

Unit 35: Participating in Horticultural Tasks at Events

Delivery guidance

This is an internally-assessed, mandatory unit for the Level 3 National Diploma/Extended Diploma in Horticulture. Many learners will have to provide talks or demonstrations to the general public at some point in their career and this unit will help them to develop the skills and knowledge required in order to do so. They will need to be able to demonstrate horticultural tasks and explain concepts to non-specialists in a way that makes the subject accessible and engaging. The unit allows learners to work within a broad range of horticultural events which will be defined by timing, budget and opportunity. Examples of events may include open gardens, ticketed horticultural shows, community events, fetes, plant society shows, country fairs and workshops.

In many centres, these skills may be developed by involving learners in organising an open day or representing the organisation at a public show. This unit provides the framework for this to be an integral part of their course with learners gaining recognition for the skills that they have developed.

Approaching the unit

This unit is unusual in that it is built around a specific date within the course calendar. This is often a centre open day where the activity or demonstration will help to market the course that the learners are currently studying to new applicants, or even an event that reaches a far broader audience, such as a local (or national) flower show.

It is very important that learners are working to a high standard, especially as this unit may provide them with the opportunity to be part of a prestigious public event. This experience will also be a good addition to their CV for future employment.

While preparation and delivery of this unit will take place over a significant time period, there will clearly be a public deadline. Learners must be able to bring together all of the component parts in the allotted time, including:

- infrastructure
- plants (including associated equipment and environmental considerations)
- marketing materials.

This can be very challenging and requires flexibility on behalf of the delivery team and timetabling to allow for the long-term planning and procurement to take place. There is also a time requirement to consider for learners to consolidate all of the resources required for the selected event.

Delivering the topics

For learning aim A, learners will explore the types of roles that are linked to events, including what the roles entail. They will gain an understanding of the importance of horticulture at these events as well as an understanding of the remit of their own role in the event, and will



develop a plan to carry out role-specific duties that will help evaluate the impact of the horticultural role associated with events.

Learners will also gain experience of identifying the resources and timescales required and use this knowledge to develop a concept for their own event. This is fundamental to the requirements within learning aim B.

Much of the allocated time will be spent preparing and staffing the event, ensuring that the:

- construction work is completed safely
- practical demonstration is planned and conducted to a high standard
- plants are in good condition
- communication leaflets and signs meet the house style and display suitable messages.

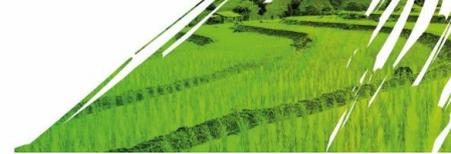
The details of this will vary from event to event; the unit content is flexible in that it allows personalisation depending on the group of learners.

Once learners have completed their event and have returned the materials to storage, they have the opportunity to review their performance, evaluating how well they met the intended outcomes of the event and identify areas for future skills development. This will meet the requirements of learning aim C.

While working within the same framework, it is unlikely that any two learners will have identical learning experiences, and in all cases learners should increase their knowledge of completing this type of task, as well as gaining additional confidence in their own abilities.

The resources needed to deliver the unit content will vary considerably depending on the type of event. It will be important for learners to understand how the chosen type of event operates. Depending on location, it would be useful for learners to experience an event such as a trade show first hand in order to evaluate how successful different approaches to presentation are in gaining their attention. Trade shows usually occur outside of the main seasons, which provides an opportunity for learners to use what they have learnt before their own event.

