and resources ready for use			
		2.2	Maintain tools, equipment and resources in a clean and serviceable condition throughout excavation			
3	Be able to excavate foundations to comply with (fence) specifications	3.1	Use recommended working practices to excavate ground			
4	Be able to form foundations to comply with (fence) specification	4.1	Place concrete/or other suitable material and compact to provide for foundation strength, size, profile and finish			
		4.2	Establish provision to support the future installation of posts			
5	Be able to deal with difficulties	5.1	Deal with difficulties experienced during work within levels of responsibility			
		5.2	Request advice on how to deal with difficulties outside level of own responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know the relevant legislation and codes of practice	6.1	Outline the health and safety, legislation and codes of practice associated with excavation work			
		6.2	Identify the environmental issues associated with the disposal of waste, excess materials and concrete/other material			
7	Know how to excavate for fence foundations	7.1	Name the types and correct use of equipment used for excavating post holes and strip trenches			
		7.2	Outline how and when temporary supports should be used to support excavations			
8	Know how to form foundations for fencing specifications	8.1	Outline the materials and ratios used in concrete/other suitable material			
		8.2	Explain the methods used for mixing, placing, compacting, finishing and curing concrete/other suitable material			
		8.3	Outline the methods used for forming pockets in concrete/other suitable material for future fixing			
		8.4	Outline the techniques used for casting-in fixing items			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 61: Prepare and cultivate sites ready for planting crops

Unit reference number: A/502/0251
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to prepare sites for cultivation by removing debris and vegetation. The unit also covers the cultivation of sites ready for planting crops.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment and tools for preparing sites	1.1	Select appropriate tools and equipment for this area of work			
		1.2	Use tools and equipment according to instructions			
		1.3	Prepare, maintain and store tools and equipment in a safe and effective working condition			
2	Be able to prepare sites for cultivation and planting	2.1	Identify site to be prepared for cultivation and planting			
		2.2	Prepare the site by removing any waste from previous crop			
3	Be able to carry out site cultivations	3.1	Carry out cultivation to achieve the required ground conditions to meet the requirements of the crop covering: • correct depth • soil condition • area covered			
		3.2	Report conditions of cultivation clearly and accurately to the appropriate person			
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which promotes health and safety, is consistent with current legislation, codes of practice and any additional requirements			
		4.2	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for preparing sites for cultivation and planting crops			
		5.2	Describe the methods of maintaining the equipment used			
		5.3	Explain the correct methods of adjusting the equipment during use			
6	Know the methods for preparing sites ready for cultivation	6.1	Describe the methods and reasons for preparing sites ready for cultivation			
7	Understand how to cultivate sites	7.1	Explain the different methods of cultivating sites reflecting the following: • previous use of the site • soil conditions • existing structures • weather conditions • the crop to be planted			
		7.2	Explain the ground conditions which are required for effective planting to take place, eg depth, and soil condition			
		7.3	State the importance of reporting the right information required for recording purposes			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 62: Carry out harvesting operations by mechanical means

Unit reference number: H/502/0244
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the skills and knowledge required to carry out harvest operations by mechanical means. The units may cover the harvesting of any of the types of crops; grass, arable, vegetables, fruit or plants.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to harvest crops	1.1	Identify crops to be harvested			
		1.2	Harvest crops in a way which minimises damage to the crop and the environment			
		1.3	Identify and carry out two adjustments to take account of the following: • crop density • crop condition • prevailing weather • ground condition			
		1.4	Handle harvested crop in a way that maintains quality and minimises damage			
2	Be able to prepare, use and maintain equipment for harvesting crops	2.1	Select and use appropriate equipment for this area of work			
		2.2	Prepare, maintain and store equipment in a safe and effective working condition			
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to harvest crops mechanically	4.1	Describe the methods of harvesting crops			
		4.2	Describe adjustments to the harvesting process stating why these must be made covering all of the following: • crop density • crop condition • prevailing weather • ground condition			
		4.3	Outline the types of problems which may arise during harvesting and to whom these should be reported			
		4.4	Describe how to recognise and minimise crop damage			
5	Know the types of equipment required and how to prepare and maintain them	5.1	Describe the equipment which will be necessary for harvesting crops			
		5.2	Describe methods of preparing and maintaining the equipment ready for use			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 63: Prepare the storage area and monitor crops during storage

Unit reference number: F/502/0252
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the skills and knowledge required for the preparation, storage and monitoring of crops. Types of crops may be grass, arable crops, vegetables fruit or plants. Therefore, the unit is also applicable to crops that are being stored for livestock consumption, as well as crops that are for sale.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare the storage area	1.1	Prepare the storage area as instructed: • cleaning the area • making the layout suitable			
		1.2	Minimise the risk of contamination by pests as instructed			
2	Be able to store the harvested crop	2.1	Arrange crops in the storage area in accordance with instructions			
		2.2	Use equipment safely and correctly, mechanical or manual			
		2.3	Leave the storage area in a secure and safe condition			
3	Monitor the condition of the storage area and crops	3.1	Conduct two routine inspections of the storage area and the crop and report this back to the appropriate person. Inspections to be carried out should be for all of: • pests • environmental conditions • crop condition			
		3.2	Maintain the security of the crop and storage premises			
		3.3	Complete monitoring records as instructed			
4	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to prepare and monitor the condition of harvested crops	5.1	State the reasons for preparing the storage area			
		5.2	State the reasons for storing and arranging crops in storage areas			
		5.3	Describe the signs of common pests (rodents, insects and birds) and the measures which may be taken to minimise the risk of damage			
		5.4	Describe methods of conducting routine inspections and the reasons for carrying them out covering: • environmental conditions • condition of the crop			
		5.5	Describe common forms of damage to crops and storage facilities immediate and long term			
6	Know the relevant health and safety legislation and environmental practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 64: Transport harvested crop

