

# **T Level Technical Qualification in Agriculture Land Management and Production: Ornamental and Environmental Horticulture and Landscaping Occupational Specialism (Level 3)**

## **Practical Assignment**

### **Assessor Pack (Sample)**

September 2023 Version 2.1

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Version and date	Change detail	Section
V1.0	Draft version	n/a
V2.0 June 2023	Approved version	n/a
V2.1 September 2023	Document formatting.	All.
	Task 2 budget amended	Tasks
	Task 5a observation re-ordered	Tasks (guidance for centres), Assessor observation forms

## **1. Assessment**

The assessment for this component consists of a practical assignment that includes an assignment brief and then a number of tasks for the candidate to complete. Tasks are assessed by assessment themes that cover a range of knowledge and skills from the performance outcomes in the qualification specification. They are designed to allow judgement of the candidate to be made across different categories of performance.

## Performance outcomes

The weightings for each performance outcome will remain the same for every version of the practical assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Performance outcome	Typical knowledge and skills	Weighting
<b>PO2</b> Establish ornamental and environmental horticultural areas	The establishment of areas, from why the area might be established in the first place, through to the plant growth required to achieve it, site management and additional considerations such as health and safety and environmental concerns. Knowledge of the horticultural industry, its contributions to society (social, environmental, economic), site knowledge and plant knowledge including science.	30%
<b>PO3</b> Maintain ornamental and environmental horticultural areas	Why the site is there, how to assess it and its contents, the horticultural knowledge and skills required to maintain it and plant knowledge including plant health.	20%
<b>PO4</b> Install landscape features	Hard landscaping areas and how to install them. Understand a variety of vertical and horizontal structures and surfaces, where they may usefully be used, and how to install and maintain them.	30%
<b>PO5</b> Manage existing designed landscapes	Work within landscapes with particular characteristics, such as heritage or botanical. This includes an understanding of the site itself, interpreting plans, management considerations and resourcing.	20%

## Performance outcome assessment themes

A set number of marks are allocated against each performance outcome assessment theme, based on the performance outcome weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

Candidates will be assessed against these assessment themes. This assessment has a total of 150 marks. The table below shows the mark distribution for this assessment.

Performance outcome (PO)	PO assessment themes	Marks per assessment theme	Marks per PO
<b>PO2 Establish ornamental and environmental horticultural areas.</b>	Health and safety	9	45
	Environment	6	
	Identify features and characteristics	6	
	Plan for establishment	6	
	Establish planted areas	Prepare establishment area (6) Establish plants (12)	
<b>PO3 Maintain ornamental and environmental horticultural areas</b>	Environment	6	30
	Identify requirements and plan maintenance	12	
	Perform maintenance	12	
<b>PO4 Install landscape features</b>	Health and safety	12	45
	Environment	6	
	Plan for installation	9	
	Install hard landscaping features	Prepare installation sites (6) Install features (12)	
<b>PO5 Manage existing designed landscapes</b>	Environment	9	30
	Identify designed landscape features and characteristics	9	
	Landscape management planning	12	
<b>Totals</b>		150	150

## 2. Assignment brief

Your employer, Guilds Landscaping, has been contacted by a local community group which is planning to restore an abandoned garden. The community group's key objective is to open it as an environmentally sustainable, accessible open space for gardening enthusiasts to enjoy.

The garden should showcase a variety of horticultural and landscaping features, in keeping with the surrounding rural landscape, which is distinctive for its limestone buildings and chestnut fencing.

The *Site layout drawing (Figure 1)* shows the existing site layout.

The soil throughout the site is a well-drained loam with a pH of 6.5. Rare orchids, *Cypripedium calceolus* (Lady's-slipper) are present in the overgrown hedgerow area to the north-east of the site. The derelict building has been made safe and is to be retained for restoration in the future.

The community group have specified the following new features to be incorporated into the restored garden:

- six new planted trees
- a perennial wildflower border of at least 10 square metres in size (any shape)
- a turfed picnic area of at least 20 square metres (any shape)
- a new 3m × 2.4m hard surfaced picnic area
- restoration of a wooden fence.

You will decide where and how the new features will be installed/established on the site within your plans.

There are **two** parts to your assignment:

### Project Planning (Tasks 1-2)

You will develop a project plan for the restoration of the site. This will include:

- A plan for the restoration of the garden including installation/establishment of the new features.
- A three-year management report for the restored garden.

Your management report for the restored garden will be presented to the community group for approval.

### Practical Tasks (Tasks 3-6)

You will demonstrate a range of skills involved in the restoration project including:

- Preparing ground, establishing plant species including planting, sowing, turfing and propagation, maintaining hedges, propagating plants, laying a patio and fence renovation.

You will carry out a survey of another site for the community group:

- You will be required to undertake a detailed survey of the site including site characteristics, soil conditions, plants, habitats, utilities/services and hard landscaping features, and propose a suitable horticultural development for the area.

This assignment contains six tasks and has a total time of 48.5 hours\*



(\*plus 10 minutes to deliver presentation).

### 3. Tasks (guidance for centres)

#### General task guidance

Please read **all** information carefully before starting the assessment.

Ensure you have read the following guidance before you undertake the assessment of candidates:

- *T level technical qualifications – marking*
- *T level technical qualifications – moderation (updated annually)*
- *T level technical qualifications – teaching, learning and assessment*
- *Technical qualification guides on marking and moderation*
- *Assessor Observation forms*
- *Marking grids following the tasks below*
- *Feedback guidance for assessors.*

All work carried out should be to industry standards, undertaken in a safe manner and compliant with relevant regulations. If a candidate fails to carry out the activities in a safe manner, the assessment should be stopped. Further guidance for assessors can be found in the centre guidance section under health and safety.

Photos and videos must be used to support the qualitative statements captured on the Assessor Observation form and must be taken by the assessor. Details of specific photo/video requirements are outlined in the task information below. Photos/videos must have the date, the candidate's name and their candidate number attached so that they can be differentiated. The candidate does not need to be in the photo/video, the purpose of the photo/video is to demonstrate the quality and standard of work of the specific activities and of the work throughout various stages of the assignment.

Where audio recordings must be made of the candidates' response(s) to questions during the task, the assessor must only ask the questions provided in the task specific guidance below. The recording must start with the date, the candidate's name and their candidate number. Notes about the responses must also be made in the appropriate Assessor Observation form.

All work submitted must be securely saved in an appropriate format as dictated by the evidence requirements. It is important that assessors can access copies of submitted materials to provide to candidates in subsequent tasks as instructed in the task specific guidance.

#### Time

The time allocated for the completion of the tasks and production of evidence for this assessment is 48.5 hours\*. Timings for completion of specific tasks are outlined below.

- Task 1 – 8 hours
- Task 2 – 9.5 hours (\*plus 10 minutes to deliver presentation)
- Task 3 – 9.5 hours
- Task 4 – 4 hours
- Task 5 – 10.5 hours
- Task 6 – 7 hours.

There may be sub tasks within each of the above tasks. Assessors should ensure that the duration for each sub task is adhered to.

There may be additional resources that are required for a task/sub task. These will be provided by the assessor and listed within the task instructions within the candidate pack and task specific guidance. These resources must only be administered to the candidate as per the task specific guidance.

### **Scheduling assessment sessions**

It is the centre's responsibility to arrange how time is managed to fit with timetables and meet the times allocated for each task during the assessment window. Assessment windows are specified in the key date schedule.

The tasks/sub tasks must be issued by centres in the order specified in the task specific guidance, one at a time to candidates and within in the scheduled assessment times. Candidates are able refer to the brief and scenario during all of the scheduled assessment time. Candidates are not permitted to return to tasks/sub tasks after the assessment time for the task has ended and the next task/sub task has begun. Candidates must not move on to the next task/sub task within the assessment session until instructed to do so by the assessor. It is the assessor's responsibility to ensure that all evidence for a task/sub task has been submitted before administering the next task/sub task. Candidates are not required to have formal reading time for the scenario and brief, this is included within the duration for Task 1.

When working under supervised conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated once the break begins. All materials must be kept securely during the break.

Centres should aim to schedule tasks in the fewest amount of assessment sessions but ensure that the durations dictated for each task/sub task are covered. However, to aid deliverability and manageability of assessment, sessions can be split where there is a requirement – for example where timetabling of an appropriate location for six hours is not possible eg where centre's access to computer resources is limited, or where candidates are not available for six consecutive hours (eg due to work placement commitments). Where this is necessary, sessions must be timetabled over consecutive days and in as few sessions as possible. All assessment evidence must be stored securely and access to assessment materials and their work only given to candidates during the formal assessment times. All candidates are required to complete a declaration of authenticity along with their evidence submission, and the arrangements must support the assessor in being confident in confirming authenticity.

Where assessments need to be completed in a number of assessment sessions or over consecutive days all practical work areas and any evidence produced must be kept secure and must only be accessed by the assessor. Information and notices should be used to inform other users of the facility that no access will be granted when assessment sessions are in progress. Practical work areas, tools, equipment and systems for the assessment must not be reset until a candidate has completed the full assessment.

### **Internet access**

Where internet access is allowed as part of a task (eg for research purposes) candidates must be advised that this is the case and reminded of the importance of submitting their own work and the seriousness of plagiarism, malpractice and collusion. Candidates should be advised that their

browser history can be monitored and checked. Depending on the type of task candidates may be requested to submit their internet search history to be considered as part of the submission of evidence, in order to confirm the authenticity of submitted evidence.

Where candidates are allowed the use of computer equipment, but not the use of the internet for a task, equipment should be provided with internet capability disabled (Wi-Fi disabled and machine disconnected from network).

### **Resources**

Candidates must have access to a suitable range of resources as outlined in the task specific guidance to carry out the tasks and, where appropriate, to have the opportunity to choose materials, tools and equipment that demonstrate their ability to select from a range of appropriate resources.

Where candidates need access to evidence that has been submitted as part of a previous task, this will be provided as a copy of the original evidence and will be given at the start of the relevant task.

## Task specific guidance for centres

Each task should be administered separately, and each task should be completed and submitted by all candidates before moving onto the next. The tasks must be completed in the order given, except Tasks 3–5 which can be completed in any order.

Assessors should familiarise themselves with the tasks as well as this guidance for centres.

Templates must be provided in printed and digital format; candidates can choose to complete templates by hand or digitally.

There are no Question and Answer sessions used as an assessment method in this version of the assessment, so no audio recordings are required.

### Task 1 – Planning proposal

#### Assessor guidance

- Candidates must carry out the task on their own, under controlled conditions while being supervised.
- Candidates must be given a copy of the *site layout drawing (Figure 1)*. This must be printed from the original file provided, to scale.
- Candidates must also be given copies of the *site layout drawing – candidate sketches (Figure 2)*. These must be printed from the original file provided, to scale. Assessors must make clear to candidates that they may use as many as necessary during the assessment but must only submit those which they wish to be marked.
- Following this task, copies of the final submitted evidence for marking should be saved securely to return to candidates for use in future tasks within this assessment. This could be facilitated through the use of USB sticks or a specific location on a secure drive for work to be saved on.
- The time allocated for this task is **8 hours**. This may be broken up into two sessions. Candidates must **not** be allowed access to their work or any assessment materials between sessions.
- Internet access is permitted for this task.
- Ratio of candidates to assessor:
  - group invigilation.

#### Additional evidence

##### Assessor observations

- n/a

##### Photo/video evidence

- n/a

#### Resources

- Assignment brief.
- *Site layout drawing (Figure 1)* printed from original file, to scale.
- *Site layout drawing – candidate sketches (figure 2)* printed from original file, to scale.
- IT facilities with monitored internet access.
- Calculators.
- Drawing/sketching equipment (ruler, scale ruler, compass, pencils/pens).

## Task 2 – Management report

### 2a) Report

#### Assessor guidance:

- Candidates must carry out the task on their own, under controlled conditions while being supervised.
- Candidates must be given a copy of the *Site layout drawing (Figure 1)*. This must be printed from the original file provided, to scale.
- Candidates must be provided with a copy of their project plan produced in Task 1, for reference only.
- Candidates must be provided with copies of their Figure 2 sketches from Task 1, which they may then add further features/information to during Task 2.
  - These must be copies – do not allow candidates to modify the originals handed in for Task 1 – these must be retained and stored as separate evidence for marking and moderation of Task 1.
- Internet access is permitted for this task.
- The time allocated for this task is **8 hours**. This may be broken up into two sessions. Candidates must **not** be allowed access to their work or any assessment materials between sessions.
- Ratio of candidates to assessor:
  - group invigilation

#### Additional evidence

##### Assessor observations:

- n/a

##### Photo/video evidence

- n/a

#### Resources

- Assignment brief.
- Copies of candidates output from Task 1 (project plan including sketches).
- *Site layout drawing (Figure 1)* printed from original file, to scale.
- IT facilities and software with monitored internet access.
- Calculators.
- Drawing/sketching equipment (ruler, scale ruler, compass, pencils/pens).

### 2b) Presentation

#### Assessor guidance:

- Candidates will prepare a presentation summarising their report.
- The time allocated for this task is **1.5 hours**, with an additional **10 minutes** presentation time in a separate session.
- Delivery of the presentation will take place in a separate session, candidates will have 10 minutes to present to the assessor only.

- Candidates must not have access to the room while other candidate's presentations are taking place.
- Ratio of candidates to assessor:
  - preparation time: group invigilation
  - presentations: 1:1.

### **Additional evidence**

#### **Assessor observations**

- detailed, accurate and differentiating notes must be captured on the Practical Observation form and should include:
  - oral presentation of information
  - use of digital media to enhance presentation
- Notes should describe how effectively the candidate is able communicate the summary of their report orally and through the digital media they have put together.
  - **video** recording of the presentation by the assessor to support the holistic assessment decision.

#### **Photo/video evidence**

- **video** recording of the presentation by the assessor to support the holistic assessment decision.

### **Resources**

- Assignment brief
- Copies of candidates output from Task 1 (project plan including sketches)
- Candidates output from Task 2 part a)
- *Site layout drawing (Figure 1)* printed from original file, to scale
- IT facilities and software with monitored internet access
- Appropriate separate room and facilities for presentations to be delivered
- Video recording equipment to record presentations (for the assessor).

### Task 3 – Establishment of new planting

The total time allocated for this task is 9.5 hours. A breakdown of this timing is provided in the guidance below, and in the task.

#### 3a) Risk assessment

##### Assessor guidance

- candidates must carry out the risk assessment on their own, under **controlled conditions** while being observed
- the time allocated for this task is 1 hour
- ratio of candidates to assessor:
  - group invigilation.