Alternatively, it could be possible for a local business operator to visit the centre to give their insights on how they prepare for a show, and what the drawbacks are. Some flower shows are often featured on the television. Some of the coverage will include how the business plans and prepares to build their garden or show stand. This could be recorded and used as a resource by the learners.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate horticultural roles and tasks associated with events	<p>A1 Different types of horticultural role associated with events</p> <p>A2 Understanding remit of own role in the event, in order to carry out tasks effectively</p> <p>A3 Using appropriate methods to plan own horticultural tasks at an event</p>	Learners produce a plan to carry out role-specific duties and tasks as part of a horticultural project at an event, evaluating the impact of a horticultural role associated with events.
B Carry out horticultural tasks at an event to meet the requirements of a specific job role	<p>B1 Specific health and safety considerations for the horticultural tasks to be carried out</p> <p>B2 Working with others to carry out horticultural tasks at an event</p> <p>B3 Carrying out horticultural tasks at an event</p>	Learners provide evidence of carrying out the planned horticultural tasks, evaluating the importance of health and safety.
C Review own performance in carrying out horticultural tasks at an event	<p>C1 Reviewing effectiveness of own performance</p> <p>C2 Identifying potential areas for improvement</p> <p>C3 Skills development</p>	Learners produce an evaluation of their own performance in carrying out the planned horticultural tasks, including a personal skills development plan.

Assessment guidance

The unit is designed to be assessed in two assignments. The first assignment covers the understanding, planning and participation of horticultural tasks at an event for learning aims A and B. The second assignment is an evaluation of the performance and the skills gained, including a personal skills development plan, for learning aim C.

While it is entirely possible that all learners will be preparing for the same event, it is important that individual learners produce their own evidence to demonstrate their skills and knowledge, as well as their skills of working as part of a team. It is likely that learners will be working to a specific deadline (i.e. the day of the event), so it is important that their progress is monitored so that they will meet this expectation.

Preparation prior to the event deadline may require considerable planning and development of evidence as well as placing significant demands on learners' time in the immediate period prior to the event day. Special consideration in relation to timetabling should allow for this. There is no specific requirement within the unit for the event to be a certain duration, but



you should review learners' plans to ensure they provide sufficient scope to demonstrate the assessment and grading criteria.

Learners might choose to participate in one longer or shorter task over a number of occasions within an event: for example, building and staffing a trade-type stand at a public event, answering questions from the public, repeating a demonstration on how to take cuttings or make hanging baskets or 'back of house' roles, such as preparing plants for an event. All of these scenarios will require rehearsal and planning by learners and many will provide opportunities to interact with the public and/or clients.

While the learner should plan and design their activity, the assessor should check the suitability of the task. This should not only be in relation to health and safety, but also whether it is achievable within the timescale and budget. There are a wide range of tasks and job roles associated with the delivery of the event and it is important that learners have the opportunity to demonstrate relevant horticultural skills rather than just generic work skills.

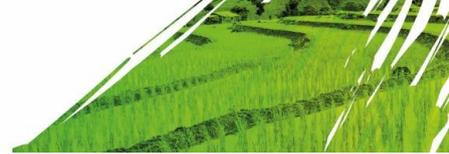
Evidence for this unit will take a number of forms. Learning aim A requires the learner to undertake research and development of suitable practical ideas. Their evidence will be in the form of a written proposal and perhaps a presentation to the assessor, their peers and/or the client. It is important that learners are given the opportunity to present a proposal with a suitable level of detail relating to the timescales, costs and intended outcomes of their event activity.

Learning aim B requires the learner to obtain performance-based evidence. This may be through witness testimony or assessor observation records, although more effectively through the recording of video evidence of the learner's performance. This latter format will also be helpful for the learner to use when addressing learning aim C. Learning aim B requires learners to be able to work with others as well as working individually. They should be able to demonstrate appropriate and collaborative working skills.

Wherever possible, learners should be given the time to practise the layout of their stand or demonstration prior to the event date, as this will provide them with the opportunity to carry out the formative assessment activities.

Learning aim C requires a review and evaluation of the learner's own performance when carrying out the planned horticultural tasks. Typically, this will be a written component with the opportunity for an individual presentation, which should analyse the learner's own effectiveness in their role. Learners are also required to produce a personal skills development plan to refine their skills and knowledge.

It is important that the key content areas are covered in sufficient depth, so it is expected that learners will provide evidence to support their conclusions rather than a generic overview.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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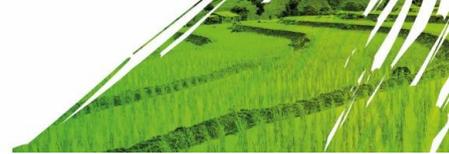
Introduction

To begin the delivery of this unit, you could ask learners to classify the list of events into a series of learner-defined classifications. They must be able to justify the classifications they have made. Ask learners 'How well do these different categories work? What are the aims and objectives of holding and/or participating in an event?'