Unit reference number: J/502/0253
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to transport at least one type of harvested crop. For example, combinable crops, root crops, grass, vegetables, fruit and plants.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to transport at least one type of harvested crop	1.1	Load and transport at least one of the harvested crops below safely, securely and in a manner which protects them from damage and contamination: • combinable crops • root crops • grass/forage • vegetables • fruit • plants			
		1.2	Monitor the harvested crops during transit			
2	Be able to select, use and maintain equipment for transporting harvested crops	2.1	Select and use appropriate equipment for this area of work according to instructions			
		2.2	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the methods of operating equipment and transporting harvested crops	4.1	Describe the correct methods of operating transportation equipment to minimise damage to harvested crop			
		4.2	Describe ways of securing products and equipment for transit in order to maintain safety and minimise damage			
		4.3	Explain the methods of protecting harvested crops and equipment from adverse weather conditions			
5	Know how to maintain the equipment	5.1	Describe methods of maintaining the equipment in a fit state 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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 65: Promote responsible public use of the environment

Unit reference number: H/502/3161
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to safeguard members of the public and the environment.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to safeguard members of the public and others	1.1	Maintain the safety of the public and others during visits to the site			
		1.2	Work safely encouraging everyone throughout all activities to follow current legislation, codes of practice, organisational policies and procedures			
2	Be able to safeguard the environment	2.1	Provide information and advice to encourage members of the public to use the site in a way which is consistent with its purpose and condition			
		2.2	Identify visitors and others who may cause a threat and take the appropriate action to minimise any damage or risk, covering two of the following: • to the site and its contents • to flora and fauna • to own personal health and safety • to other people's health and safety			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to safeguard members of the public and the environment	3.1	Outline organisational codes of practice and requirements about the care of visitors and other members of the public, eg supporting people in terms of their safety and welfare by providing information and advice			
		3.2	State the needs of the public and others, and when to influence their use of the site and offer advice or help			
		3.3	State why the organisation may have certain access policies or specific areas for public access			
		3.4	Explain the importance of balancing the needs of the site with the needs of the public and others			
		3.5	Describe the features of the site and the effects the public and others may have on it			
		3.6	Outline threats the public may pose to: • the site and its contents • flora and fauna • own personal health and safety • other people's health and safety			
		3.7	Explain how to handle people who cause a threat to sites in an effective, safe and courteous way			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know relevant health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 66: Give customers a positive impression of yourself and your organisation

Unit reference number: L/601/0933
QCF level: 2
Credit value: 5
Guided learning hours: 33

Unit aim

This unit is all about the learner communicating with customers and giving a positive impression of themselves whenever dealing with a customer. By doing this they will also be giving a positive impression of their organisation and the customer service it provides.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Establish rapport with customers	1.1	Meet their organisation's standards of appearance and behaviour			
		1.2	Greet their customer respectfully and in a friendly manner			
		1.3	Communicate with their customer in a way that makes them feel valued and respected			
		1.4	Identify and confirm their customer's expectations			
		1.5	Treat their customer courteously and helpfully at all times			
		1.6	Keep their customer informed and reassured			
		1.7	Adapt their behaviour to respond to different customer behaviour			
2	Respond appropriately to customers	2.1	Respond promptly to a customer seeking help			
		2.2	Choose the most appropriate way to communicate with their customer			
		2.3	Check with their customer that they have fully understood their expectations			
		2.4	Respond promptly and positively to their customer's questions and comments			
		2.5	Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Communicate information to customers	3.1	Quickly find information that will help their customer			
		3.2	Give their customer information they need about the services or products offered by their organisation			
		3.3	Recognise information that their customer might find complicated and check whether they fully understand			
		3.4	Explain clearly to their customers any reasons why their expectations cannot be met			
4	Understand how to give customers a positive impression of themselves and the organisation	4.1	Describe their organisation's standards for appearance and behaviour			
		4.2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately			
		4.3	Identify their organisation's rules and procedures regarding the methods of communication they use			
		4.4	Explain how to recognise when a customer is angry or confused			
		4.5	Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 67: Resolve customer service problems

Unit reference number: M/601/1511
QCF level: 2
Credit value: 6
Guided learning hours: 40

Unit aim

This unit is all about what the learner does when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers will still experience problems and the learner must help to resolve those problems.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Spot customer service problems	1.1	Listen carefully to customers about any problem they have raised			
		1.2	Ask customers about the problem to check their understanding			
		1.3	Recognise repeated problems and alert the appropriate authority			
		1.4	Share customer feedback with others to identify potential problems before they happen			
		1.5	Identify problems with systems and procedures before they begin to affect customers			
2	Pick the best solution to resolve customer service problems	2.1	Identify the options for resolving a customer service problem			
		2.2	Work with others to identify and confirm the options to resolve a customer service problem			
		2.3	Work out the advantages and disadvantages of each option for their customer and the organisation			
		2.4	Pick the best option for their customer and the organisation			
		2.5	Identify for their customer other ways that problems may be resolved if they are unable to help			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Take action to resolve customer service problems	3.1	Discuss and agree the options for solving the problem with their customer			
		3.2	Take action to implement the option agreed with their customer			
		3.3	Work with others and their customer to make sure that any promises related to solving the problem are kept			
		3.4	Keep their customer fully informed about what is happening to resolve the problem			
		3.5	Check with their customer to make sure the problem has been resolved to the customer's satisfaction			
		3.6	Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction			
4	Know how to resolve customer service problems	4.1	Describe organisational procedures and systems for dealing with customer service problems			
		4.2	Explain how to defuse potentially stressful situations			
		4.3	Describe how to negotiate			
		4.4	Identify the limitations of what they can offer their customer			
		4.5	Describe types of action that may make a customer problem worse and should be avoided			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 68: Place and fix fence posts