##### Additional evidence

###### Assessor observations

- n/a

###### Photo/video evidence

- n/a

##### Resources

- *Risk assessment template (Figure 3)*

#### 3b) Ground preparation

##### Assessor guidance

- All relevant health and safety procedures must be observed at all times. If a candidate acts in a way that is likely to endanger themselves or others the assessment must be stopped immediately.
- Intervene immediately, record the error in the observation record and using professional judgement, continue the assessment only if it is safe to do so.
- Candidates must cultivate 10 square metres of ground in preparation for sowing.
- Ground preparation must be carried out using a mechanical rotavator.
- Approximate area to be used for the assessment should be rough dug in advance of the assessment by the centre and be free of most weeds.
- Candidates must have access to all necessary tools, equipment, machinery and PPE.
- Candidates will complete the ground preparation working alone.
- the time allocated for this task is 2.5 hours
- ratio of candidates to assessor:
  - up to 2:1.

##### Assessor observations

- Detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - Correct pre-use checks on tools and pre-use checks on mechanical rotavator:
    - fuel level



- oil level
- condition of blades
- correct depth setting of blades
- pull cord
- visual check for damage
- presence, condition and security of safety guards
- function of power on/off switch
- correct setup/adjustment of mechanical rotavator to achieve the required finish – correct depth setting of blades.
- safe, efficient and effective use of hand tools (eg rake), power tools and machinery, following manufacturer's guidance as appropriate.
- ground preparation to include rotavating and removal of any large stones and vegetation, consolidation and levelling and preparation of a suitable tilth for sowing.

### Photo/video evidence

- Photo of prepared area before ground preparation (close up showing tilth).
- Photo of prepared area after ground preparation (close up showing tilth).
- Video recording showing PPE used, starting, effective control and safe use of the machine (1-2 minutes maximum).

### Resources

- Area to be prepared must be a minimum of 10 square metres in size.
- A mechanical rotavator in full working order and safe condition for use.
- Manufacturer's operator's manual for the mechanical rotavator.
- Appropriate range of hand tools and equipment (eg rakes, levelling equipment).
- Appropriate PPE.
- Photo and video recording equipment for assessor

## 3c) Establishment

### Assessor guidance:

- All relevant health and safety procedures must be observed at all times. If a candidate acts in a way that is likely to endanger themselves or others the assessment must be stopped immediately. Intervene immediately, record the error in the observation record and using professional judgement, continue the assessment only if it is safe to do so. If a candidate has to be removed from the assessment, a centre technician/other member of staff may step in to fill their role to enable the remaining candidate to complete the task.
- Candidates will mark out and sow the seed mix on the 10 square metre area they have cultivated in Task 3b.
- The ground to be turfed will be pre-prepared by the centre ready for candidates to lay.
- Candidates will work in groups of two to lay the turf and plant the trees, but each candidate must be observed independently carrying out each skill during the task for assessors to make a professional judgement on the candidate's performance within the context of the assessment theme.
- Team working skills do not form part of the assessment and observation evidence should focus on the candidate's individual performance when completing the task.
- (i) Tree planting: (candidates work in pairs)
  - candidates dig planting pits individually

- candidates assist each other to place tree into planting pit and add ameliorants appropriate to the conditions, support tree while backfilling and firming in (candidates swap roles for the 2<sup>nd</sup> tree so that each candidate is observed leading the task)
  - candidates assist each other to support the tree while installing the stake/support and protection (candidates swap roles for the 2<sup>nd</sup> tree so that each candidate is observed leading the task)
  - aftercare: each candidate waters one tree
  - time allocated for this task is **1.5 hours**
  - ratio of candidates to assessor:
    - 2:1
- (ii) Marking out and (iii) sowing: (candidates work alone)
    - rectangular area to be marked of 10 square metres (eg 5 m x 2 m)
    - candidate carries out calculations and preliminary marking
    - assessor may assist by holding tapes according to the candidate's instructions but must not offer any other assistance or guidance
    - candidate weighs out seed mix and sows at appropriate rate
    - aftercare: candidate cordons/ropes off the area
    - the time allocated for this task is **1.5 hours**
    - ratio of candidates to assessor:
      - 2:1
- (iv) Turf laying: (candidates work in pairs)
    - each pair will lay 20 square metres of turf.
    - candidates assist each other to move and roll out turf
    - candidates must each be individually observed cutting/finishing the turf
    - aftercare: candidate cordons/ropes off the area/places signage
    - the time allocated for this task is **2.5 hours**
    - ratio of candidates to assessor:
      - 2:1

### Assessor observations

- detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - (i) Tree planting:
    - check all appropriate tools and equipment
    - assess the quality of a tree for planting - check tree condition for damage, disease etc.
    - mark out planting location on the site
    - dig a hole for tree planting, loosen the sides of the planting pit
    - appropriately loosen and spread out the roots of the tree
    - position the tree in the planting pit to the correct depth/nursery mark
    - add ameliorants appropriate to the conditions
    - backfill the hole with soil and firm the tree into the hole
    - stake the tree
    - apply tree ties and pest guards to the tree
    - irrigate the tree

- (ii) Marking out:
  - check all appropriate tools and equipment
  - use rules and formulae (eg 345 triangle) to precisely set out shapes and measurements
  - accurately set out shapes on the ground
  - assessor checks accuracy of the marked-out area by measuring and recording diagonal measurements
- (iii) Sowing:
  - determine appropriate sowing/planting density according to product information
  - calculate sowing requirements according to product information
  - check all appropriate tools and equipment
  - broadcast seed for determined rate, consistently and economically
- (iv) Turf laying
  - check turf health
  - check all appropriate tools and equipment
  - safely transport and store materials
  - lay turf onto soil and butt joints together
  - stagger joints in subsequent rows while using boards to walk on
  - cut turf to correct size and shape using hand tools
  - firm the turves
  - top dress as required
  - apply suitable protection.

### **Photo/video evidence**

#### **i) Tree planting**

- Photo of roots after loosening and spreading
- Photo of planted tree after stake, ties and guard are installed

#### **iv) Turf laying**

- Photo of joints after butting up (showing quality of joins/any gaps)
- Photo of finished turfed area.

### **Resources**

- Area to be sown must be a minimum of 10 square metres in size
- Area to be turfed must be a minimum of 20 square metres in size
- Two standard trees for planting
- Appropriate perennial seed mix for sowing
- Suitable containers for weighing and distributing seeds
- Balance/scale for weighing out seeds
- Sufficient amount of turf for the area to be laid
- A range of tools and equipment for marking out, sowing, planting, turfing, ground protection (eg boards) and aftercare including watering
- Tape/rope/signage to cordon off planted/turfed areas
- Appropriate PPE
- Camera (for the assessor).

### **3d) Site and tool clean down**

#### **Assessor guidance**

- Candidates be observed cleaning down tools, equipment and machinery at appropriate times during the task throughout parts b and c, as well as keeping the worksite clean and clear.
- The site should be left in a clean, safe and aesthetically pleasing condition on completion of task.
- The time allocated for this task is **30 minutes**.
- ratio of candidates to assessor:
  - 2:1.

#### **Assessor observations**

- Below elements to be observed at appropriate times throughout parts b and c.
  - care, maintenance and preparation for future use of hand tools, power tools and machinery – correctly cleaned down, greased/oiled as appropriate, replenishing of fuel if needed, correct storage, identification of any faults/damage if present
  - site clean, safe and tidy.

#### **Photo/video evidence**

- Captured during parts b and c (Refer to the corresponding sections for details.)

#### **Resources**

- Cleaning/maintenance equipment for hand and power tools
- Fuel/oil/lubricant
- Storage facility or area for tool storage
- Equipment for site clean-up (eg brushes, rakes, waste containers etc.)
- camera (for the assessor).

## Task 4 – Maintenance and propagation

### 4a) Hedge maintenance

#### Assessor guidance

- All relevant health and safety procedures must be observed at all times. If a candidate acts in a way that is likely to endanger themselves or others the assessment must be stopped immediately. Intervene immediately, record the error in the observation record and using professional judgement, continue the assessment only if it is safe to do so.
- Candidates will maintain a minimum of 5 m (length) of hedge using a powered hedge trimmer.
- Candidates must be observed trimming both sides and the top of the hedge.
- Where only one side of the hedge is accessible, candidates should maintain a 10m (length) of hedge.
- Hedges must be of a suitable height that they can be safely maintained from the ground and provide suitable assessment of a candidate's ability – candidates are not required to work at height.
- The time allocated for this task is **2 hours**.
- ratio of candidates to assessor:
  - up to 4:1 (1:1 while operating the hedge trimmer).

#### Additional evidence

##### Assessor observations

- detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - checking the hedge, identifying pruning requirements and checking for wildlife, debris and hazards
  - candidate's verbal risk assessment for the task – hazards, risks and controls identified
  - selection of appropriate personal protective equipment (PPE), equipment and materials
  - operators checks on the hedge trimmer, in accordance with the manufacturer's instructions
  - use of equipment in a safe and effective manner throughout the operation which maintains health and safety and is consistent with current legislation and codes of practice
  - carrying out the work in a manner that minimises environmental damage
  - disposing of any waste safely and correctly
  - maintaining and store equipment in a safe and effective manner after use.
  - ensuring the site is left in a safe and tidy condition.

##### Photo/video evidence

- Photo showing condition of hedge and surrounding area before maintenance
- Video recording showing starting up and use of the hedge trimmer. (1-2 minutes)
- Photo showing condition of hedge and surrounding area after maintenance is completed.

## Resources

- Section of hedge suitable for pruning with a powered hedge trimmer
- Appropriate PPE for the task
- Powered hedge trimmer (petrol or electric) and all necessary accessories including fuel/batteries/charging equipment
- Manufacturer's operator's manual for the hedge trimmer
- Appropriate maintenance tools for the hedge trimmer
- Appropriate hand tools to manage arisings eg rakes, brushes.
- Camera (for the assessor).

## 4b) Propagation

### Assessor guidance

- Candidates will propagate three pots of six cuttings each. Cuttings can be sourced from any suitable source.
- All relevant health and safety procedures must be observed at all times. If a candidate acts in a way that is likely to endanger themselves or others the assessment must be stopped immediately.
- The time allocated for this task is **2 hours**.
- Ratio of candidates to assessor:
  - up to 4:1.

### Additional evidence

#### Assessor observations

- detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - candidate's verbal risk assessment for the task – hazards, risks and controls identified
  - selection of personal protective equipment (PPE), equipment and materials needed for propagation
  - selection, collection and storage of vegetative propagation materials to ensure viability is maintained
  - preparation of workstation for effective operation
  - preparation of growing media and filling of pots
  - preparation of cuttings, tools and techniques used
  - insertion of cuttings at appropriate depth into growing media
  - labelling the plant material with the date, plant name and any other workplace requirements
  - immediate aftercare eg watering and transferring to propagation unit
  - disposal of waste in a manner that reduces environmental impact
  - a work area left in a safe and tidy condition.

#### Photo/video evidence

- Photo showing cuttings after preparation
- Photo showing cuttings after insertion

## **Resources**

- Appropriate PPE for the task
- Appropriate covered environment for propagation
- Appropriate source plants for cuttings
- Knives/secateurs/cuttings scissors
- Growing media and pots/containers
- Labels and labelling materials
- Dibber or equivalent
- Rooting powders or gels (if appropriate)
- Irrigation/watering equipment
- Camera (for the assessor).

## Task 5 - Installation of hard landscaping features

### 5a) Patio installation

#### Assessor guidance

- All relevant health and safety procedures must be observed at all times. If a candidate acts in a way that is likely to endanger themselves or others the assessment must be stopped immediately. Intervene immediately, record the error in the observation record and using professional judgement, continue the assessment only if it is safe to do so. If a candidate has to be removed from the assessment, a centre technician/other member of staff may step in to fill their role to enable the remaining candidate to complete the task.
- Patio must be 3m x 2.4m. The exercise will be carried out on a sub-base pre-prepared by the centre (a concrete pad/suitable hard standing). For expediency, the bedding material will be an appropriate wet mix so that the assessment area and paving materials can be re-used.
- Centres must provide the candidate with the *Patio design drawing (Figure 4)*, showing the layout and dimensions of the paving slabs. 600 mm x 600 mm paving slabs must be provided. The patio design drawing is provided in the Annex. This has been designed so that most of the slabs are left whole and can be re-used.
- Each candidate must be observed measuring, marking and cutting two slabs to size (600x300 mm). Pre-cut pieces must not be used.
- Candidates will work in groups of **two**, but each candidate must be observed independently carrying out each skill during the task for assessors to make a professional judgement on the candidate's performance within the context of the assessment theme.
- It is recommended that candidates each lay half of the patio. For example, candidate A lays the left side of the patio with candidate B assisting, then swapping roles for the right side. This ensures that candidates have equal opportunity to demonstrate skills, and that assessors can clearly record evidence of each candidate's performance.
- In the event that there is an odd number of candidates (meaning one candidate would be working alone), the candidate will only be required to prepare and lay half of the patio, with a technician or other member of centre staff fulfilling the role of the second candidate. The member of staff fulfilling this role will work under the direction of the candidate and must not provide any guidance on how to complete the task.
- Team working skills do not form part of the assessment and observation evidence should focus on the candidate's individual performance when completing the task.
- The total time allocated for this task is **7 hours**:
  - a) i) risk assessment, method statement and bill of quantities – 2 hours
  - a) ii) prepare bedding, mark and cut materials, lay surface – 5 hours
- Activities may be split and scheduled on consecutive days. For example:
  - Day 1: risk assessment, method statement, bill of quantities
  - Day 2: preparation of bedding, mark and cut materials, lay surface
- Ratio of candidates to assessor:
  - a) i) risk assessment, method statement and bill of quantities:
    - group invigilation
  - a) ii) prepare bedding, mark and cut materials, laying surface:
    - up to 4:1 (i.e. 2 groups)
    - candidates must be observed 1:1 while using an abrasive wheel.



## Additional evidence

### Assessor observations

- detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - candidate is wearing all necessary PPE
  - mixing of bedding material, correct proportions and quantity of sand/lime, water added as necessary
  - transport, application and levelling of bedding material
  - laying slabs and minor adjustments as required
  - operator's checks on the abrasive wheel, in accordance with the manufacturer's instructions:
    - fuel/oil level
    - condition of blade/wheel
    - pull cord
    - visual check for damage
    - presence, condition and security of safety guards
    - function of water kit/dust suppression kit
    - function of power on/off switch
  - **Note: Assessor must be satisfied that the abrasive wheel is in a safe condition for use before the candidate begins cutting**
  - marking and cutting of slabs: Use equipment in a safe and effective manner throughout the operation which maintains health and safety and is consistent with current legislation and codes of practice
  - point gaps with grouting using sand/lime mixture
  - carrying out the work in a manner that minimises environmental damage
  - maintaining and storing equipment in a safe and effective manner after use
  - ensuring that the site is left in a safe and tidy condition.