Learning aim A: Investigate horticultural roles and tasks associated with events

- For learning aim A1, learners conduct their own research in pairs and list the roles and skills required for a horticultural business taking part in one (or more) of the following events:
 - a show garden at a flower show
 - a trade stand at a trade show
 - a stand at a schools' careers fair
 - a course stand at an open day
 - an 'apple day' event
 - a plant society show
 - a garden open to the public as part of the open gardens scheme.
- Learners then share their research findings. Examples of roles that should be covered are hard landscaper, garden designer, project manager, gardeners, nursery workers and event sponsors (see unit specification for associated skills).
- Summarise the similarities and differences of roles and skills within the industry. Question learners on whether some skills on their lists apply to other events too. Identify the associated areas that might have been previously missed, such as other elements of the supply chain.
- For learning aim A2, learners could get into pairs to develop an example organisational chart for an event team, identifying the roles and responsibilities of different positions (including the management of sub-contractors and suppliers). It should also include who would be responsible for organising outside contractors, procurement of supplies, etc.
- Learners compare and discuss their charts with the rest of the class. Learners should then review their organisational charts and identify the roles and responsibilities that should be assigned to each role. Ensure they have identified the need for contingencies and a method to report incidents and accidents.
- To demonstrate the need for clear roles and communication, learners take part in a communication-based game. They are to build the tallest tower possible using (uncooked) spaghetti and marshmallows within a specified time limit. Tutor to observe and monitor the way each group communicates with each other to complete the task.
- Ask learners to reflect on how well they think they did in terms of communicating during the task. What were the challenges? Did the group have clarity concerning the 'rules' (e.g. whether a tall mast counts as part of a tower)? Did the group investigate whether any extra resources were available? Was there any experience in the team?

- Explain that a task needs clear objectives and roles need to be defined in order to prevent waste of time and resources. This is important for all situations.
- Invite a horticulturalist who is experienced at operating at an event to speak to learners on the importance of following an agreed plan for an event. Ask the visiting speaker to cover:
 - timescales involved
 - skills needed
 - dealing with the unexpected
 - dealing with the public
 - practical logistical issues
 - caring for plants in transportation and at the event.
- Individually, learners to write a job description for a role and present it to the group. Examples of roles include event promoter, stand/show garden constructor, horticultural show secretary, head gardener or a PR company promoting new secateurs at a trade show.
- You could introduce the concept of a job description and provide learners with an example of one for another job role (e.g. a teacher). Explain the difference between *skills* and *tasks*. Learners then write a job description for a selected job role using a template.
- You could then deliver a presentation on the roles and responsibilities within a team and the importance of understanding these and the need for delegation. Include the limits of responsibilities, the need to clarify own role and the necessary detailed plans required to prevent misunderstanding and loss of efficiency.
- As a formative assessment activity, learners compare and contrast the skills and job description produced and tutor to provide feedback.
- For learning aim A3, learners could watch a TV documentary of a grower producing plants for a show, this will help to recap the importance of job roles and timings.
- You could deliver a presentation on defining the ancillary tasks (e.g. keeping minutes, budgeting). This could be supported by a simple case study that allows the learner to calculate the use of a budget.
- You could produce a spider diagram of the horticultural and non-horticultural tasks that should be managed by the events team (e.g. preparing plants, ordering resources, health and safety, site review, weather forecasts, waste disposal, communication and security). Ensure that the discussion includes plans for the set-up phase, during the event and dismantling. Summarise what has been learnt so far, highlighting the importance of planning all phases of the operation.
- As a formative assessment activity, learners work on a case study scenario provided by the tutor to produce a plan for a fictitious event. The case study should involve a specification from the 'client' for the event activity and an approximate budget. This activity should include:
 - presenting proposals to the wider group
 - agreeing on the best proposal
 - developing an appropriate plan, layout and budget proposal for the event, including a Gantt chart, risk assessment, aims and objectives and plant specifications, etc.
 - visiting a site or meeting a promoter or sponsor to approve plans via a presentation
 - developing an event plan.
- The case study should be relatively small and simple in design to allow learners to practise the skills learnt but not detract from the time available for the major 'live' event, which will be the summative assessment activity. You should provide formative assessment feedback on the viability and accuracy of the learners' proposals.