Unit reference number: A/501/7043
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

The aim of this unit is to give the learner the knowledge, understanding and skills required to enable learners to place and fix fence posts under minimal direction or guidance.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

Assessment must be based on naturally occurring evidence of realistic working environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Work safely in line with legislation and codes of practice	1.1	Work safely in line with health and safety requirements			
		1.2	Complete work in a manner which causes minimal disturbance to the environment			
		1.3	Dispose of waste and excess materials safely			
2	Be able to select and prepare tools	2.1	Select and prepare tools, equipment and resources ready for use			
3	Be able to prepare materials	3.1	Obtain fencing materials of specified type, material, quality and grade			
4	Be able to place and fix posts	4.1	Use three of the following methods to fix posts to the specified line, level and angle: • driving • bolting • casting • socketing • backfilling and consolidating			
		4.2	Use recommended working practices to position and fix fence and gate posts			
		4.3	Use recommended methods for providing temporary supports to posts set in concrete/or other suitable material			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to deal with difficulties	5.1	Deal with difficulties experienced during work within levels of responsibility			
6	Know the relevant legislation and codes of practice	6.1	Outline the health and safety, legislation and codes of practice associated with placing and positioning of posts			
		6.2	Outline the hazards and risks involved in fence installation carried out at heights			
7	Know how to place and fix posts	7.1	Outline the methods used for aligning and levelling posts			
		7.2	State the reasons for, and methods of, setting posts to allow for tensioning			
		7.3	Name the factors that affect the positioning and the method of fixing posts			
		7.4	Name the types of backfill and methods of consolidation			
		7.5	Outline the precautions to take to avoid distortion during tensioning process			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 69: Maintain the health of sports turf

Unit reference number: L/502/0397
QCF level: 2
Credit value: 5
Guided learning hours: 38

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to maintain the health of sports turf	4.1	State the sources of information on turf treatments			
		4.2	Describe the effect of turf treatments and how to use these treatments effectively and at the appropriate time covering: • physical • chemical • cultural			
		4.3	Describe the approved procedures for turf treatments and why it is important to follow these			
		4.4	Identify and describe five pests, five diseases, five disorders and their symptoms			
		4.5	Identify and name 15 weeds			
		4.6	Describe what effect the following conditions have on sports turf and why it is important to deal with them promptly: • weeds • pests • diseases • disorders • moss			
		4.7	State who should be informed of conditions affecting sports turf and why			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for maintaining sports turf			
		5.2	Describe methods of maintaining the range equipment ready for use			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 70: Maintain the condition of sports turf surfaces

Unit reference number: K/502/0424
QCF level: 2
Credit value: 7
Guided learning hours: 53

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to maintain sports turf surfaces	2.1	Clear surfaces of unwanted debris			
		2.2	Prepare the playing surface so that it meets the requirements of the sport and the standard for the event			
		2.3	Maintain the quality and appearance of surfaces			
		2.4	Make markings which are clear and appropriate to the event			
		2.5	Set out the sports equipment required by the rules of the sport and the standard of the event			
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to maintain sports turf surfaces	4.1	Explain why it is important to clear surfaces of unwanted debris			
		4.2	Describe how to establish that the surface is in a fit condition for maintenance			
		4.3	State the importance of ensuring the surface meets the required standard and how to do so for the following: • speed • surface response to a ball, animal or player • moisture content • grass cover • degree of consolidation • trueness			
		4.4	Describe all following methods in preparing surfaces: • mowing • irrigation • scarifying and/or verticutting • rolling • top dressing • brushing or switching • aeration • edging (where appropriate) • feeding • marking out sports surface • setting out equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how conditions affect grass growth and the maintenance of playing surfaces	5.1	Describe the effects of season, climate and soil conditions on intensity, type and frequency of maintenance operations			
		5.2	Describe how ground and weather conditions affect maintenance operations			
6	Know how to set out sports surfaces	6.1	Describe how to carry out marking appropriate to sports and events			
		6.2	Describe how to set out sports equipment correctly to meet the needs of the sport and the standard of the event and why it is necessary			
7	Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be necessary for maintaining sports surfaces			
		7.2	Describe methods of maintaining the equipment ready for use			
8	Know the current health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		8.2	Describe how environmental damage can be minimised			
		8.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 71: Renovate and repair sports turf surfaces

Unit reference number: J/502/0432
QCF level: 2
Credit value: 3
Guided learning hours: 23

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to renovate and repair	4.1	Describe the importance of thorough and appropriate preparation prior to renovation and repair			
		4.2	Describe how to select the appropriate renovation and repair method according to degree of damage and the surface itself covering: • over-seeding • patching or plugging • forking up • top dressing • divotting			
		4.3	Explain why it is important to renovate and repair surfaces promptly to the required standard and the consequences of not doing so			
		4.4	Describe how to inspect surfaces to assess the need for renovation and repair			
		4.5	Describe the standard of surface expected covering all the following: • speed • surface response to a ball, animal or player • moisture content • grass cover • degree of consolidation • trueness			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe how to ensure that the surface meets the requirements of the sport and the standard for the event			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for renovating and repairing sports surfaces			
		5.2	Describe methods of maintaining the equipment ready for use			
6	Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work			
		6.2	Describe how environmental damage can be minimised			
		6.3	Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 72: Maintain and renovate artificial sports surfaces