### Photo/video evidence

- Photo of bedding surface showing level or any dips etc.
- Video recording of each candidate using the abrasive wheel to cut one of the slabs (1-2 minutes)
- Photo showing correct manual handling techniques
- Photo of spirit level on slabs showing level achieved
- Video showing completed patio and condition of site, zooming in to show detail of pointing gaps and quality of finish. (max. 1 minute)

## Resources

- Workspace and facilities to produce the risk assessments, method statements and bill of quantities
- Risk assessment template (Figure 3), Method statement template (Figure 5) and Bill of quantities template – Patio (Figure 7a)
- Patio design drawing (Figure 4) printed from original file, to scale
- Materials price list (Figure 6)
- Sufficient sand, lime and water to mix for bedding and to point gaps
- Sufficient 600 x 600 mm paving slabs to lay the patio as shown in the design drawing

- A range of tools, equipment and materials for preparing the bedding and laying the patio including marking and cutting tools
- Abrasive wheel in safe working order with functioning water kit/dust suppression kit
- Manufacturer's operator's manual for the abrasive wheel
- Appropriate PPE for all activities
- Camera (for the assessor).

## 5b) Fence renovation

### Assessor guidance

- All relevant health and safety procedures must be observed at all times. If a candidate acts in a way that is likely to endanger themselves or others the assessment must be stopped immediately. Intervene immediately, record the error in the observation record and using professional judgement, continue the assessment only if it is safe to do so.
- This task can be set up in a simulated area. The fence to be renovated must be a post and rail fence, minimum of 3.6 metres in length (a standard rail length), and must feature the following defects for the candidate to recognise and repair:
  - one damaged wooden rail requiring replacement
  - one damaged or loose wooden post which requires replacement/re-installation
  - finish in need of application/re-application of paint or wood preservative.
- Candidates can have assistance from each other/a technician/other member of staff, with the post re-installation element of the task (eg to lift the post into the hole and get it vertical). The candidate being observed must direct the actions of their assistant.
- The time allocated for this task is **3.5 hours**:
  - b) i) risk assessment, method statement and bill of quantities – 1.5 hrs
    - ratio of candidates to assessor:
      - group invigilation
  - b) ii) fence renovation – 2 hrs
    - ratio of candidates to assessor:
      - up to 3:1

### Additional evidence

#### Assessor observations

- Detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - removal of damaged rail
  - removal of damaged fence post
  - marking and cutting of fence post and rail to size
  - installation of post
  - fixing of rail
  - painting/application of protective coating
  - Carrying out the work in a manner that minimises environmental damage
  - Maintaining and storing equipment in a safe and effective manner after use
  - Ensuring the site is left in a safe and tidy condition.

**Photo/video evidence**

- Photo showing post installed (spirit level against post)
- Photo showing fixing of rail (spirit level against rail, or showing alignment with other rail/s)
- Photo showing finished fence.

**Resources**

- Workspace and facilities to produce the risk assessments, method statements and bill of quantities
- Risk assessment template (Figure 3)
- Method statement template (Figure 5)
- Bill of quantities template – Fence (Figure 7b).
- A range of tools, equipment and materials for renovating the fence
- Appropriate PPE for all activities
- Camera (for the assessor).

## Task 6 – Site survey and report

### 6a) Survey

#### Assessor guidance

- Survey sites for Task 6a must include sufficient planting/species for candidates to identify 15 predominant species on the site. This must include weed species and one protected species. Where this requirement cannot be met on site, species identification may be simulated using suitable images.
- Suitable images must be in colour and clearly show the parts/features of the plant that would normally be visible in a live specimen. Images must be free from any text or other marking which may aid identification.
- The species to be identified (live or from photographs) should all be species typically found in the UK in a horticultural environment.
- Candidates may use identification books/keys/apps provided by the assessor.
- The site must contain a sufficient variety of features for candidates to identify three distinct habitats (eg, hedgerow/ pond/aquatic/ grassed areas/ woodland/ rock/ mixed vegetation/ scrub/ sheltered/exposed/ shaded/sunny)
- Candidates will carry out the survey under controlled conditions while being observed.
- Candidates must independently carry out each aspect of the survey and record their findings on the *Survey recording form (Figure 8)*.
- The time allocated for this task is **3 hours**.
- Ratio of candidates to assessor:
  - Up to 6:1.

#### Additional evidence

##### Assessor observations

- Detailed, accurate and differentiating notes must be captured on the Practical Observation form:
  - correct use of plant identification tools
  - accuracy of plant identification and if/when images were used in place of live specimens on site (copies of any images used must be submitted with the observation form)
  - Tests carried out to determine soil characteristics and conditions including:
    - texture and structure
    - soil pH
    - water holding capacity.

##### Photo/video evidence

- Photo showing soil texture test being carried out
- Photo showing pH tube with results.

#### Resources

Note: Candidates must be provided with the resources below to use in their survey but must not be prompted in their use:

- *Survey recording form (Figure 8)*
- Plant identification books/keys/apps must be available for candidates to use during the survey

- Equipment must be available for candidates to survey site characteristics to include: drainage, aspect, topography, exposure and situation, microclimates.
- Equipment must be available for candidates to conduct soil tests to include: texture and structure, pH and water holding capacity.
  - standard pH test kit including colour indicator solution (soil probe methods are not permitted)
  - standard soil texture triangle for reference
  - measuring cylinders, water source and containers, timers.
- A map/plan/diagram of the survey site clearly showing:
  - site boundaries
  - annotated images from freely available mapping resources are appropriate eg Google maps / Ordnance Survey / Magic maps
- Appropriate PPE
- Camera (for the assessor).

## **b) Underground cable location**

### **Assessor guidance**

- Underground services must be present for candidates to locate using a CAT and Genny. If there are no known underground pipes/cables on the survey site used for 6a then this element of the assessment can be carried out at a separate suitable site/location.
- Each candidate must locate one pipe/cable with the CAT and Genny.
- Candidates must mark the confirmed location with flags/tape which can be removed before the next candidate is assessed (allowing the same location to be used for multiple candidates if necessary).
- Time allocated for this task is **1.5 hours**.
- Ratio of candidates to assessor:
  - 1:1.

### **Additional evidence**

#### **Assessor observations**

- Detailed, accurate and differentiating notes must be captured on the Practical Observation form and should include:
  - set up and use of CAT and Genny
  - interpretation of results
  - storage of equipment
  - marking on the ground of detected pipe/cable location.

#### **Photo/video evidence**

- N/A

### **Resources**

Note: Candidates must be provided with the resources below to use in their survey but must **not** be prompted in their use:

- Survey recording form (Figure 8)
- A map/plan/diagram of the survey site clearly showing:

- site boundaries
- the approximate location of an underground metal pipe or cable which the candidates must locate on site
- annotated images from freely available mapping resources are appropriate eg Google maps / Ordnance Survey / Magic maps
- A Cable Avoidance Tool (CAT) and Genny for candidates to use to confirm the location of the underground pipe or cable
- Manufacturer's operator's manual for the Cable Avoidance Tool (CAT) and Genny
- Temporary marking equipment (eg flags, tape, paint, chalk) to mark the location of the underground pipe/cable
- Appropriate PPE.

### c) Survey report

#### Assessor guidance

- Candidates must complete the report working alone in controlled conditions.
- The time allocated for this task is **2.5 hours**.
- Ratio of candidates to assessor:
  - group invigilation.

#### Additional evidence

##### Assessor observation

- N/A

##### Photo/video evidence

- N/A

#### Resources

- The candidate's completed Survey recording form from Task 6b
- The map/plan/diagram of the survey site clearly showing:
  - site boundaries
  - the approximate location of an underground metal pipe or cable which the candidates must locate on site
  - annotated images from freely available mapping resources are appropriate eg Google maps / Ordnance Survey / Magic maps
- Suitable working area to complete the survey report
- Appropriate IT equipment and software.

## 4. Tasks

### Task 1 – Planning proposal

Candidates must:

Refer to the *Site layout drawing (Figure 1)* and the information given in the brief.

Develop a planning proposal for a team of three qualified and experienced workers to carry out the restoration of the site within a timescale of six months (starting in March), incorporating:

- six new planted trees
- a perennial wildflower border of at least 10 square metres in size (any shape)
- a grass picnic area of at least 20 square metres (any shape and establishment method)
- a new 3m x 2.4m hard surfaced picnic area
- restoration of the wooden fence.

Candidates may choose whether to retain, modify or remove any existing features.

The planning proposal must include:

- sketches to show the proposed layout/locations of the new features on the site, and written justifications for them within the proposal.
- sketches should also show any proposed modification/removal of existing features, and written justifications for them within the proposal.
- **Assessors will provide copies of the *Site layout drawing – candidate sketches (Figure 2)* for candidates to sketch on.**
- the requirements for all of the above activities including:
  - Tasks
  - Responsibilities
- resource allocation, to include equipment, machinery, materials and staff
- timescales
- evaluation of the potential positive and negative impacts of the work on the environment including any protected plant species present on the site
- justifications for all of the above.

Candidates are not required to provide costings or budgets for this task.

#### Conditions of assessment:

- the time allocated for this task is 8 hours
- candidates must carry out the task on their own, under **controlled conditions**
- candidates must be given a copy of the brief, the *Site layout drawing (Figure 1)* and the *Site layout drawing – candidate sketches (Figure 2)*
- internet access is permitted for this task.

#### Controlled conditions:

- candidates must only work on their tasks in the allocated times
- assessment evidence must be handed in at the end of each session for secure storage

- candidates are not permitted to bring any additional materials into the assessment session
- candidates must not share or discuss their work with other candidates

**What must be produced for marking:**

- Planning proposal (typically five sides of A4 including sketches)



## Task 2 – Management report

The community group have obtained £180,000 of funding to manage and develop the site over a three year period, after the initial improvements have been carried out.

Candidates will assess the management requirements of the horticultural area and plan the management of the designed landscape from Task 1.

Candidates must:

- a) Produce a written three year management report for the grounds, planted areas and structures, covering the following:
  - resources required, to include equipment, machinery, materials and staff, with justifications
  - an indicative three year budget for the above, realistically costed and not exceeding the £180,000 budget
  - a maintenance schedule for the grounds, planted areas and structures
  - reference to environmental management (including biosecurity) and sustainability
  - recommend opportunities for development of additional horticultural/landscaping features (candidates can add to their sketches from Task 1)
  - justifications for all of the above.

The management report will be based on the candidate's planning proposal from Task 1 for the site shown in *Figure 1*. Candidates must have access to their planning proposal from Task 1. Candidates may create their report to include sketches, tables and graphs.

- b) Create a short presentation of up to 10 minutes using digital media (eg PowerPoint or similar software), summarising the management report for the chairperson of the community group.

Assessors will play the role of the community group chairperson. Candidates will deliver the presentation to the assessor only (they will **not** be required to present in front of other candidates).

### Conditions of assessment

- The time allocated for this task is:
  - Task 2a) report – 8 hours
  - Task 2b) creating presentation – 1.5 hours (+10 minutes to present).
- Presentations will be delivered in a separate session.
- Candidates must carry out the task on their own, under **controlled conditions**
- Candidates must be given copies of their completed documentation (including sketches) from Task 1, the brief and the *Site layout drawing (Figure 1)*.
- Candidates must produce their presentations using digital media (eg PowerPoint or similar software)
- Internet access is permitted for this task.

### Controlled conditions:

- Candidates must only work on their tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage.

- Candidates are not permitted to bring any additional materials into the assessment session.
- Candidates must not share or discuss their work with other candidates.

**What must be produced for marking:**

- Management report (typically 2000 words)
- Presentation (up to 10 minutes).

**Additional evidence for this task:**

- Assessor observation of the presentation
- Video recording of the presentation.

## Task 3 – Establishment of new planting

Candidates must:

Demonstrate the skills required to plant trees, sow a wildflower border and turf an area, as an exercise at the centre.

- a) Using the *Risk assessment template (Figure 3)* provided, produce a risk assessment of the site for all of the work to be carried out.
- b) Select and use appropriate personal protective equipment (PPE), and use a mechanical rotavator and any other necessary tools to prepare the area of ground selected by the assessor, for sowing perennial wildflower seed mixes:
  - Carry out pre-use checks on all tools and machinery.
  - Set up and adjust the mechanical rotavator.
  - Prepare the ground to achieve a suitable tilth for sowing.
- c) Select and use appropriate tools, equipment and personal protective equipment (PPE) to:
  - i. Check the condition of the trees, then plant the trees and add ameliorants appropriate to the site conditions, at the appropriate rate according to the supplier's instructions. (Candidates will work **in pairs** to plant the trees).
    - Aftercare:  
Install stake/support and protection required.  
Water the trees.
  - ii. Accurately mark out an area of 10 square metres (Candidates will do this alone; the assessor may assist but must **not** give any guidance on how to complete the task)
  - iii. Calculate, weigh out and sow the seed mix at the correct rate, according to the supplier's instructions.
    - Aftercare:  
Cordon/rope off the area.
  - iv. Lay 20 square metres of turf in a prepared area. (Candidates will work **in pairs** to lay the turf, both candidates must demonstrate cutting the turf)
    - Aftercare:  
Cordon/rope off/place signs on the turfed area.
- d) Clean tools, equipment and machinery, carry out any appropriate maintenance and return to storage at appropriate times during the task. Ensure the site is kept clean and clear during the task, and is left in a clean, safe and aesthetically pleasing condition on completion.

### Conditions of assessment:

- The time allocated for this task is **9.5 hours**
  - a) Risk assessment – 1 hour
  - b) Ground preparation – 2.5 hrs
  - c) Tree planting – 1.5 hr, sowing – 1.5 hr, turf – 2.5 hrs
  - d) Cleaning/storage – 30 minutes
- Candidates must carry out the risk assessment, ground preparation, marking out and sowing of seed on their own, under **controlled conditions** while being observed.
- Planting of trees and laying of turf will be carried in groups of **two**, under **controlled conditions** while being observed. Individual candidates must demonstrate all of the required skills during the task.
- Internet access is **not** permitted for this task.

**Controlled conditions:**

- Candidates must only work on their tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage.
- Candidates are not permitted to bring any additional materials into the assessment session.
- Candidates must not share or discuss their work with other candidates.

**What must be produced for marking:**

- Risk assessment
- Completed turfed area, seeded perennial bed, and two planted trees.

**Additional evidence for this task:**

- Assessor observations:
  - 3b: Ground preparation
  - 3c, d: tree planting, marking out and sowing, laying turf, aftercare, cleaning/storage
- Photographic/video evidence as specified in the *Task specific guidance for centres* section

## Task 4 – Maintenance and propagation

Candidates must:

Demonstrate the skills required to prune a hedge and propagate plants from cuttings, as an exercise at the centre.

a) Prune a hedge using a hedge trimmer, as directed by the assessor.

- Check the hedge, identify pruning requirements and check for wildlife, debris and hazards.
- Provide a verbal risk assessment for the task.
- Select the appropriate personal protective equipment (PPE), equipment and materials needed for hedge cutting.
- Carry out the operators checks on the hedge trimmer, in accordance with the manufacturer's instructions.
- Carry out hedge pruning.
- Dispose of waste safely and correctly.
- Maintain and store equipment after use.
- Ensure the site is left in a safe and tidy condition.

b) Collect and prepare soft tip or semi-ripe cuttings for propagation from a suitable source.