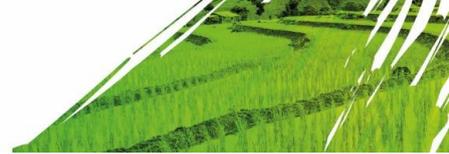
Learning aim B: Carry out horticultural tasks at an event to meet the requirements of a specific job role

- Learning aim B is a practical-based learning aim. You will be required to introduce the knowledge and skills in order for learners to practise these and combine them in preparation for the summative assessment activity.
- Ask learners what specific health and safety considerations should be adhered to before horticultural tasks are carried out. Then show learners how to work through a risk assessment and the implications of their findings. You could develop a scenario of a practice 'event' adjacent to the classroom. Learners to practise writing their own risk assessment.
- Learners to produce a risk assessment for another scenario to include requirements to mitigate risks (e.g. trip hazards, slippery surfaces, use of PPE and signage).
- After a tutor demonstration, learners to practise manual handling procedures for loading and unloading vehicles and/or moving materials and plants, as well as working at height or in close proximity to caned or staked plants.
- Learners are to present their risk assessment and list of materials and systems needed to mitigate risk to the class. Discuss how to mitigate risks effectively, introducing the hierarchy of control measures.
- Learners are to perform a practice in terms of an equipment and materials check for an event. You could provide learners with a list of the unit content for learning aim B1 to ensure they have covered all requirements.
- For learning aim B2, learners identify the different roles and skills found within a good team. In small groups, they could complete a questionnaire and compare results. Do their preferred roles link to the typical roles in group activities? You could clarify the skills needed for a good team, including suitable working arrangements, checking own progress and communicating effectively.
- In small groups, learners are to produce a set of 'Rules to work by', which should include how they intend to communicate, resolve conflicts and provide constructive feedback to each other. They are to establish how a group decision will be reached (e.g. all in agreement versus majority vote). All group members are to 'sign up' to the agreement before discussing their experience of the task with the rest of the class.
- You could devise a knowledge quiz for learners to identify the key resources that may be needed for an event, how to procure them and where they should be stored, including any necessary personal protective equipment.
- Learning aim B3 requires learners to carry out horticultural tasks at an event, which could be completed over a few practical-based sessions. As a formative assessment activity, learners must construct the stand or area they will be taking to the event. In order to do this, they will need to collate the resources needed and work within the allocated job roles (see unit specification). Learners could complete the event build over a couple of sessions, identifying any areas for improvement and outstanding jobs. They should then pack away, ready for the build at the venue.
- These practical sessions will provide learners with the experience of working together and communicating effectively, determining the suitability of resources, understanding health and safety considerations and reducing risk. You could stop the sessions at key points to help learners reflect on their performance and check that the event is running in line with their action plan.
- Once the practice for the event has been completed and packed away ready for the main event, you could provide learners with your observations and evaluate their individual performance in one-to-one sessions.

- For the summative assessment activity, learners will be required to develop individual proposals to meet both the organisation's and stakeholders' requirements for an event specified by the assessor. This will vary in format and timing according to the nature of the opportunities within the local area and the budget available. However, it must be sufficient in size and complexity to allow each learner to be assigned roles that will demonstrate all aspects of the unit content.
- While it is recognised only one plan may be implemented, all learners must compile individual evidence that reflects their own performance in terms of competence and achievement. Learners will be expected to keep their own journal and take photographs, which may provide useful evidence for their reflections and assignment writing.