Unit reference number: D/502/0419
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

The aim of this unit is to give the learner the ability to demonstrate the knowledge and skills required to maintain and renovate artificial/synthetic playing surfaces to ensure they are safe and meet the required standards for the sport.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, use and maintain equipment	1.1	Select appropriate equipment for this area of work			
		1.2	Use equipment according to manufacturers' instructions and legal requirements			
		1.3	Prepare, maintain and store equipment in a safe and effective working condition			
2	Be able to maintain and renovate the condition of artificial sports surfaces	2.1	Clear and prepare the surface for maintenance			
		2.2	Carry out four of the operations listed below to maintain the quality and appearance of the surface suitable for the sport: • Brushing • Luting • Top dressing • Weed control • Moss/algae control • Frost protection • Marking out • Irrigation • Renovation (damage repair) • Contamination removal			
		2.3	Identify and report any conditions that affect the playing quality of one type of surface			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			
		3.2	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the maintenance and renovation requirements of artificial sports surfaces	4.1	Describe the different methods of maintenance for each type of surface: • hard porous water bound • filled synthetic • non-filled synthetic			
		4.2	Describe how surface and weather conditions affect maintenance and renovation operations			
		4.3	Describe how to prepare the surface before carrying out maintenance and renovation operations			
		4.4	Describe all methods and techniques listed below which are used to maintain and renovate surfaces and perimeters • brushing • luting • top dressing • weed control • moss/algae control • frost protection • marking out • irrigation • renovation (damage repair) • contamination removal			
		4.5	State the standard of playing quality and appearance that has to be achieved for the sport			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 73: Exhume coffins and remains

Unit reference number: Y/502/0483
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

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

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know the types of equipment and materials required and how to maintain them	5.1	Describe the equipment and materials which will be necessary to exhume coffins and remains including: • probing • measuring • digging • safety • protective clothing • shell, coffin or suitable container • shoring • breathing equipment • disinfectant • lime • vegetable charcoal			
		5.2	Describe methods of maintaining the equipment ready for use			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 74: Merchandise plants and other relevant products

Unit reference number: J/502/0771
QCF level: 2
Credit value: 6
Guided learning hours: 45

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to merchandise plants and other relevant products in retail nurseries or garden centres.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to merchandise plants and other products	1.1	Outline how to present plants and relevant products (e.g. growing media, containers, plant feed etc) for best effect			
		1.2	Explain the importance of location and hot and cold spots			
		1.3	Describe the different ways plants are sold, eg root wrap and containers			
		1.4	Outline the merchandising systems of display			
		1.5	Describe how other sales can be linked to plant purchases			
		1.6	Outline the principles of stock rotation			
		1.7	Outline the value of point of sale material and the range available			
2	Be able to merchandise plants and other products	2.1	Display plants and relevant products (eg growing media, containers, plant feed etc) effectively to maximise sales			
		2.2	Use point of sale materials and labels effectively			
		2.3	Promote linked sales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to maintain the condition of plants for sale	3.1	Explain how to check and maintain the condition of plants and products covering the following types of plants: • trees and shrubs • bedding plants • herbaceous perennials • bulbs			
		3.2	Describe the appropriate method of reporting signs of pests, diseases or other disorders and who to report to			
4	Be able to maintain plants ready for sale	4.1	Maintain optimum conditions for the plants as far as possible within the available facilities			
		4.2	Provide any necessary supplies of food and water to maintain the condition of the plants and remove weeds and suckers			
		4.3	Check the condition of plants and relevant products to maintain their saleable value			
		4.4	Identify any plants or products that should be removed and take the appropriate action			
		4.5	Report signs of pests, disease or other disorders to the appropriate person			
		4.6	Care for incoming plants and implement an appropriate stock rotation plan			
		4.7	Monitor the development of new plants against the stock rotation plan and take the appropriate action if there are any problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 75: Provide customer service when selling plants

Unit reference number: L/502/0772
QCF level: 2
Credit value: 4
Guided learning hours: 30

Unit aim

The aim of this unit is to give the learner the knowledge and skills required to sell plants and other products to customers.

Good customer service relies on being able to communicate with customers in a variety of ways. You need to know why it is important to provide the right information and how to deal with complaints and problems.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to provide good customer service	1.1	Source information on the products being sold			
		1.2	Outline the different methods of communication and describe when to use them			
		1.3	Describe the different types of customers, eg internal, external			
		1.4	Describe what customers expect, what encourages them to return and why they may not come back			
		1.5	Explain the importance of providing customers with the right information and why product knowledge is essential			
		1.6	Outline the principles of customer service including opening and closing sales			
		1.7	State how to deal with queries and complaints and who to refer them to			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to sell plants and products to customers	2.1	Communicate with customers in an appropriate manner			
		2.2	Provide appropriate information on the plants and products			
		2.3	Open and close sales satisfactorily			
		2.4	Deal with customer queries and complaints and refer to other staff as appropriate			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 76: Process payments for purchases in a retail environment

Unit reference number: L/503/5689
QCF level: 2
Credit value: 4
Guided learning hours: 17