Propagate **three** pots of **six** cuttings each:

- Provide a verbal risk assessment for the task.
- Select and use the correct personal protective equipment (PPE), equipment and materials needed for propagation.
- Select, collect and store vegetative propagation materials to ensure viability is maintained.
- Prepare work station, growing media and **three** pots.
- Prepare and insert **six** cuttings into **each** pot.
- Label the plant material with the date, plant name and any other workplace requirements.
- Provide immediate aftercare eg watering and transferring to propagation unit.
- Dispose of waste safely and correctly.
- Ensure the work area is left in a safe and tidy condition.

### Conditions of assessment:

- Candidates will maintain a 5m length of hedge (both sides and top)
- Candidates will propagate three pots of six cuttings each.
- The time allocated for this task is **4 hours**:
  - 4a) 2 hours (hedge maintenance)
  - 4b) 2 hours (propagation)
- Candidates must carry out the task on their own, under **controlled conditions** while being observed.
- internet access is **not** permitted for this task.

### Controlled conditions:

- Candidates must only work on their tasks in the allocated times
- Candidates are not permitted to bring any additional materials into the assessment session
- Candidates must not share or discuss their work with other candidates

**What must be produced for marking:**

- Completed hedge maintenance.
- Completed propagation of three pots of six cuttings each

**Additional evidence for this task:**

- Assessor observations:
  - 4a: Hedge maintenance
  - 4b: Propagation
- Photographic/video evidence as specified in the *Task specific guidance for centres* section.

## Task 5 – Installation of hard landscaping features

Candidates must:

Demonstrate the skills required to install a patio and repair a fence, as an exercise at the centre.

a) Candidates will be provided with the *Patio design drawing (Figure 4)* for the patio area by the assessor. The patio is approximately 3m 2.4m in size (not including pointing gaps). The bedding material will be a sand and lime wet mix and the depth will be 50 mm.

- i) Using the templates provided, produce the following:
  - risk assessment (*Figure 3*) for the patio installation
  - method statement (*Figure 5*) for the patio installation
  - bill of quantities including tools/equipment, materials and quantities required
    - Refer to the *Materials price list (Figure 6)* and calculate the total cost of materials for the patio installation.
    - Record this in the space provided on the *Bill of quantities template - Patio (Figure 7a)*.

ii) Install the patio area. (Candidates will work **in pairs** to install the patio)

Select and use appropriate tools, equipment and personal protective equipment (PPE) to install the patio:

- prepare the bedding including mixing, levelling and marking out
- mark and cut materials using an abrasive wheel according to the information on the *Patio design drawing (Figure 4)*
- lay the paving slabs according to the design drawing
- leave the work area in a safe and tidy condition
- clean tools, equipment and machinery, carry out any appropriate aftercare and return to storage or designated area.

b) The site also features a section of wooden post and rail fence in need of renovation.

- i) Using the templates provided, produce the following:
  - risk assessment (*Figure 3*) for the fence renovation
  - method statement (*Figure 5*) for the fence renovation
  - bill of quantities including tools/equipment, materials and quantities required for the fence renovation.
    - Record this in the space provided on the *Bill of quantities template - Fence (Figure 7b)*.
    - Candidates are **not** required to cost this part of the task.

ii) Select and use appropriate tools, equipment and personal protective equipment (PPE) to carry out the required renovation work:

- replacement of a damaged rail
- replacement/reinstallation of a post
- application of protective coatings
- leave the work area in a safe and tidy condition.
- clean tools, equipment and machinery, carry out any appropriate aftercare and return to storage or designated area.

### Conditions of assessment:

- The time allocated for this task is **10.5 hours**
  - a) i) Risk assessment, method statement and bill of quantities: 2 hrs
  - a) ii) Prepare bedding material, mark and cut materials, laying surface: 5 hrs
  - b) i) risk assessment, method statement and bill of quantities: 1.5 hrs
  - b) ii) Fence renovation – 2 hrs.
- Candidates will carry out the installation of the patio in groups of **two**, under **controlled conditions** while being observed.
- Candidates must be provided with the *Patio design drawing (Figure 4)* showing the layout and dimensions of the paving slabs.
- Candidates must carry out fence renovation on their own, under **controlled conditions** while being observed.
- Candidates may have assistance from each other/a technician/other member of staff, with the post re-installation element of the task (eg to lift the post into the hole and get it vertical). The candidate being observed must direct the actions of their assistant.
- Internet access is **not** permitted for this task.

### Controlled conditions:

- Candidates must only work on their tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage.
- Risk assessments, method statements, and bills of quantities must be completed using the templates provided. These templates may only be altered by adding rows to the tables.
- Candidates are not permitted to bring any additional materials into the assessment session.
- Candidates must not share or discuss their work with other candidates.

### What must be produced for marking:

- Risk assessment, method statement and bill of quantities for preparation of bedding and laying of patio
- Risk assessment, method statement and bill of quantities for fence renovation.

### Additional evidence for this task:

- Assessor observations:
  - 5a: Patio installation
  - 5b: Fence renovation
- Photographic/video evidence as specified in the *Task specific guidance for centres* section.



## Task 6 – Site survey and report

The community group has identified a site at the centre for their next renovation project. They have asked candidates to survey this site for them to determine its characteristics and any challenges and opportunities for establishing an ornamental and environmental horticultural area. Assessors will provide candidates with a map of the site and a *Survey recording form (Figure 8)* to complete.

Candidates must:

a) Select and use appropriate tools and equipment to carry out a survey of the site which should include:

- site characteristics including drainage/groundwater, aspect, topography, exposure and situation, microclimates, location of any overhead or underground services, proximity to buildings and structures
- existing landscaping features
- soil characteristics and conditions including texture and structure, pH and water holding capacity
- identification by common and full scientific name of fifteen plants, including weeds and **one** protected species. Use of books/keys/apps is permitted
- identification of **three** habitats.

Candidates will record the information from their survey on the *Survey recording form (Figure 8)* provided.

b) Candidates will demonstrate the skills required to locate the underground pipe/cable as an exercise at the centre:

- Assessors must provide a map of the site which shows the approximate location of the underground pipe/cable.
- Candidates must confirm the location of an underground pipe/cable using a CAT and Genny, and mark the location on site.

c) Candidates will produce a written report to show their findings from the survey of the site. The report must include:

- the findings of the survey.
- a recommendation for an appropriate horticultural development for the area, with justification. This should include at least one suitable sustainable horticultural feature.

### Conditions of assessment:

- The time allocated for this task is **7 hours**
  - a) Survey: 3 hrs
  - b) Pipe/cable location 1.5 hrs
  - c) Report: 2.5 hrs
- Candidates will carry out the survey under **controlled conditions** while being observed.
- Candidates must carry out each aspect of the survey independently.
- Candidates must produce the report on their own, under **controlled conditions** while being observed.

- Internet access is **not** permitted for this task (except for the use of plant identification apps in part a.).

**Controlled conditions:**

- Candidates must only work on their tasks in the allocated times.
- Assessment evidence must be handed in at the end of each session for secure storage.
- For a) survey, candidates may use plant identification books/keys/apps provided by the assessor.
- Candidates are not permitted to bring any additional materials into the assessment session.
- Candidates must not share or discuss their work with other candidates.

**What must be produced for marking:**

- Completed *Survey recording form (Figure 8)*
- Report on survey findings (approx. 1000 words).

**Additional evidence for this task:**

- Assessor observations:
  - site survey and underground pipe/cable location
- Photographic/video evidence as specified in the *Task specific guidance for centres* section

## 5. Centre guidance

Guidance provided in this document supports the administration of this assessment.

The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering T Level technical qualifications and **must** be referred to alongside this guidance:

- *T level technical qualifications – marking*
- *T level technical qualifications – moderation (updated annually)*
- *T level technical qualifications – teaching, learning and assessment.*

This assessment is designed to require the candidate to make use of their core knowledge, understanding and the practical skills they have built up over the course of their learning to tackle tasks/problems/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, tools, equipment, materials and approaches to take, to complete the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the assessment.

Candidates should be made aware during learning what the assessment themes are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification, so they are in a position to complete the assignment successfully.

### Health and safety

Candidates must not be entered for assessment without being clear of the importance of working safely and having attended sufficient practical training to be able to work safely. The assessor must immediately stop an assessment if a candidate works unsafely. At the discretion of the assessor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely, risking the safety of themselves or others, their assessment must be ended for that specific task. Candidates are permitted to progress to the other tasks/sub tasks in the assessment. The candidates will only be awarded marks based on the evidence they produced within the task and any subsequent tasks which link to the assessment theme. If a candidate does not gain enough marks from other tasks then the candidate will have the opportunity to retake another version of the Occupational Specialism (OS) assessment in a future series. Any warnings issued to a candidate must be considered as part of the marking process and recorded on the candidate record form

(CRF). Any actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence when applying the descriptors in the mark scheme.

### **Compliance with timings**

Due to the nature of this assessment, the maximum time allowances provided must be adhered to. They refer directly to assessment time, not any additional setting up times the centre needs to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions as stated in each of the tasks, under the appropriate conditions, within the assignment window, to allow candidates the opportunity to complete the assessment tasks.

Where candidates are required to plan their work, they should have their plans confirmed for appropriateness in relation to the time allocated for each task, to ensure their planning has not left them with too short a time to complete the tasks safely. Any planning that is not appropriate must be recorded on the candidate record form (CRF) as part of the marking process.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their own planned timings in order for evidence of a range of their skills to be captured. If, however, the time required exceeds the maximum time allowance for the task, the centre must stop the assessment and base the marking on the evidence up to that point.

Any guidance or feedback relating to timings/planning should follow the guidance provided in the section *Guidance and feedback* below.

### **Word counts**

Typical word counts, where indicated, are to be used as approximates for guidance to support the production of sufficient evidence. The marking will relate to the quality of the evidence produced and not whether the word count has been met.

### **Assessor candidate ratios**

The number of candidates an assessor will be able to observe at one time will vary depending on local conditions relating to:

- monitoring and maintaining safety during assessment
  - any specific hazards related to the task that pose a risk of harm in relation to the competence of the learners
  - availability of supervisory staff to support the assessor.
- the practicalities of collecting evidence
  - the complexity of evidence collection for the task
  - whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter which may be eased through staggered starts etc.
  - local conditions eg
    - layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period

- amount of additional support available (eg to capture image/video evidence)
- availability of suitable workspaces/bays or of shared resources and equipment.

Centres are advised to trial the planned arrangements during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, with favourable local conditions and support, (and unless otherwise specified) no more than six candidates will be observed by a single assessor at one time, and the number will usually be fewer than this maximum. The key factors to consider are the logistics of collecting sufficient evidence and remain working safely in the assessment environment. A timetable of assessments and layout of the workspaces, detailing:

- the candidates being assessed at each workstation,
- the assessor(s) and
- support staff present

must be available for the moderator on request.

### **Observation evidence**

Observation notes form part of the candidate's evidence and must capture evidence of candidate performance during the practical tasks describing how well the activity has been carried out, rather than stating the steps/actions, the candidate has taken. The notes must be very descriptive and focus on the quality of the performance in relation to the quality indicators in the marking grid. They must provide sufficient, appropriate evidence that can be used by the assessor (and moderator) to mark the performance using the marking grid. These descriptions will be used, along with eg photo and video evidence to choose the relevant marking band and mark within the band so that candidates can be reliably and validly differentiated based on their performance. Evidence captured in the observation form must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence for the task is available, at which point full consideration of how the candidate has applied both their skills and their knowledge during the practical can be given.

Identifying what it is about the performances that is different between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on how well they do it, and quantitative records of accuracy and tolerances would.

The assessor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Assessors should refer to *The T Level technical qualifications guides on marking and moderation* and the *Guide Standard Exemplification Materials* to support with the collection of evidence through observation.

Assessors should ensure that any required additional supporting evidence including eg photos or video can be easily matched to the correct candidate, are clear, well-lit and show the areas of particular interest in sufficient detail and clarity for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

Assessor marking and justification is completed on a separate form (CRF) to differentiate this evidence from the judgement, since in some cases the observation form will provide evidence relating to the judgement for more than one assessment theme.

As far as possible candidates must not be distracted, or their performance affected by the process of observation and evidence collection.

The T Level technical qualifications guides on marking and moderation are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

### **Video and photo evidence in T Level Technical qualifications**

The assessment materials for each assignment identify the minimum candidate and assessor evidence requirements to support marking and moderation. Where ephemeral evidence (eg areas of candidate performance that may be hard to capture with photos and assessor notes alone) plays a significant part of the practical assessment, City & Guilds will prescribe the type/capture where the use of video is necessary for practical assessment components (eg specifying exactly which elements of the practical must be videoed, or photographed), and any technical specifications for these forms of evidence (eg length of videos, maximum file sizes etc) will also be supplied. Photo and video evidence will be submitted along with the written candidate evidence and assessor evidence (AO forms) as described in the additional evidence section of the task.

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators:

- as per the guidance in section 2.3.2 of the *Marking and Moderation Guide for Centres*, assessors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (ie filmed at appropriate points in production, showing accuracy of measurements where appropriate)
- the qualitative written evidence provided by assessors must
  - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
  - include their judgement on the performance being demonstrated.
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission.

Please note that centres must ensure that video evidence is clear and meets the minimum requirements. The ability of the moderators to take this evidence into account may be impaired and delay the moderation process if the requirements are not met.

### **Minimum evidence requirements for marking and moderation**

The sections in the assignment:

- **What must be produced for marking, and**
- **Additional evidence for this task**

These list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have not been submitted for the moderation sample by the final moderation deadline, or the quality of evidence is insufficient to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that has been submitted. Where this is insufficient to provide a mark on moderation, a mark of zero must be given.

### **File names for evidence**

All electronic files submitted must be given a clear file name to support the moderation process, that allows the candidate work to be identified.

Evidence must have a file name that clearly indicates the content of the document including: City & Guilds enrolment number/candidate name/qualification number/task/type of evidence.

We strongly recommend the following file name convention style:

- XYZ1234\_Firstname\_Surname\_0123-012\_Task\_1a\_Assessor\_observation\_form
- XYZ1234\_Firstname\_Surname\_0123-012\_Task\_1b\_Written\_report

Centres must include the candidate's name and enrolment number in the filename as above. This helps the moderator reconcile the evidence.

File names should be consistent throughout the cohort, with each candidate's evidence using the same file naming convention.

### **Preparation of candidates**

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Although candidates will not have access to the marking grids during the assessment, candidates should be made aware of what they need to do to achieve a pass or distinction by referring to and being formatively assessed against grade descriptors as part of their formal learning programme.

During the learning programme, direct tutor instruction in how to approach tasks through modelling, support, guidance and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This supported approach is not valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates will not have access to the marking grids. Refer to the *T Level Technical qualifications – teaching, learning and assessment* centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

### **Guidance on assessment conditions**

The assessment conditions that are in place for this assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

Conditions outlined within the tasks in this assignment do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. It is the centre's responsibility to ensure that local administration and oversight gives the assessor sufficient confidence to be able to confirm the authenticity of the candidate's work.