Learning aim C: Review own performance in carrying out horticultural tasks at an event

- Learning aim C requires learners to evaluate their own performance. The delivery of this content is likely to be linked to the practical events in learning aim B, so it may be beneficial to complete the theoretical input for these learning aims prior to the practice for the main event.
- For learning aim C1, learners should be made aware of the ways of reviewing their own performance. You could define what a review is and outline the review cycle in relation to specific skills or personal qualities, before delivering a presentation on the different review methods (e.g. question-based, open reflection, reflective log) and how to create an evaluation framework.
- In small groups, learners select the review methods to use and create an evaluation framework to assess their own performance. Compare the review methods designed with those commonly used within the sector.
- These activities will be closely linked to learning aim C2, which requires learners to identify potential areas for improvement. This should be delivered and practised alongside the criteria within learning aim C1.
- You could discuss the need for learners to be able to reflect on own performance and skills, using feedback from others to improve their way of working. You could then deliver a presentation on how to identify own strengths and weaknesses, the need to identify areas for skills development and use of targets. Recap a previous group practical activity to act as a case study scenario for learners to practise these skills.
- For learning aim C3, learners should discuss in groups how carrying out the horticultural tasks has contributed to the development of key competencies needed for employability. They should each find examples of where they have displayed team working, problem solving and communication skills and how they might develop these further.
- As a formative assessment activity, learners are to use the evidence from learning aims C1 and C2 to design a questionnaire to obtain feedback from others relating to their performance in the case study scenario. They are to collate feedback evidence from the case study scenario and produce a skills development plan with targets.
- You could then provide feedback on the reflections made by learners and check their targets are achievable.
- Learning aim C will be assessed via a summative assignment that is closely linked to the activities within learning aims A and B (i.e. planning and running the event). Evidence collated prior and during the event will enable learners to produce an individual review of their performance using a range of methods. As a result, they should identify any areas for improvement and produce a personal skills development plan. You could arrange one-to-one sessions with learners individually to evaluate their work.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit will often be the result of the culmination of skills development within other units, allowing learners to demonstrate their competence. As a result, this may link to many practical-based units, including:

- Unit 2: Estate skills
- Unit 28: Routine Plant Management
- Unit 36: Resource and Operations Planning for Event-based Horticultural Activities.

It may be useful to link to these units when learners are involved in a large-scale event, as this will provide an appropriate amount of planning and practical time to meet the guided learning hours (GLH) requirements. One example could be the design and build of a show garden for a major public show, which will also link to units on garden design and construction.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Agriculture/Horticulture/Land-based subjects. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Chapman, M. (2017) *Event Planning: The Complete Beginners Guide to Planning and Managing Successful Events*, CreateSpace Independent Publishing Platform (ISBN 97815448858902) – a short, concise guide to the basics of planning an event.

Cowley, S. (2009) *Teaching Skills for Dummies*, New Jersey: John Wiley & Sons (ISBN 9780470740842) – an accessible book to help learners communicate the essentials of a skill or activity within a public demonstration.

Royal Horticultural Society (2016) *The Horticultural Show Handbook: The Official RHS Guide to Organising, Judging and Competing in a Show* (8th revised edition) London: RHS Media (ISBN 9781907057656) – the RHS guide to show management, useful for events linked to flower shows.

Journals

Garden Trade News – a monthly magazine relating to the garden centre trade and the major trade shows.

Horticulture Week – a weekly publication covering news and events within the commercial horticulture sector and situations vacant.



Websites

www.businessballs.com – Business Balls – a useful site providing accessible information on a range of management, team working and motivational theories.

www.gardenersworld.com – A useful website to see a range of approaches to display and demonstration of horticultural products.

www.eventbrite.com – A useful website for networking and sharing about events.

www.socialtables.com – A useful website for networking and sharing about events.

www.entrepreneur.com – A useful website for setting up an event and embarking on event planning.

www.idealhomeshow.co.uk –the Ideal Home Show is held each year at Olympia, London at the end of March/early April. The website includes useful videos of stands and displays. Attendance at the show will also enable learners to view a number of ways of presenting and displaying products and techniques (admission charge applies). Similar shows occur throughout the country.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.