Unit aim

This unit is all about providing service to the customer at point of sale (POS). It involves serving customers whilst sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legal and organisational requirements for processing payments in a retail environment	1.1	Explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods			
		1.2	Explain how own organisation deals with suspected fraud			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to process payments for purchases in a retail environment	2.1	Resolve pricing problems by: • referring to reliable pricing information • seeking advice from the person who can provide clarification when pricing information is unclear or unavailable			
		2.2	Tell customers the correct amount to pay, taking account of any special offers or discounts that apply			
		2.3	Process payments in line with organisational procedures, where the payment is acceptable			
		2.4	Explain how to tell customers tactfully that payment cannot be approved			
		2.5	Offer any additional services to customers			
		2.6	Treat customers politely throughout the payment process			
		2.7	Acknowledge other customers who are waiting to pay or to be helped in some other way.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 77: Receive goods and materials into storage in a retail environment

Unit reference number: R/503/5659

QCF level: 2

Credit value: 4

Guided learning hours: 22

Unit aim

This unit is about two aspects of receiving deliveries. The first concerns preparing the receiving and storage areas and making sure the relevant paperwork is in order. The second is about checking deliveries, making sure that these are satisfactory and are off loaded into the right areas, and updating the stock control records.

Unit assessment requirements/evidence requirements

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 may be used to record this information.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of preparing for expected deliveries	1.1	Explain why it is necessary to prepare thoroughly to receive deliveries			
		1.2	Explain why any shortage of storage space needs to be reported promptly			
		1.3	Explain why accurate, complete and up-to-date records are needed for deliveries			
		1.4	Explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met			
2	Understand own responsibility for handling goods and materials	2.1	Explain the importance of handling goods and materials safely, hygienically, and in ways that protect them from damage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare to receive deliveries in a retail environment	3.1	Identify: • the quantity of the items expected • the nature of the items expected • the storage space needed			
		3.2	Perform checks to ensure that enough storage space is available for expected deliveries			
		3.3	Identify the person to report any shortage of storage space to			
		3.4	Perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards			
		3.5	Perform checks to ensure that the necessary handling equipment is available and is in good working order			
		3.6	Perform checks to ensure that the relevant records are complete, accurate and up to date			
4	Be able to receive deliveries into storage in a retail environment	4.1	Perform checks to ensure that the type, quantity and quality of items delivered are acceptable			
		4.2	Describe how to refuse faulty deliveries, including how to record these and who needs to know about them			
		4.3	Use methods that are safe, hygienic and protect the items from damage to check deliveries			
		4.4	Allow deliveries to be off-loaded only into the designated areas			
		4.5	Update stock control systems in line with organisational procedures			
		4.6	Follow legal and organisational requirements for maintaining security and safety while receiving deliveries			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy.*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, 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
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com//training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Personal Learning and Thinking Skills (PLTS) mapping (from LANTRA mapping July 2011)

Production Horticulture Pathway

PLTS \ Units	1 L2	2 L2	3 L2	30 L2	31 L2
Independent Enquirers					
1 identify questions to answer and problems to resolve			.	.	.
2 plan and carry out research, appreciating the consequences of decisions			.	.	.
3 explore issues, events or problems from different perspectives			.	.	.
4 analyse and evaluate information, judging its relevance and value			.	.	.
5 consider the influence of circumstances, beliefs and feelings on decisions and events			.	.	.
6 support conclusions, using reasoned arguments and evidence			.	.	.
Creative Thinkers					
1 generate ideas and explore possibilities	.	.			
2 ask questions to extend their thinking	.	.			
3 connect their own and others' ideas and experiences in inventive ways	.	.			
4 question their own and others' assumptions	.	.			
5 try out alternatives or new solutions and follow ideas through	.	.			
6 adapt ideas as circumstances change	.	.			
Reflective Learners					
1 assess themselves and others, identifying opportunities and achievements	.				
2 set goals with success criteria for their development and work	.				
3 review progress, acting on the outcomes	.				
4 invite feedback and deal positively with praise, setbacks and criticism	.				
5 evaluate experiences and learning to inform future progress	.				
6 communicate their learning in relevant ways for different audiences	.				

Production Horticulture Pathway

PLTS	Units	1 L2	2 L2	3 L2	30 L2	31 L2
Team Workers						
1	collaborate with others to work towards common goals			.		
2	reach agreements, managing discussions to achieve results			.		
3	adapt behaviour to suit different roles and situations, including leadership roles			.		
4	show fairness and consideration to others			.		
5	take responsibility, showing confidence in themselves and their contribution			.		
6	provide constructive support and feedback to others			.		
Self-Managers						
1	seek out challenges or new responsibilities and show flexibility when priorities change				.	
2	work towards goals, showing initiative, commitment and perseverance				.	
3	organise time and resources, prioritising actions				.	
4	anticipate, take and manage risks				.	
5	deal with competing pressures, including personal and work-related demands				.	
6	respond positively to change, seeking advice and support when needed				.	
7	manage their emotions, and build and maintain relationships				.	
Effective Participators						
1	discuss issues of concern, seeking resolution where needed	.	.		.	.
2	present a persuasive case for action	.	.		.	.
3	propose practical ways forward, breaking these down into manageable steps	.	.		.	.
4	identify improvements that would benefit others as well as themselves	.	.		.	.
5	try to influence others, negotiating and balancing diverse views to reach workable solutions	.	.		.	.
6	act as an advocate for views and beliefs that may differ from their own	.	.		.	.