### **Security and authentication of candidate work**

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the assessor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the assessor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**Where the candidate or assessor is unable to or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.**



## **Accessibility and fairness**

Where a candidate has special requirements, assessors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Assessors can support access where necessary by providing clarification to any candidate on the requirements or timings of any aspect of this assignment. Assessors should not provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this assessment, the assessor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the assessor must intervene.

## **Guidance and feedback**

Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification and guidance must be

- recorded fully on the candidate record form (CRF)
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Assessors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. However, this does not apply if the assessor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

Assessors should however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for each task during the time allowed.

Assessors should check and be aware of the candidates' plans to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

The information on the guidance given and captured on the CRF is part of the evidence that must be taken into account along with the other evidence for the task when marking. It is up to the assessor to decide if the guidance the candidate has required suggests they are lacking in any performance outcome and consider the severity of the issue when applying the marking criteria. The assessor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

## **What is, and is not, an appropriate level of guidance**

- The assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment.

However, this should only take place once the assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The assessor should not provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more assessor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- The assessor must not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The assessor must not produce any templates, pro-formas, work logs etc. If templates are provided by City & Guilds as part of the assignment, these should not be adapted but can be provided to candidates either electronically or on paper. Compliance with this requirement will be checked at moderation.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

## 6. Marking

### Guidance on marking

Please refer to the *T Level Technical qualifications – marking and moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The Candidate Record Form (CRF) is used to record:

- details of any guidance or the level of prompting the candidate has received during the assessment period
- rough notes bringing together relevant evidence from across tasks during marking
- summary justifications when holistically coming to an overall judgement of the mark for each assessment objective and overall
- if an assessment has to be stopped on the grounds of Health and Safety or if a candidate has been working in an unsafe manner.

The Assessor Observation form is used to record:

- descriptive information and evidence of candidate performance during an observation.

### Carrying out marking using assessment themes

The process of marking each assessment theme is iterative and should follow the process below which will become more embedded over time as the descriptors become familiar. It is recommended to refer back to these frequently however, so the standard does not unintentionally drift over the marking period.

The indicative content gives an indication of the expected content parameters the responses are likely to cover, and which aspects of the evidence are relevant. It is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or deviate into relevant topics not listed.

The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on performance in relation the specific assessment theme.

The assessment tasks guide the production of valid evidence under appropriate conditions for assessment. Candidate evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme. In this case different aspects of the evidence are being considered for each theme and need to be judged against the marking descriptors specified in the assessment themes independently of each other.

In some cases, the quality indicators looked for in the judgement may naturally be more strongly evidenced in one piece of evidence than another. For instance, more formulaic/prescriptive forms of evidence may not be able to generate evidence of higher levels of performance, so this evidence would need to be looked for in the other forms of evidence. This means that where a range of evidence is to be assessed, it should be treated as a single package of evidence for the purposes of marking even if generated through different tasks.

## Timing of marking

As some assessment themes require the triangulation of a number of pieces of evidence, marking cannot take place until after all of these are available. This does not however mean that all marking needs to take place after all candidates have completed the whole assessment. Assessors can start marking against an assessment theme once all contributing evidence has been collected for that assessment theme.

Also, it is possible to begin recording the notes that will justify the marking for some assessment themes as evidence is produced, with the final mark only being decided once the complete array of evidence is available. This is particularly the case if later evidence is more confirmatory, and the earlier evidence is sufficiently informative for the qualities being assessed to make this a useful exercise.

Through planning, it should be possible to identify any evidence that can start being reviewed earlier, and the assessment themes which could be scheduled for earlier completion of marking eg while observation evidence is fresh in the mind should this be helpful. Care must of course be taken to ensure any evidence required by candidates to progress with another task are available for that task to take place. In addition, a sense check must take place across marking for each assessment theme, and across assessors, at the end to ensure marking has not drifted during the period. This may take the form of comparing candidate work to check that the ranking of quality of evidence matches the ranking of marks – where there are discrepancies marking should be checked for accuracy. These checks should be the responsibility of the Internal Quality Assurer and undertaken as part of the centre's Internal Quality Assurance strategy.

## Process for each assessment theme:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each assessment theme.
- Scan/read the candidate evidence, any notes on the CRF eg regarding level of support/guidance recorded, evidence captured by the assessor and the indicative content and band descriptors in the mark scheme.
  - Note: for any warnings given during the assessment, the actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence when applying the descriptors in the mark scheme.
  - Note: the evidence contained on the CRF must be considered and a judgement made on the level of performance the candidate has independently demonstrated – this will vary depending on the level of support detailed on the CRF – ie consider all relevant evidence and then judge the appropriate mark following the process below.
- Make an initial assessment of the required evidence as a whole (acknowledging uneven performance across evidence), considering each band in turn and considering the level of performance described in the context of the knowledge and skills in the indicative content to make a balanced judgement of the best band to use as a starting point.
- Read the evidence and review it against the band descriptor in more detail,
  - deciding if the response is securely sitting within the band, ie all quality characteristics described by the band descriptor are seen, and strongly meets the level of performance described by the descriptor holistically (ie across the range of relevant evidence):
    - check the descriptor for the level above

- if the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band
    - if *not* showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range.
  - If the response is not securely in the band, but *is partially* showing the characteristics of the band,
    - check the descriptor of the level below
    - decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.
  - If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.
  - If there is no alignment with the descriptor, reassess the starting band, and begin again.
- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an *evenly distributed scale*:
    - if the quality of response fully aligns with the performance described by the descriptor – assign a high mark within the band
    - if the quality of the response partially aligns with the performance described by the descriptor – assign a low to medium mark within the band
    - consider the quality compared to a range of similar responses (eg relevant annotated training material exemplars, responses reviewed during standardisation, and through experience) choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison with that of the rest of the cohort for that assessment theme.

## 7. Marking grids

There is a marking grid for each assessment theme that must be assessed, within each Performance Outcome as part of this occupational specialism assessment.

### Performance Outcome 2 - Establish ornamental and environmental horticultural areas.

#### Assessment theme - Health and Safety

##### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 3a Risk Assessment**
- **Task 3 Observations:**
  - **3b Ground preparation**
  - **3c Planting, sowing, turfing and aftercare**
- **Task 4b Observation:**
  - **Propagation**

**Note:** where there is insufficient evidence to award a mark, a zero mark may be given

##### Indicative content Health and safety

##### Task 3 Risk Assessment

Typical evidence may include:

- Risk assessment covers the activities included in the task – ground preparation, planting trees, sowing the border, laying the turfed area.

- Identification of relevant hazards that if not controlled could cause injury to themselves or others, for example (but not limited to): use of sharp-edged tools (cuts/lacerations), use of mechanical rotavator (entanglement/injury from blades/moving parts, hit by flying debris), site-specific risks.
- major hazards would include any hazard likely to cause serious injury or fatality.
- Identification of persons at risk.
- Appropriate risk rating assigned to each of the hazards (high/medium/low)
- Analysis of the risks to produce appropriate mitigation (control measures) against these hazards for the planned task, for example (but not limited to): use of eye protection PPE to control risk of injury from flying debris, safety boots to control risk of injury from dropping heavy items or entanglement/contact with rotavator blades.
- Appropriate residual risk rating for each of the hazards accounting for control measures introduced (high/medium/low/trivial)

### Task 3 Observations

Typical evidence may include:

- Correct PPE worn at all times and as designated in their risk assessments. (eg Safety boots, gloves, ear protection, eye protection, suitable work clothing).
- Use correct manual handling techniques (or appropriate alternatives to manual handling) to move, handle and store tools, machinery and materials for the proposed tasks.
- Follow health and safety regulations, legal requirements, industry best practice and procedures (eg manual handling, COSHH). Acceptable low-risk errors could include eg occasional incorrect manual handling of light/moderate loads.
- Work area to be kept and left tidy throughout the tasks, waste to be managed appropriately.
- **If unsafe working which risks injury to candidates, assessors or others occurs, the assessment is to be stopped immediately.**

Photo/video evidence for Task 3

3b (ground preparation)

- **Video** recording showing PPE used, starting, effective control and safe use of the machine (1-2 minutes maximum).

### Task 4 Observation (propagation)

Typical evidence may include:

- Correct PPE worn at all times and as designated in their verbal risk assessment. (eg Safety boots, gloves, eye protection, suitable work clothing).

- Use correct manual handling techniques (or appropriate alternatives to manual handling) to move, handle and store tools and materials for the proposed tasks.
- Safe use and handling of tools and equipment eg knives.
- Follow health and safety regulations, legal requirements, industry best practice and procedures (eg manual handling, COSHH). Acceptable low-risk errors could include eg occasional incorrect manual handling of light/moderate loads.
- Work area to be kept and left tidy throughout the tasks, waste to be managed appropriately.
- **If unsafe working which risks injury to candidates, assessors or others occurs, the assessment is to be stopped immediately.**



Assessment theme: Health and Safety	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-3	4-6	7-9	NA	9
	<p>Risk assessments are complete and cover a <b>limited</b> range of hazards including all major hazards.</p> <p>A <b>limited</b> range of mitigation methods are specified. Risk rating has been attempted but <b>not</b> for <b>all</b> identified hazards, and/or is <b>unrealistic</b>.</p> <p>Health and safety procedures are followed during preparation and throughout tasks and all work is completed safely. <b>Some</b> low-risk errors occur, which <b>go unnoticed</b> by the candidate.</p>	<p>Risk assessments are complete and cover a <b>good</b> range of hazards including all major hazards.</p> <p>A <b>good</b> range of mitigation methods are specified. Risk rating has been completed for <b>all</b> identified hazards and is <b>generally realistic</b>.</p> <p>Health and safety procedures are followed during preparation and throughout tasks and all work is completed safely. <b>Some</b> low-risk errors occur, which are <b>eventually</b> recognised and corrected by the candidate.</p>	<p>Risk assessments are complete and cover a <b>comprehensive</b> range of hazards including all major hazards.</p> <p>A <b>comprehensive</b> range of mitigation methods have been identified. Risk rating has been completed for <b>all</b> identified hazards and is <b>consistently realistic</b>.</p> <p>Health and safety procedures are followed during preparation and throughout tasks and all work is completed safely. <b>Minimal-to-no</b> low-risk errors occur, which are <b>immediately</b> recognised and corrected by the candidate.</p>	NA	

## Assessment theme - Environment

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 1 Plan**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Environment

#### Task 1 Plan

Typical evidence may include:

- The positive and negative impacts of establishing ornamental and environmental horticultural areas, taking into account the existing features/environment shown on the site layout including the pond, overgrown hedgerows, existing paths etc. Positive: eg, increased biodiversity; Negative: eg soil compaction, disturbance to wildlife/habitats (eg hedgerow), biosecurity risks and measures necessary to maintain biosecurity.
- The positive and negative impacts of establishing ornamental and environmental horticultural areas on protected plant species, taking into account the presence of the orchids shown on the site layout. Positive: eg, providing environment suitable for the protected species; Negative: eg, unintended damage from operations (foot traffic / movement of tools, equipment and materials across the site, disturbance if features were decided to be established in the hedgerow area.
- How environmental factors can be applied to the manipulation of outdoor plant establishment environments eg, provision of shade or shelter, soil improvement.

Assessment theme: Environment	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-2	3-4	5-6	NA	6
	<p>Plans/proposals feature <b>limited</b> consideration of positive and negative environmental impacts including on protected species if applicable.</p> <p>Plans/proposals feature <b>limited</b> consideration of environmental factors which affect plant growth.</p>	<p>Plans/proposals feature <b>good</b> consideration of positive and negative environmental impacts including on protected species if applicable.</p> <p>Plans/proposals feature <b>good</b> consideration of environmental factors which affect plant growth.</p>	<p>Plans/proposals feature <b>comprehensive</b> consideration of positive and negative environmental impacts including on protected species if applicable.</p> <p>Plans/proposals feature <b>comprehensive</b> consideration of environmental factors which affect plant growth.</p>	NA	

## Assessment theme – Identify features and characteristics

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 6a Survey recording form**
- **Task 6c Report**
- **Task 6a Observation**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Identify features and characteristics

#### Task 6a Survey recording form and Task 6c Report

Typical evidence may include:

##### Site characteristics

- Identification of site characteristics from surveys/plans (drainage/groundwater, aspect, topography, exposure and situation, microclimates).
- Identification of soil characteristics and conditions (candidate carries out soil tests including: texture and structure, pH, water holding capacity) through interpretation of the results of the tests carried out.
- Identification by common and full scientific name of fifteen plant species (including weeds and one protected species), and three habitats (eg hedgerow/ pond/aquatic/ grassed areas/ woodland/ rock/ mixed vegetation/ scrub/ sheltered/exposed/ shaded/sunny).
- Identification of existing landscaping features (eg hard landscaping features such as fences, walls, pergolas, paths, patios etc. Soft landscaping features such as beds, borders, lawns, trees etc.).
- Presenting the survey findings captured on the recording forms in the written report.
- Recommendation of a suitable horticultural development/features including Sustainable Horticultural Feature/s, based on the information gathered in the survey and taking this into account to support/justify choices/recommendations. Eg recommendations to plant species suited to the soil characteristics identified from the tests carried out.

### **Task 6a Observation**

Typical evidence may include:

- Accuracy of identification of site characteristics including drainage/groundwater, aspect, topography, exposure and situation, microclimates.
- Accuracy of soil tests including: particle size distribution, pH, water holding capacity.
- Accuracy of plant identification including correct use of common and full scientific names. (Note, for common names candidates should not be penalised for reasonable variations in the common name given eg due to regional differences. Priority should be given to accuracy of scientific names given).
- Accuracy of identification of existing landscaping features.

Photo/video evidence for Task 6a:

- **Photo** showing soil texture test being carried out
- **Photo** showing pH tube with results

Assessment theme: Identify features and characteristics	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
<b>Marks per band</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>NA</b>	<b>6</b>
	<p><b>Limited</b> identification of site characteristics, habitats and landscape features. Plants are identified, mostly by <b>common name only</b>.</p> <p>Soil tests carried out with <b>basic</b> accuracy. <b>Basic</b> interpretation of soil characteristics provides <b>limited</b> supporting information for recommendations.</p>	<p><b>Good</b> identification of characteristics, habitats and landscape features. Plants are identified, mostly by <b>common name and genus</b>.</p> <p>Soil tests carried out with <b>good</b> accuracy. <b>Detailed</b> interpretation of soil characteristics provides <b>good</b> supporting information for recommendations.</p>	<p><b>Comprehensive</b> identification of site characteristics, habitats and landscape features. Plants are identified, mostly by <b>full scientific name</b>.</p> <p>Soil tests carried out with <b>excellent</b> accuracy. <b>Comprehensive</b> interpretation of soil characteristics provides <b>strong</b> supporting information for recommendations.</p>	NA	

## Assessment theme – Plan for establishment

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 1 Plan**
- **Task 6c Report**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Plan for establishment

##### Task 1 Plan

The plan produced in Task 1:

- Development of a plan for the restoration of the community garden, taking into account characteristics, features and factors identified from the brief and layout plan, and incorporating the features specified in the task, in appropriate locations/orientations/shapes, considering factors such as shade, wind, soils, access etc.
  - Six new planted trees.
  - A perennial wildflower border of at least 10 square metres in size (any shape).
  - A grass area of at least 20 square metres (any shape and establishment method).
  - A new 3m x 2.4m hard surfaced area.
  - Restoration of the wooden fence.
- Sketches adapted from the original site plan clearly show the proposed layout/locations/shapes of features on the site, and written justifications for them. The sketched features reflect the specifications of the features given in the task.
- Selection of suitable resources (tools, equipment, machinery, materials [plants/trees/seed/turf/paving/fencing] quantities and sizes) for the establishment tasks with justifications and reasoning to support methods, resources, and quantities/sizes given.
  - Resource allocation, to include equipment, machinery, materials and staff, minimising waste.
- Identification and logical planning of the tasks and allocation of responsibilities required to complete the restoration within the 6-month timescale.

- Tasks eg timing and method of ground preparation (eg digging/rotavating/removing top soil/amelioration), sowing (appropriate methods and density), planting (spacing, appropriate depth) and establishing grass (sowing seed / turfing / levelling, watering). Patio installation (levelling, finishing), fence restoration (appropriate materials and methods according to the restoration required).
- Seasonality – eg availability of resources, weather conditions
- Labour requirements/responsibilities – eg allocating the work efficiently between the 3 available staff.
- Contingency planning – eg Making allowance for disruptions to planned schedule such as bad weather conditions.

### **Task 6c Report**

The report produced in Task 6 may include:

- Interpretation of findings of site surveys/tests undertaken to make recommendations for an appropriate horticultural development for the area, with justification. Eg Taking into account existing species on site including weeds which may need management, taking the soil conditions into account when recommending species for planting, taking into account findings of survey/tests to recommend suitable features/sustainable horticultural features etc.



Assessment theme: Plan for establishment	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
<b>Marks per band</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>NA</b>	<b>6</b>
	<p>Development of <b>basic</b> plans which take into account a <b>basic</b> range of resources, characteristics, features and factors.</p> <p><b>Limited</b> justifications provided for choices made demonstrating <b>limited</b> knowledge of the requirements for planting/establishment of different species/features</p>	<p>Development of <b>good</b> plans which take into account a <b>good</b> range of resources, characteristics, features and factors.</p> <p><b>Good</b> justifications provided for choices made demonstrating <b>good</b> knowledge of the requirements for planting/establishment of different species/features</p>	<p>Development of <b>comprehensive</b> plans taking into account a <b>comprehensive</b> range of resources, characteristics, features and factors.</p> <p><b>Comprehensive</b> justifications provided for choices made demonstrating <b>comprehensive</b> knowledge of the requirements for planting/establishment of different species/features</p>	NA	

## Assessment theme – Establish planted areas

### Guidance for markers

Assessment theme 5 - Establish planted areas is split into the following **sub-themes**:

- **Prepare establishment area**
- **Establish plants**

The following **evidence** must be used to assess performance against each sub-theme, within the context of the performance outcome:

- Prepare establishment area:
  - **Task 3b Observation (ground preparation)**
- Establish plants:
  - **Task 3c, d Observation (Planting, sowing, turfing, aftercare, cleaning and storage)**
  - **Task 4b (Propagation)**

**Note:** where there is insufficient evidence to award a mark, a zero mark may be given

### Indicative content

#### Sub-theme - Prepare establishment area

#### Task 3b Observation (ground preparation)

Observation of candidate performance in task 3b:

- Selection and application of techniques to cultivate soil (primary/secondary/soil improvement) taking into account minimisation of damage to soil structure and environmental sustainability.
- Correctly carry out pre-use checks on tools and Pre-use checks on mechanical rotavator:
  - fuel level
  - oil level
  - condition of blades
  - correct depth setting of blades
  - pull cord

- visual check for damage
- presence, condition and security of safety guards
- function of power on/off switch
- Correct setup/adjustment of mechanical rotavator to achieve the required finish – correct depth setting of blades.
- Safe, efficient and effective use of hand tools (eg rake), power tools and machinery, following manufacturer's guidance as appropriate.
- Ground preparation to include rotavating and removal of any large stones and vegetation, consolidation and levelling and preparation of a suitable tilth for sowing
- Care, maintenance and preparation for future use of hand tools, power tools and machinery – correctly cleaned down, greased/oiled up, replenishing of fuel if needed, correct storage, identification of any faults/damage.

Photo/video evidence Task 3b:

- **Photo** of prepared area **before** ground preparation (close up showing tilth).
- **Photo** of prepared area **after** ground preparation (close up showing tilth).
- **Video** recording showing PPE used, starting, effective control and safe use of the machine (1-2 minutes maximum).

Assessment theme: Establish planted areas	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks for sub-theme	Total marks for assessment theme
<b>Marks per band</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6</b>	<b>18</b>
Sub-theme: Prepare establishment area	<p>Carries out a <b>basic</b> range of pre-use checks and machine/equipment setup/adjustments and safely applies suitable soil/ground cultivation/improvement/preparation techniques to a <b>basic</b> standard, resulting in <b>adequate</b> conditions for establishment.</p> <p><b>Minimal</b> range of post-use checks, maintenance and cleaning carried out on tools and machinery, to a <b>basic</b> standard, resulting in tools/machinery being left in <b>acceptable</b> condition for subsequent use.</p>	<p>Carries out a <b>good</b> range of pre-use checks and machine/equipment setup/adjustments and safely applies suitable soil/ground cultivation/improvement/preparation techniques to a <b>good</b> standard, resulting in <b>good</b> conditions for establishment.</p> <p><b>Good</b> range of post-use checks, maintenance and cleaning carried out on tools and machinery, to a <b>good</b> standard, resulting in tools/machinery being left in <b>good</b> condition for subsequent use.</p>	<p>Carries out a <b>comprehensive</b> range of pre-use checks and machine/equipment setup/adjustments and safely applies suitable soil/ground cultivation/improvement/preparation techniques to a <b>high</b> standard, resulting in <b>excellent</b> conditions for establishment.</p> <p><b>Extensive</b> range of post-use checks, maintenance and cleaning carried out on tools and machinery, to a <b>high</b> standard, resulting in tools/machinery being left in <b>excellent</b> condition for subsequent use.</p>		

## **Indicative content**

### **Sub-theme - Establish plants**

#### **Task 3c, d Observation (Planting, sowing, turfing, aftercare, cleaning and storage)**

Observation of candidate performance in task 3:

- Selection of hand tools:
  - Planting e. g: spade, spit (eg for hard ground), sledgehammer (eg to drive in tree stake), claw hammer.
  - Seeding/turfing eg: landscape rake, spreader, edging iron/half-moon, knife, tamper.
  - Aftercare eg: watering can, stakes and rope, signs.
- Safe, efficient and effective use of hand tools.
- Selection and application of techniques to establish planted areas (sowing, planting trees, laying turf) while minimising damage to the plants and area, and minimising waste.
  - Effectively plant the trees minimising damage to the trees and surrounding area.
  - Accuracy of application of appropriate ameliorant (rate according to the supplier's instructions) using an appropriate method.
  - Accuracy of marking out the 10 square metre area to sow the seed mixes – diagonal measurements taken by assessor to be within +/-5%
  - Accuracy of determining the sowing rate.
  - Accuracy of sowing the seed mix.
  - Efficiency of laying turf in the prepared area, minimising waste.
  - Selection and application of appropriate aftercare (eg irrigation, support, protection, mulching)
- Finishing by ensuring the area is in a clean, safe and aesthetically pleasing condition.

Photo/video evidence Task 3c/d:

i) Tree planting

- **Photo** of roots after loosening and spreading
- **Photo** of planted tree after stake, ties and guard are installed

iv) Turf laying

- **Photo** of joints after butting up (showing quality of joins/any gaps)
- **Photo** of finished turfed area

#### **Task 4b (Propagation)**

Observation of candidate performance in task 4b:

Propagates **three** pots of **six** cuttings each.

- Selection and use of the correct personal protective equipment (PPE), equipment and materials needed for propagation
- Correctly select, collect and store vegetative propagation materials to ensure viability is maintained.
- Preparation of the work area and materials including growing media and cuttings using appropriate tools and techniques
- Accuracy and application of correct technique to insert cuttings at appropriate depth into growing media.
- Accuracy of labelling the plant material (date, plant name and any other requirements)
- Application of appropriate immediate aftercare eg watering and transferring to propagation unit.
- Finishing by disposing of waste correctly and ensuring the work area is left in a safe and tidy condition.

Photo/video evidence Task 4b:

- **Photo** showing cuttings after preparation
- **Photo** showing cuttings after insertion

Assessment theme: Establish planted areas	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks for sub-theme	Total marks for assessment theme
Marks per band	1-4	5-8	9-12	12	18
Sub-theme: Establish plants	<p>Selects <b>basic</b> range of tools, machinery/equipment and materials, and safely uses them to apply suitable establishment techniques to a <b>basic</b> standard, resulting in an <b>acceptable</b> finished area/feature.</p> <p>Selects <b>basic</b> range of tools, equipment and materials, and safely uses them to apply suitable propagation techniques to a <b>basic</b> standard.</p> <p>Measurements/rates/mixes are taken/calculated and applied with a <b>basic</b> level of accuracy.</p> <p>Selection and application of aftercare procedures including steps taken to leave the site clean, safe and aesthetically pleasing is to a <b>basic</b> standard.</p>	<p>Selects <b>good</b> range of tools, machinery/equipment and materials, and safely uses them to apply suitable establishment techniques to a <b>good</b> standard, resulting in a <b>good</b> finished area/feature.</p> <p>Selects <b>good</b> range of tools, equipment and materials, and safely uses them to apply suitable propagation techniques to a <b>good</b> standard.</p> <p>Measurements/rates/mixes are taken/calculated and applied with a <b>good</b> level of accuracy.</p> <p>Selection and application of aftercare procedures including the steps taken to leave the site clean, safe and aesthetically pleasing is to a <b>good</b> standard.</p>	<p>Selects <b>comprehensive</b> range of tools, machinery/equipment and materials, and safely uses them to apply suitable establishment techniques to an <b>excellent</b> standard, resulting in an <b>excellent</b> finished area/feature.</p> <p>Selects <b>comprehensive</b> range of tools, equipment and materials, and safely uses them to apply suitable propagation techniques to an <b>excellent</b> standard.</p> <p>Measurements/rates/mixes are taken/calculated and applied with a <b>high</b> level of accuracy.</p> <p>Selection, and application of aftercare procedures including steps taken to the leave the site clean, safe and aesthetically pleasing is to an <b>excellent</b> standard.</p>		

## Performance Outcome 3 - Maintain ornamental and environmental horticultural areas

### Assessment theme - Environment

#### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 2a Report**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

#### Indicative content

##### Environment

##### Task 2a Report

The report produced in task 2 includes a statement on environmental management and sustainability considering:

- Consideration of the environmental impacts of maintaining ornamental and environmental horticultural areas on flora, fauna and habitats (including human). Positive: eg, increased biodiversity, provision of species for pollination; Negative: eg, soil compaction.
- For example:
  - Alternatives to the use of chemicals/fertilisers
  - Minimising use of machinery which might cause wildlife and soil disturbance, promotion of more sustainable practices eg electric tools
- Consideration of the potential impacts of maintaining ornamental and environmental horticultural areas on the protected plant species. Positive: eg, providing environment suitable for the protected species; Negative: eg, pesticide spillage/drift
- For example:
  - No ground disturbance in the vicinity of the orchids, to avoid any root damage.
  - Ensure no spread of seed/vegetative propagation of weeds into the hedgerow area where the orchids are present.
- Consideration of environmental factors which affect plant growth which can be affected by maintenance.



- For example:
  - Weather and ground conditions – maintenance scheduled at appropriate times of year.
  - Managing shade and shelter by appropriate timing and methodology of pruning, drainage, microclimate.
  - Use of more sustainable species.
  - Appropriate timing and methods of grass/turf maintenance activities.

Assessment theme: Environment	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-2	3-4	5-6	NA	6
	<p>Maintenance plans/proposals feature <b>limited</b> consideration of environmental impacts on flora, fauna, habitats and protected species.</p> <p>Maintenance plans/proposals feature <b>limited</b> consideration of environmental factors which affect plant growth.</p>	<p>Maintenance plans/proposals feature <b>good</b> consideration of environmental impacts on flora, fauna, habitats and protected species.</p> <p>Maintenance plans/proposals feature <b>good</b> consideration of environmental factors which affect plant growth.</p>	<p>Maintenance plans/proposals feature <b>comprehensive</b> consideration of environmental impacts on flora, fauna, habitats and protected species.</p> <p>Maintenance plans/proposals feature <b>comprehensive</b> consideration of environmental factors which affect plant growth.</p>	NA	

## Assessment theme – Identify requirements and plan maintenance

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 2a Report**
- **Task 5b**
  - **Method statement**
  - **Bill of quantities**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Identify requirements and plan maintenance

##### Task 2a Report

The report produced in task 2a should include:

- A maintenance schedule for the grounds, planted areas and structures which considers:
  - The characteristics of the site given in the brief (eg aspect, slope, soil conditions, topography, existing features, habitats, types of vegetation) and how the additional features and end-user requirements will affect maintenance requirements. Eg:
    - Minimal use of chemicals
    - Timing of maintenance activities
  - The effect of types and characteristics of plants on maintenance requirements.
    - Consideration of the new planted areas and their maintenance.
    - Correct timing and methods for maintenance for the extended range of plants the candidate has chosen in their new plan
  - The implications of physical structures of plants and processes involved in plant growth on maintenance of ornamental and environmental horticultural area. Eg, How maintenance activities can affect physiological processes (eg photosynthesis, transpiration, water uptake)

- Types of maintenance activities required for different features in a coordinated plan to ensure habitats are not disturbed.
- Selection of appropriate resources required for the planned maintenance with justifications.
- Candidate's knowledge of the different aftercare and maintenance requirements of species for maintenance of horticultural areas (eg Irrigation, support, protection, pruning, feeding, mulching) and appropriate control measures for weeds (eg physical, chemical)), is applied to identify maintenance requirements of features of the site given in the brief/proposed in Task 1.
- Candidate's knowledge of maintenance/renovation requirements (eg painting, repairs, renovation) of different hard landscaping features in horticultural areas, is used to identify maintenance requirements of features of the site given in the brief/proposed in Task 1.
- Reference within plans to environmental management and sustainability. This may include measures/proposals such as: minimising or eliminating the use of chemicals/pesticides, installing sustainable horticultural features, minimising water usage etc.
- **Task 5b**
  - **Method Statement**
  - Preparation of a method statement for the fence maintenance, including how each task will be carried out in a logical manner with responsibilities allocated and safe working practices followed in line with legislation.
  - **Bill of Quantities**
  - To include quantities of materials and any tools/equipment required.