PLTS	Units	1 L2	2 L2	3 L2	4 L2	5 L2
Independent Enquirers						
1	identify questions to answer and problems to resolve			.	.	.
2	plan and carry out research, appreciating the consequences of decisions			.	.	.
3	explore issues, events or problems from different perspectives			.	.	.
4	analyse and evaluate information, judging its relevance and value			.	.	.
5	consider the influence of circumstances, beliefs and feelings on decisions and events			.	.	.
6	support conclusions, using reasoned arguments and evidence			.	.	.
Creative Thinkers						
1	generate ideas and explore possibilities	.	.			
2	ask questions to extend their thinking	.	.			
3	connect their own and others' ideas and experiences in inventive ways	.	.			
4	question their own and others' assumptions	.	.			
5	try out alternatives or new solutions and follow ideas through	.	.			
6	adapt ideas as circumstances change	.	.			
Reflective Learners						
1	assess themselves and others, identifying opportunities and achievements	.				
2	set goals with success criteria for their development and work	.				
3	review progress, acting on the outcomes	.				
4	invite feedback and deal positively with praise, setbacks and criticism	.				
5	evaluate experiences and learning to inform future progress	.				
6	communicate their learning in relevant ways for different audiences	.				

PLTS / Units		1 L2	2 L2	3 L2	4 L2	5 L2
Team Workers						
1	collaborate with others to work towards common goals		.			
2	reach agreements, managing discussions to achieve results		.			
3	adapt behaviour to suit different roles and situations, including leadership roles		.			
4	show fairness and consideration to others		.			
5	take responsibility, showing confidence in themselves and their contribution		.			
6	provide constructive support and feedback to others		.			
Self-Managers						
1	seek out challenges or new responsibilities and show flexibility when priorities change			.		
2	work towards goals, showing initiative, commitment and perseverance			.		
3	organise time and resources, prioritising actions			.		
4	anticipate, take and manage risks			.		
5	deal with competing pressures, including personal and work-related demands			.		
6	respond positively to change, seeking advice and support when needed			.		
7	manage their emotions, and build and maintain relationships			.		
Effective Participators						
1	discuss issues of concern, seeking resolution where needed	.	.		.	.
2	present a persuasive case for action	.	.		.	.
3	propose practical ways forward, breaking these down into manageable steps	.	.		.	.
4	identify improvements that would benefit others as well as themselves	.	.		.	.
5	try to influence others, negotiating and balancing diverse views to reach workable solutions	.	.		.	.
6	act as an advocate for views and beliefs that may differ from their own	.	.		.	.

Landscaping Pathway

PLTS		Units 1 L2	2 L2	3 L2	6 L2	19 L2	30 L2
Independent Enquirers							
1	identify questions to answer and problems to resolve			.	.	.	.
2	plan and carry out research, appreciating the consequences of decisions			.	.	.	.
3	explore issues, events or problems from different perspectives			.	.	.	.
4	analyse and evaluate information, judging its relevance and value			.	.	.	.
5	consider the influence of circumstances, beliefs and feelings on decisions and events			.	.	.	.
6	support conclusions, using reasoned arguments and evidence			.	.	.	.
Creative Thinkers							
1	generate ideas and explore possibilities	.	.				
2	ask questions to extend their thinking	.	.				
3	connect their own and others' ideas and experiences in inventive ways	.	.				
4	question their own and others' assumptions	.	.				
5	try out alternatives or new solutions and follow ideas through	.	.				
6	adapt ideas as circumstances change	.	.				
Reflective Learners							
1	assess themselves and others, identifying opportunities and achievements	.					
2	set goals with success criteria for their development and work	.					
3	review progress, acting on the outcomes	.					
4	invite feedback and deal positively with praise, setbacks and criticism	.					
5	evaluate experiences and learning to inform future progress	.					
6	communicate their learning in relevant ways for different audiences	.					

PLTS		Units 1 L2	2 L2	3 L2	6 L2	19 L2	30 L2
Team Workers							
1	collaborate with others to work towards common goals		▪				
2	reach agreements, managing discussions to achieve results		▪				
3	adapt behaviour to suit different roles and situations, including leadership roles		▪				
4	show fairness and consideration to others		▪				
5	take responsibility, showing confidence in themselves and their contribution		▪				
6	provide constructive support and feedback to others		▪				
Self-Managers							
1	seek out challenges or new responsibilities and show flexibility when priorities change			▪			
2	work towards goals, showing initiative, commitment and perseverance			▪			
3	organise time and resources, prioritising actions			▪			
4	anticipate, take and manage risks			▪			
5	deal with competing pressures, including personal and work-related demands			▪			
6	respond positively to change, seeking advice and support when needed			▪			
7	manage their emotions, and build and maintain relationships			▪			
Effective Participators							
1	discuss issues of concern, seeking resolution where needed		▪		▪	▪	▪
2	present a persuasive case for action		▪		▪	▪	▪
3	propose practical ways forward, breaking these down into manageable steps		▪		▪	▪	▪
4	identify improvements that would benefit others as well as themselves		▪		▪	▪	▪
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		▪		▪	▪	▪
6	act as an advocate for views and beliefs that may differ from their own		▪		▪	▪	▪

Sports Turf - Greenkeeping Pathway

PLTS \ Units		1 L2	2 L2	3 L2	4 L2	5 L2	19 L2	20 L2	21 L2	43 L2	69 L2	70 L2	71 L2
Independent Enquirers													
1	identify questions to answer and problems to resolve			.	.	.	.	.	.	.	.	.	.
2	plan and carry out research, appreciating the consequences of decisions			.	.	.	.	.	.	.	.	.	.
3	explore issues, events or problems from different perspectives			.	.	.	.	.	.	.	.	.	.
4	analyse and evaluate information, judging its relevance and value			.	.	.	.	.	.	.	.	.	.
5	consider the influence of circumstances, beliefs and feelings on decisions and events			.	.	.	.	.	.	.	.	.	.
6	support conclusions, using reasoned arguments and evidence			.	.	.	.	.	.	.	.	.	.
Creative Thinkers													
1	generate ideas and explore possibilities	.	.										
2	ask questions to extend their thinking	.	.										
3	connect their own and others' ideas and experiences in inventive ways	.	.										
4	question their own and others' assumptions	.	.										
5	try out alternatives or new solutions and follow ideas through	.	.										
6	adapt ideas as circumstances change	.	.										
Reflective Learners													
1	assess themselves and others, identifying opportunities and achievements	.											
2	set goals with success criteria for their development and work	.											
3	review progress, acting on the outcomes	.											
4	invite feedback and deal positively with praise, setbacks and criticism	.											
5	evaluate experiences and learning to inform future progress	.											
6	communicate their learning in relevant ways for different audiences	.											