Assessment theme: Identify requirements and plan maintenance	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-4	5-8	9-12	NA	12
	<p>Applies <b>limited</b> knowledge of the requirements for maintenance of different species and features to identify a <b>limited</b> range of relevant maintenance requirements.</p> <p>Considers a <b>limited</b> range of site characteristics and information to identify <b>obvious</b> maintenance requirements.</p> <p>Selects a <b>limited</b> range of suitable maintenance techniques in their plans with <b>underdeveloped</b> justifications. The techniques selected are <b>minimally</b> suitable/necessary/achievable for the proposed application.</p> <p>Selection of a <b>limited</b> range of resources/quantities with a <b>basic</b> level of accuracy,</p>	<p>Applies <b>good</b> knowledge of the requirements for maintenance of different species and features to identify a <b>good</b> range of relevant maintenance requirements.</p> <p>Considers a <b>broad</b> range of site characteristics and information to identify a <b>good</b> range of maintenance requirements.</p> <p>Selects a <b>good</b> range of suitable maintenance techniques in their plans with <b>well-reasoned</b> justifications. The techniques selected are <b>generally</b> suitable/necessary/achievable for the proposed application.</p> <p>Selection of a <b>good</b> range of resources/quantities with a <b>good</b> level of accuracy,</p>	<p>Applies <b>extensive</b> knowledge of the requirements for maintenance of different species and features to identify a <b>comprehensive</b> range of relevant maintenance requirements.</p> <p>Considers a <b>full</b> range of site characteristics and information to identify a <b>comprehensive</b> range of maintenance requirements.</p> <p>Selects a <b>comprehensive</b> range of suitable maintenance techniques in their plans with <b>highly detailed and well-reasoned</b> justifications. The techniques selected are <b>consistently the most</b> suitable/necessary/achievable for the proposed application.</p>	NA	

	resulting in <b>significant inefficient</b> usage.	resulting in only <b>minor inefficiencies</b> in usage.	Selection of a <b>comprehensive</b> range of resources/quantities with a <b>high</b> level of accuracy, resulting in <b>consistently efficient</b> usage.		
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## Assessment theme – Perform maintenance

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 4a observation**
- **Task 5b observation**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Perform maintenance

##### Task 4a Observation (hedge cutting)

Observation of candidate performance in task 4a:

- Provide a verbal risk assessment for the task
- Check the hedge, identify pruning requirements and check for wildlife, debris and hazards
- Select the appropriate personal protective equipment (PPE), equipment and materials needed for hedge cutting
  - Safety boots, gloves, eye protection, ear protection, hard hat if working above head-height, hi-vis clothing as appropriate.
  - Hedge trimmer (petrol, battery powered, long-reach or standard as appropriate), rake, brush, tarp, leaf blower. Ladders should **not** be used.
- Carry out the operators checks on the hedge trimmer, in accordance with the manufacturer's instructions:
  - Fuel/oil level (if petrol machine is used)
  - battery charge level (if possible, for battery powered machine)
  - condition of blades
  - pull cord (if petrol machine is used)
  - visual check for damage
  - presence, condition and security of safety guards
  - function of power on/off switch

- Use equipment in a safe and effective manner throughout the operation which maintains health and safety and is consistent with current legislation and codes of practice.
- Carry out the work in a manner that minimises environmental damage
- Dispose of any waste safely and correctly
- Maintain and store equipment in a safe and effective manner after use.
- Ensure the site is left in a safe and tidy condition

Photo/video evidence for task 4a:

- **Photo** showing condition of hedge and surrounding area **before** maintenance.
- **Video** recording showing starting up and use of the hedge trimmer. (1-2 minutes)
- **Photo** showing condition of hedge and surrounding area **after** maintenance is completed

#### **Task 5b Observation (fence maintenance)**

Observation of candidate performance in task 5b:

- Selecting and applying cutting, fixing and application techniques, resources and materials (eg timber/panels, nails, paint or wood preservative) for maintenance of the wooden fence.
- Replacement/reinstallation of a post
  - safe removal of damaged or loose post
  - installation of post of correct size and shape, ensuring post is straight/level and secure.
- replacement of a damaged rail
  - safe removal of damaged rail
  - checking required size of new rail
  - fix new rail to posts using appropriate joining method, ensuring rail is level/parallel as required.
- application of protective coatings, using appropriate tools and product, in a manner that minimises environmental damage.
- Clean tools and equipment, carry out any appropriate aftercare and return to storage.

Photo/video evidence for task 5b:

- **Photo** showing post installed (spirit level against post)
- **Photo** showing fixing of rail (spirit level against rail, or showing alignment with other rail/s)
- **Photo** showing finished fence

Assessment theme: Perform maintenance	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
<b>Marks per band</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>NA</b>	<b>12</b>
	<p>Selects <b>basic</b> range of tools, machinery/equipment and materials, and safely uses them to apply suitable maintenance techniques (including measurements where applicable) to a <b>basic</b> standard, resulting in an <b>acceptable</b> finish.</p> <p><b>Basic</b> range of pre-use checks and machine/equipment setup/adjustments are carried out in line with manufacturers recommendations.</p> <p><b>Minimal</b> tool/machinery/equipment aftercare and cleaning procedures are selected and carried out to a <b>basic</b> standard, resulting in tools/machinery/equipment being left in <b>acceptable</b></p>	<p>Selects <b>good</b> range of tools, machinery/equipment and materials, and safely uses them to apply suitable maintenance techniques (including measurements where applicable) to a <b>good</b> standard, resulting in a <b>good</b> finish.</p> <p><b>Good</b> range of pre-use checks and machine/equipment setup/adjustments are carried out in line with manufacturers recommendations.</p> <p><b>Good</b> tool/machinery/equipment aftercare and cleaning procedures are selected and carried out to a <b>good</b> standard, resulting in tools/machinery/equipment being left in <b>good</b></p>	<p>Selects <b>comprehensive</b> range of tools, machinery/equipment and materials, and safely uses them to apply suitable maintenance techniques (including measurements where applicable) to a <b>high</b> standard, resulting in an <b>excellent</b> finish.</p> <p><b>Comprehensive</b> range of pre-use checks and machine/equipment setup/adjustments are carried out in line with manufacturers recommendations.</p> <p><b>Comprehensive</b> tool/machinery/equipment aftercare and cleaning procedures are selected and carried out to a <b>high</b> standard, resulting in tools/machinery/equipment being left in <b>excellent</b></p>	NA	



	<p>condition for subsequent use.</p> <p><b>Minimal</b> steps are taken to ensure the site is left in a clean, safe and aesthetically pleasing condition.</p>	<p>condition for subsequent use.</p> <p><b>Good</b> range of steps are taken to ensure the site is left in a clean, safe and aesthetically pleasing condition.</p>	<p>condition for subsequent use.</p> <p><b>Comprehensive</b> steps are taken to ensure the site is left in a clean, safe and aesthetically pleasing condition.</p>		
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## Performance Outcome 4 - Install landscape features

### Assessment theme – Health and safety

#### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 5 Risk Assessments:**
  - **5a Install patio area**
  - **5b Fence renovation**
- **Task 5 Observations:**
  - **5a Install patio area**
  - **5b Fence renovation**
- **Task 6b Observation**

**Note:** where there is insufficient evidence to award a mark, a zero mark may be given

#### Indicative content

##### Health and safety

##### Task 5 Risk Assessments

Risk assessments in task 5 include:

- Risk assessments cover the activities included in the task – preparation of sub-base, laying patio, renovating fence
- Identification of relevant hazards that if not controlled could cause injury to themselves or others. For example but not limited to: use of sharp edged tools (cuts/lacerations), use of abrasive wheel (cuts/lacerations/entanglement), dust from cutting materials (inhalation, eye injury).
- 'major' hazards would include any hazard likely to cause serious injury or fatality
- Identification of persons at risk.
- Appropriate risk rating assigned to each of the hazards (high/medium/low)

- Analysis of the risks to produce appropriate mitigation (control measures) against these hazards for the planned task, for example but not limited to: Safety boots to control risk of injury when moving/laying/cutting slabs, masks/breathing protection to control risk of dust inhalation, eye protection PPE to control risk of injury from flying debris/dust etc.
- Appropriate residual risk rating for each of the hazards accounting for control measures introduced (high/medium/low/trivial)

### **Task 5a and 5b Observations**

Observations of candidate performance in tasks 5a and 5b:

- Correct PPE worn at all times and as designated in their risk assessments. (eg Safety boots, gloves, ear protection, eye protection, suitable work clothing).
- Use correct manual handling techniques (or appropriate alternatives to manual handling) to move, handle and store tools, machinery and materials for the proposed tasks.
- Follow health and safety regulations, legal requirements, industry best practice and procedures (eg manual handling, COSHH). Acceptable low-risk errors could include eg occasional incorrect manual handling of light/moderate loads.
- Work area to be kept and left tidy throughout the tasks.
- **If unsafe working which risks injury to candidates, assessors or others occurs, the assessment is to be stopped immediately.**

Photo/video evidence for task 5:

5a (patio)

- **Video** recording of each candidate using the abrasive wheel to cut one of the slabs (1-2 minutes)
- **Photo** showing correct manual handling techniques
- **Video** showing completed patio and condition of site, zooming in to show detail of pointing gaps and quality of finish. (max. 1 minute)

5b (fence)

- **Photo** showing finished fence

### **Task 6b Observation**

Observation of candidate performance in task 6b:

- Identification of accurate location of underground pipe/cable using CAT and Genny.

Assessment theme: Health and safety	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
<b>Marks per band</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>NA</b>	<b>12</b>
	<p>Risk assessments are complete and cover a <b>limited</b> range of hazards including all major hazards.</p> <p>A <b>limited</b> range of mitigation methods are specified. Risk rating has been attempted but <b>not</b> for <b>all</b> identified hazards, and/or is <b>unrealistic</b>.</p> <p>Health and safety procedures are followed during preparation and throughout tasks and all work is completed safely. <b>Some</b> low-risk errors occur, which <b>go unnoticed</b> by the candidate.</p> <p>Candidate uses equipment to accurately locate utilities/services but works <b>inefficiently</b>.</p>	<p>Risk assessments are complete and cover a <b>good</b> range of hazards including all major hazards.</p> <p>A <b>good</b> range of mitigation methods are specified. Risk rating has been completed for <b>all</b> identified hazards and is <b>generally realistic</b>.</p> <p>Health and safety procedures are followed during preparation and throughout tasks and all work is completed safely. <b>Some</b> low-risk errors occur, which are <b>eventually recognised</b> and corrected by the candidate.</p>	<p>Risk assessments are complete and cover a <b>comprehensive</b> range of hazards including all major hazards.</p> <p>A <b>comprehensive</b> range of mitigation methods have been identified. Risk rating has been completed for <b>all</b> identified hazards and is <b>consistently realistic</b>.</p> <p>Health and safety procedures are followed during preparation and throughout tasks and all work is completed safely. <b>Minimal-to-no</b> low-risk errors occur, which are <b>immediately recognised</b> and</p>		

		<p>Candidate uses equipment to accurately locate utilities/services working <b>reasonably efficiently</b>.</p>	<p>corrected by the candidate.</p> <p>Candidate uses equipment to accurately locate utilities/services working with a <b>high level of efficiency</b></p>		
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## Assessment theme - Environment

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 1 Plan**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Environment

#### Task 1 Plan

The plan produced in Task 1:

- Plans for the installation of hard landscape features (hard surfaced picnic area) include consideration of the positive and negative impacts of installing hard landscaping features on flora, fauna, and habitats (including human). Eg positive – designated surfaced picnic area may reduce impact from foot traffic on unsurfaced areas by giving people a designated space. Negative – reduces overall growing area/habitat for plants and wildlife
- Plans for the installation of hard landscape features (hard surfaced picnic area) include consideration of the potential impacts of installing hard landscape features on protected plant species (orchids) – potential disturbance to the protected species, siting the feature away from the area the orchids are present etc.

Assessment theme: Environment	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-2	3-4	5-6	NA	6
	<p>Plans/proposals feature <b>limited</b> consideration of positive and negative environmental impacts.</p> <p>Plans/proposals feature <b>limited</b> consideration of potential impacts on protected species.</p>	<p>Plans/proposals feature <b>good</b> consideration of positive and negative environmental impacts.</p> <p>Plans/proposals feature <b>good</b> consideration of potential impacts on protected species.</p>	<p>Plans/proposals feature <b>comprehensive</b> consideration of positive and negative environmental impacts.</p> <p>Plans/proposals feature <b>comprehensive</b> consideration of potential impacts on protected species.</p>	NA	

## Assessment theme – Plan for installation

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 1 Plan**
- **Task 5 Method Statements:**
  - **5a Install patio area**
  - **5b Fence renovation**
- **Task 5 Bills of Quantities:**
  - **5a Install patio area**
  - **5b Fence renovation**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Plan for installation

##### Task 1 Plan

The plan produced in task 1 includes:

- Development of a project plan for the restoration of the community garden, taking into account characteristics, features and factors identified from the brief and layout plan, and incorporating the hard landscaping feature (3m x 2.4m hard surface) specified in the task, in an appropriate material, style and position for its intended use, with consideration towards access and maintenance.
- Selection of suitable resources (tools, equipment, machinery, materials) for the installation of the patio with justifications and reasoning to support methods and resources given, and the location selected.
  - Resources may include: rakes, shovel, spirit level, trowel, mallet, mixing board, cutting tools, cement mixer, abrasive wheel, horizontal surfacing material, sub layer material (eg mortar, sand etc.), string line, PPE appropriate for the task.