Sports Turf - Greenkeeping Pathway

PLTS / Units		1 L2	2 L2	3 L2	4 L2	5 L2	19 L2	20 L2	21 L2	43 L2	69 L2	70 L2	71 L2
Team Workers													
1	collaborate with others to work towards common goals		▪										
2	reach agreements, managing discussions to achieve results		▪										
3	adapt behaviour to suit different roles and situations, including leadership roles		▪										
4	show fairness and consideration to others		▪										
5	take responsibility, showing confidence in themselves and their contribution		▪										
6	provide constructive support and feedback to others		▪										
Self-Managers													
1	seek out challenges or new responsibilities and show flexibility when priorities change			▪									
2	work towards goals, showing initiative, commitment and perseverance			▪									
3	organise time and resources, prioritising actions			▪									
4	anticipate, take and manage risks			▪									
5	deal with competing pressures, including personal and work-related demands			▪									
6	respond positively to change, seeking advice and support when needed			▪									
7	manage their emotions, and build and maintain relationships			▪									
Effective Participators													
1	discuss issues of concern, seeking resolution where needed		▪		▪	▪	▪	▪	▪	▪	▪	▪	▪
2	present a persuasive case for action		▪		▪	▪	▪	▪	▪	▪	▪	▪	▪
3	propose practical ways forward, breaking these down into manageable steps		▪		▪	▪	▪	▪	▪	▪	▪	▪	▪
4	identify improvements that would benefit others as well as themselves		▪		▪	▪	▪	▪	▪	▪	▪	▪	▪
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		▪		▪	▪	▪	▪	▪	▪	▪	▪	▪
6	act as an advocate for views and beliefs that may differ from their own		▪		▪	▪	▪	▪	▪	▪	▪	▪	▪

Sports Turf - Groundsman Pathway

PLTS	Units	1 L2	2 L2	3 L2	4 L2	5 L2	19 L2	20 L2	69 L2	70 L2	71 L2
Independent Enquirers											
1	identify questions to answer and problems to resolve			▪	▪	▪	▪	▪	▪	▪	▪
2	plan and carry out research, appreciating the consequences of decisions			▪	▪	▪	▪	▪	▪	▪	▪
3	explore issues, events or problems from different perspectives			▪	▪	▪	▪	▪	▪	▪	▪
4	analyse and evaluate information, judging its relevance and value			▪	▪	▪	▪	▪	▪	▪	▪
5	consider the influence of circumstances, beliefs and feelings on decisions and events			▪	▪	▪	▪	▪	▪	▪	▪
6	support conclusions, using reasoned arguments and evidence			▪	▪	▪	▪	▪	▪	▪	▪
Creative Thinkers											
1	generate ideas and explore possibilities	▪	▪								
2	ask questions to extend their thinking	▪	▪								
3	connect their own and others' ideas and experiences in inventive ways	▪	▪								
4	question their own and others' assumptions	▪	▪								
5	try out alternatives or new solutions and follow ideas through	▪	▪								
6	adapt ideas as circumstances change	▪	▪								
Reflective Learners											
1	assess themselves and others, identifying opportunities and achievements	▪									
2	set goals with success criteria for their development and work	▪									
3	review progress, acting on the outcomes	▪									
4	invite feedback and deal positively with praise, setbacks and criticism	▪									
5	evaluate experiences and learning to inform future progress	▪									
6	communicate their learning in relevant ways for different audiences	▪									

Sports Turf - Groundsman Pathway

PLTS \ Units	1 L2	2 L2	3 L2	4 L2	5 L2	19 L2	20 L2	69 L2	70 L2	71 L2
Team Workers										
1 collaborate with others to work towards common goals		▪								
2 reach agreements, managing discussions to achieve results		▪								
3 adapt behaviour to suit different roles and situations, including leadership roles		▪								
4 show fairness and consideration to others		▪								
5 take responsibility, showing confidence in themselves and their contribution		▪								
6 provide constructive support and feedback to others		▪								
Self-Managers										
1 seek out challenges or new responsibilities and show flexibility when priorities change			▪							
2 work towards goals, showing initiative, commitment and perseverance			▪							
3 organise time and resources, prioritising actions			▪							
4 anticipate, take and manage risks			▪							
5 deal with competing pressures, including personal and work-related demands			▪							
6 respond positively to change, seeking advice and support when needed			▪							
7 manage their emotions, and build and maintain relationships			▪							
Effective Participators										
1 discuss issues of concern, seeking resolution where needed		▪		▪	▪	▪	▪	▪	▪	▪
2 present a persuasive case for action		▪		▪	▪	▪	▪	▪	▪	▪
3 propose practical ways forward, breaking these down into manageable steps		▪		▪	▪	▪	▪	▪	▪	▪
4 identify improvements that would benefit others as well as themselves		▪		▪	▪	▪	▪	▪	▪	▪
5 try to influence others, negotiating and balancing diverse views to reach workable solutions		▪		▪	▪	▪	▪	▪	▪	▪
6 act as an advocate for views and beliefs that may differ from their own		▪		▪	▪	▪	▪	▪	▪	▪

Parks, Gardens & Green Space Pathway

PLTS	Units	1 L2	2 L2	3 L2	4 L2	5 L2	7 L2	39 L2	56 L2
Independent Enquirers									
1	identify questions to answer and problems to resolve			.	.	.	.		
2	plan and carry out research, appreciating the consequences of decisions			.	.	.	.		
3	explore issues, events or problems from different perspectives			.	.	.	.		
4	analyse and evaluate information, judging its relevance and value			.	.	.	.		
5	consider the influence of circumstances, beliefs and feelings on decisions and events			.	.	.	.		
6	support conclusions, using reasoned arguments and evidence			.	.	.	.		
Creative Thinkers									
1	generate ideas and explore possibilities	.	.					.	
2	ask questions to extend their thinking	.	.					.	
3	connect their own and others' ideas and experiences in inventive ways	.	.					.	
4	question their own and others' assumptions	.	.					.	
5	try out alternatives or new solutions and follow ideas through	.	.					.	
6	adapt ideas as circumstances change	.	.					.	
Reflective Learners									
1	assess themselves and others, identifying opportunities and achievements	.						.	
2	set goals with success criteria for their development and work	.						.	
3	review progress, acting on the outcomes	.						.	
4	invite feedback and deal positively with praise, setbacks and criticism	.						.	
5	evaluate experiences and learning to inform future progress	.						.	
6	communicate their learning in relevant ways for different audiences	.						.	

PLTS \ Units	1 L2	2 L2	3 L2	4 L2	5 L2	7 L2	39 L2	56 L2
Team Workers								
1 collaborate with others to work towards common goals		.					.	
2 reach agreements, managing discussions to achieve results		.					.	
3 adapt behaviour to suit different roles and situations, including leadership roles		.					.	
4 show fairness and consideration to others		.					.	
5 take responsibility, showing confidence in themselves and their contribution		.					.	
6 provide constructive support and feedback to others		.					.	
Self-Managers								
1 seek out challenges or new responsibilities and show flexibility when priorities change			.				.	
2 work towards goals, showing initiative, commitment and perseverance			.				.	
3 organise time and resources, prioritising actions			.				.	
4 anticipate, take and manage risks			.				.	
5 deal with competing pressures, including personal and work-related demands			.				.	
6 respond positively to change, seeking advice and support when needed			.				.	
7 manage their emotions, and build and maintain relationships			.				.	
Effective Participators								
1 discuss issues of concern, seeking resolution where needed		.		.	.	.	.	
2 present a persuasive case for action		.		.	.	.	.	
3 propose practical ways forward, breaking these down into manageable steps		.		.	.	.	.	
4 identify improvements that would benefit others as well as themselves		.		.	.	.	.	
5 try to influence others, negotiating and balancing diverse views to reach workable solutions		.		.	.	.	.	
6 act as an advocate for views and beliefs that may differ from their own		.		.	.	.	.	

Parks, Gardens and Green Space - Cemeteries Pathway

PLTS \ Units		1 L2	5 L2	7 L2	15 L2	16 L2
Independent Enquirers						
1	identify questions to answer and problems to resolve		▪	▪	▪	▪
2	plan and carry out research, appreciating the consequences of decisions		▪	▪	▪	▪
3	explore issues, events or problems from different perspectives		▪	▪	▪	▪
4	analyse and evaluate information, judging its relevance and value		▪	▪	▪	▪
5	consider the influence of circumstances, beliefs and feelings on decisions and events		▪	▪	▪	▪
6	support conclusions, using reasoned arguments and evidence		▪	▪	▪	▪
Creative Thinkers						
1	generate ideas and explore possibilities	▪				
2	ask questions to extend their thinking	▪				
3	connect their own and others' ideas and experiences in inventive ways	▪				
4	question their own and others' assumptions	▪				
5	try out alternatives or new solutions and follow ideas through	▪				
6	adapt ideas as circumstances change	▪				
Reflective Learners						
1	assess themselves and others, identifying opportunities and achievements	▪				
2	set goals with success criteria for their development and work	▪				
3	review progress, acting on the outcomes	▪				
4	invite feedback and deal positively with praise, setbacks and criticism	▪				
5	evaluate experiences and learning to inform future progress	▪				
6	communicate their learning in relevant ways for different audiences	▪				

PLTS	Units	1 L2	5 L2	7 L2	15 L2	16 L2
Team Workers						
1	collaborate with others to work towards common goals					
2	reach agreements, managing discussions to achieve results					
3	adapt behaviour to suit different roles and situations, including leadership roles					
4	show fairness and consideration to others					
5	take responsibility, showing confidence in themselves and their contribution					
6	provide constructive support and feedback to others					
Self-Managers						
1	seek out challenges or new responsibilities and show flexibility when priorities change					
2	work towards goals, showing initiative, commitment and perseverance					
3	organise time and resources, prioritising actions					
4	anticipate, take and manage risks					
5	deal with competing pressures, including personal and work-related demands					
6	respond positively to change, seeking advice and support when needed					
7	manage their emotions, and build and maintain relationships					
Effective Participators						
1	discuss issues of concern, seeking resolution where needed		.	.	.	.
2	present a persuasive case for action		.	.	.	.
3	propose practical ways forward, breaking these down into manageable steps		.	.	.	.
4	identify improvements that would benefit others as well as themselves		.	.	.	.
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		.	.	.	.
6	act as an advocate for views and beliefs that may differ from their own		.	.	.	.

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