##### Task 5 Method Statements

The method statements produced in task 5 include:



- Preparation of method statements for laying of the patio, and fence renovation, including how each task will be carried out in a logical manner with responsibilities allocated and safe working practices followed in line with legislation.
- Must include:
  - Health and safety (how will the work be carried out safely)
  - Timescales
  - Method of working (techniques to be used) and sequence of activities/steps
- May also include:
  - Specific resources required
  - Allocation of labour (how will the team of two work together to safely lay the surface)
  - Contingencies
  - Expected standards (eg width of pointing)
  - Disposal of waste

### **Task 5 Bills of Quantities**

The bills of quantities produced in task 5 include:

- Preparation of bills of quantities for laying of the patio, and fence renovation, to include quantities required and cost of materials.
  - Patio: Quantity of paving slabs, sand, rakes, shovel, spirit level, trowel, mallet, cutting tools, abrasive wheel, string line, PPE: safety boots, gloves, eye protection, ear protection, dust mask, knee pads.
    - Slabs: minimum total of 20 slabs required (16 whole, 4 cut) (candidate may include additional slab/s for contingency to account for cutting/measurement errors or breakage)
    - Suitable ratio for sand/lime mix (eg 3:1 sand:lime) - accept any reasonable ratio.
    - Example of calculation: (accept any method resulting in realistic quantities)
    - Sand/lime mix: 3m x 2.4m x 0.05m depth = 0.36 m<sup>3</sup> of material
    - 5:1 ratio = approx. 0.3 m<sup>3</sup> of sand, and 0.06 m<sup>3</sup> lime.
    - Sand approx. 1600 kg per m<sup>3</sup>. 1600 x 0.3 = 480 kg / 25 kg = 19.2 bags = approx. 20 bags sand.
    - Lime approx. 2300 kg per m<sup>3</sup>. 2300 x 0.06 = 138 kg / 25 kg = 5.52 bags = approx. 6 bags lime.
    - Candidate may include additional material for contingency.
    - Cost of materials calculated and filled in on template:
    - For example:  
Slabs 20 x £12 = £240.00

Sand 20 bags x £3 = £60.00  
 Lime 6 bags x £17.50 = £105.00  
 Total = £405.00

(accept any reasonable quantities and cost, eg additional material may be included for contingency)

- Fence: Quantity of posts, rails, paint/preservative, nails/staples, shovel, spirit level, hammer (mell, claw), post rammer, auger, string line, saw, paint brush, PPE: safety boots, gloves, eye protection, hard hat, dust mask, knee pads.

Assessment theme: Plan for installation	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-3	4-6	7-9	NA	9
	<p>Development of <b>basic</b> plans taking into account a <b>limited</b> range of characteristics, features and factors with <b>limited</b> justifications provided for choices made.</p> <p>Sequencing of activities is suitable to safely complete the task, but <b>with significant inefficiencies.</b></p> <p>Selection of resources is correct, material quantities/costs are</p>	<p>Development of <b>good</b> plans taking into account a <b>broad</b> range of characteristics, features and factors with <b>good</b> justifications provided for choices made.</p> <p>Sequencing of activities is suitable to safely complete the task, but <b>with minor inefficiencies.</b></p> <p>Selection of resources is correct, material quantities/costs are</p>	<p>Development of <b>highly detailed</b> plans taking into account a <b>comprehensive</b> range of characteristics, features and factors with <b>highly detailed</b> justifications provided for choices made.</p> <p>Sequencing of activities is suitable to safely complete the task, <b>with maximal efficiency.</b></p> <p>Selection of resources is correct, material</p>	NA	

	calculated with <b>limited</b> accuracy resulting in <b>significant excess/waste.</b>	calculated with <b>good</b> accuracy resulting in <b>minimal excess/waste.</b>	quantities/costs are calculated <b>highly</b> accurately resulting in <b>negligible/no excess/waste.</b>		
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## Assessment theme – Install hard landscaping features

### Guidance for markers

Assessment theme – Install hard landscaping features is split into the following **sub-themes**:

- **Prepare installation sites**
- **Install features**

The following **evidence** must be used to assess performance against each sub-theme, within the context of the performance outcome:

- Prepare installation sites:
  - **Task 5 Observations:**
    - **5a Install patio area**
    - **5b Fence renovation**
- Install features:
  - **Task 5 Observations:**
    - **5a Install patio area**
    - **5b Fence renovation**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Sub-theme - Prepare installation sites

##### Task 5 Observations

Observations of candidate performance in task 5 (a and b):

- Accuracy of interpreting plans and diagrams.
- Accuracy of measuring / marking out site using appropriate methods.
- Accuracy of calculations, measuring and marking of materials.
- Selecting and applying preparation techniques, resources and materials (eg sand/lime mixed correctly at an appropriate ratio, water added as necessary) to prepare and correctly level the bedding material.

Assessment theme: Install hard landscaping features	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks for sub-theme	Total marks for assessment theme
Marks per band	1-2	3-4	5-6	6	18
Sub-theme: Prepare installation sites	<p>Interpretation of plans and diagrams, measurements/ marking out are completed with <b>minor errors and/or some significant errors</b> which the candidate corrects.</p> <p>Selection and application of effective techniques, resources and materials to prepare the area to be in an <b>adequate</b> state for the subsequent operation, while minimising damage.</p>	<p>Interpretation of plans and diagrams, measurements/ marking out are completed with only <b>minor errors</b>.</p> <p>Selection and application of effective techniques, resources and materials to prepare the area to be in a <b>good</b> state for the subsequent operation, while minimising damage.</p>	<p>Interpretation of plans and diagrams, measurements/ marking out are completed accurately and <b>without errors</b>.</p> <p>Selection and application of effective techniques, resources and materials to prepare the area to be in an <b>optimal</b> state for the subsequent operation, while minimising damage.</p>		

## Indicative content

### Sub-theme – Install features

#### Task 5 Observations

Observations of candidate performance in task 5a: (patio)

- Accuracy of selecting and applying cutting techniques, resources and materials (eg paving slabs, sand) for installation of the patio.
- Accuracy of mixing the bedding material with appropriate ratio/quantities (Sand and lime mix) and technique used (shovelling techniques, water added as necessary).
- Installation of the patio in accordance with the design, spacing of slabs appropriately and evenly.
- Carry out the operators checks on the abrasive wheel, in accordance with the manufacturer's instructions:
  - Fuel/oil level
  - condition of blade/wheel
  - pull cord
  - visual check for damage
  - presence, condition and security of safety guards
  - function of water kit/dust suppression kit if present
  - function of power on/off switch
- Use equipment in a safe and effective manner throughout the operation which maintains health and safety and is consistent with current legislation and codes of practice.
- Carry out the work in a manner that minimises environmental damage
- Maintain and store equipment in a safe and effective manner after use.
- Ensure the site is left in a safe and tidy condition

Photo/video evidence for task 5a

- **Photo** of bedding surface showing level or any dips etc.
- **Video** recording of each candidate using the abrasive wheel to cut one of the slabs (1-2 minutes)
- **Photo** showing correct manual handling techniques
- **Photo** of spirit level on slabs showing level achieved.
- **Video** showing completed patio and condition of site, zooming in to show detail of pointing gaps and quality of finish. (max. 1 minute)

Observations of candidate performance in task 5b: (fence)

- Removal of damaged rail
- removal of damaged fence post
- Accuracy of installation of post
- Accuracy of selecting and applying cutting techniques, resources and materials (eg marking and cutting of fence post and rail to size)
- Accuracy of selecting and applying joining techniques, resources and materials (eg fixing of rail)
- Finish achieved when applying paint/protective coating
- Use equipment in a safe and effective manner throughout the operation which maintains health and safety and is consistent with current legislation and codes of practice.
- Carry out the work in a manner that minimises environmental damage
- Maintain and store equipment in a safe and effective manner after use.
- Ensure the site is left in a safe and tidy condition.

Photo/video evidence

- **Photo** showing post installed (spirit level against post)
- **Photo** showing fixing of rail (spirit level against rail, or showing alignment with other rail/s)
- **Photo** showing finished fence

Assessment theme: Install hard landscaping features	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks for sub-theme	Total marks for assessment theme
Marks per band	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>12</b>	<b>18</b>
Sub-theme: Install features	<p><b>Limited</b> knowledge of the requirements for installation of hard landscaping features is demonstrated.</p> <p><b>Basic</b> selection and application of techniques, resources and materials for installation of hard landscaping features.</p> <p>Worked with a <b>basic</b> level of efficiency, and finished safely, complying with operator's procedures/industry standard.</p> <p>Safely carried out an <b>adequate</b> installation of the hard landscape feature in line with specifications, achieving an</p>	<p><b>Good</b> knowledge of the requirements for installation of hard landscaping features is demonstrated.</p> <p><b>Good</b> selection and application of techniques, resources and materials for installation of hard landscaping features.</p> <p>Worked with a <b>good</b> level of efficiency, and finished safely, complying with operator's procedures/industry standard.</p> <p>Safely carried out a <b>good</b> installation of the hard landscape feature in line with specifications, achieving a <b>good</b> finish</p>	<p><b>Comprehensive</b> knowledge of the requirements for installation of hard landscaping features is demonstrated.</p> <p><b>Excellent</b> selection and application of techniques, resources and materials for installation of hard landscaping features.</p> <p>Worked with a <b>high</b> level of efficiency, and finished safely, complying with operator's procedures/industry standard.</p> <p>Safely carried out an <b>excellent</b> installation of the hard landscape feature in line with specifications, achieving an <b>excellent</b></p>		



	<b>acceptable</b> finish and leaving the surrounding area in a safe and tidy condition.	and leaving the surrounding area in a safe and tidy condition.	finish and leaving the surrounding area in a safe and tidy condition.		
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## Performance Outcome 5 - Manage existing designed landscapes

### Assessment theme - Environment

#### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 2a Report**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

#### Indicative content

##### Environment

##### Task 2a Report

The report produced in task 2 includes:

- Consideration of the potential impact of developing existing designed landscapes on protected species (orchids).
- Consideration of the environmental factors which could affect plant growth for any of the existing features, new features, or features proposed as part of future development of the site.
- Consideration of biosecurity risks and measures which may be necessary as part of the establishment/maintenance/management of the area.

Assessment theme: Environment	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
Marks per band	1-3	4-6	7-9	NA	9
	<p>Plans/proposals feature <b>limited</b> consideration of environmental impacts and sustainability including impacts on protected species where applicable</p> <p>Plans/proposals feature <b>limited</b> consideration of environmental factors which could affect plant growth.</p> <p>Plans/proposals feature <b>limited</b> consideration of biosecurity/pests/diseases.</p>	<p>Plans/proposals feature <b>good</b> consideration of environmental impacts and sustainability including impacts on protected species where applicable</p> <p>Plans/proposals feature <b>good</b> consideration of environmental factors which could affect plant growth.</p> <p>Plans/proposals feature <b>good</b> consideration of biosecurity/pests/diseases.</p>	<p>Plans/proposals feature <b>comprehensive</b> consideration of environmental impacts and sustainability including impacts on protected species where applicable</p> <p>Plans/proposals are creative and give <b>comprehensive</b> consideration to environmental factors which could affect plant growth.</p> <p>Plans/proposals feature <b>comprehensive</b> consideration of biosecurity/pests/diseases.</p>	NA	

## Assessment theme – Identify designed landscape features and characteristics

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 2a Report**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Identify designed landscape features and characteristics

##### Task 2a Report

The report produced in task 2 includes:

- Identification/consideration of the types of designed landscape given in the brief
- Consideration of the ideological characteristics of the designed landscape given in the brief.
- Consideration of local distinctiveness of the site.
- Consideration of the types of plants found in existing designed landscapes.
- Above points are used to assess the management requirements of the horticultural area in the given designed landscape.

<b>Assessment theme:</b> Identify designed landscape features and characteristics	<b>Band 1 descriptor</b>	<b>Band 2 descriptor</b>	<b>Band 3 descriptor</b>	<b>Total marks per sub-theme</b>	<b>Total marks for assessment theme</b>
<b>Marks per band</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>NA</b>	<b>9</b>
	<p><b>Limited</b> identification of designed landscape type, characteristics and distinctiveness.</p> <p>Designed landscape type, characteristics and distinctiveness given <b>minimal</b> consideration within plans/reports</p> <p>Types of plants found in the existing designed landscape given <b>minimal</b> consideration within plans/reports</p>	<p><b>Good</b> identification of designed landscape type, characteristics and distinctiveness.</p> <p>Designed landscape type, characteristics and distinctiveness given <b>good</b> consideration within plans/reports</p> <p>Types of plants found in the existing designed landscape given <b>good</b> consideration within plans/reports</p>	<p><b>Comprehensive</b> identification of designed landscape type, characteristics and distinctiveness.</p> <p>Designed landscape type, characteristics and distinctiveness given <b>excellent</b> consideration within plans/reports</p> <p>Types of plants found in the existing designed landscape given <b>excellent</b> consideration within plans/reports</p>	NA	

## Assessment theme – Landscape management planning

### Guidance for markers

The following **evidence** must be used to assess performance against this assessment theme, within the context of the performance outcome:

- **Task 2a Report**
- **Task 2b Presentation (materials, recording and observation)**

**Note: where there is insufficient evidence to award a mark, a zero mark may be given**

### Indicative content

#### Landscape management planning

##### Task 2a Report

The report produced in task 2 includes:

- Formulation of a 3-year management plan for the site considering maintenance (eg grounds, plants, structures/features), development of existing and new features, environmental sustainability (eg recycling, drainage, energy use, biodiversity, biosecurity), resources (eg labour, materials, equipment) and indicative budgets (eg material costs, labour, potential for revenue etc).
- Making and justifying proposals for the management of the site considering relevant factors (eg environmental, biosecurity, local distinctiveness, safety, objectives, financial etc).
- Proposals should consider and reference the information about the site provided in the brief and on the site layout drawing – location and condition of features/areas, data on site characteristics, soil type/conditions and species present.
- Consideration of costs and the funding available, basic allocation of the budget to the different parts/costs involved in the project eg Maintenance, new features, staff costs, materials required etc.

##### Task 2b Presentation (materials, recording and observation)

Assessment of this evidence primarily focuses on quality/effectiveness of digital media created and oral communication.

- Candidate uses digital software such as PowerPoint or similar, to create effective and engaging presentation materials, appropriate to the intended audience (community group chairperson).

- Candidate’s presentation summarises their report and the candidate conveys this information orally. Assessment judgements are based on how effectively the candidate is able communicate the summary of their report orally and through the digital media they have put together, appropriate to the intended audience (community group chairperson).

Photo/video evidence for task 2b

- **video** recording of the presentation by the assessor to support the holistic assessment decision.

Assessment theme: Landscape management planning	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub-theme	Total marks for assessment theme
<b>Marks per band</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>NA</b>	<b>12</b>
	<p><b>Basic</b> plans/reports, <b>minimally</b> taking into account the information and requirements provided in the brief and applying a <b>limited</b> range of relevant knowledge to meet the requirements.</p> <p>Resource planning takes into account a <b>minimal</b> range of resources required. Budget has been prepared considering</p>	<p><b>Well-developed</b> plans/reports, <b>mostly</b> taking into account the information and requirements provided in the brief and applying a <b>good</b> range of relevant knowledge to meet the requirements.</p> <p>Resource planning takes into account a <b>good</b> range of resources required. Budget has been prepared considering a <b>good</b> range of aspects.</p>	<p><b>Fully developed</b> plans/reports, <b>comprehensively</b> taking into account the information and requirements provided in the brief and applying an <b>excellent</b> range of relevant knowledge to meet/exceed the requirements.</p> <p>Resource planning takes into account <b>comprehensive</b> range of resources required. Budget has been prepared considering a</p>	NA	

	<p>a <b>limited</b> range of aspects.</p> <p><b>Limited</b> justifications are included with little/no consideration of alternative actions/methods.</p> <p>Demonstrates <b>basic</b> ability to present information orally. Technical information is conveyed <b>minimally</b> effectively, using digital media to enhance the effectiveness of a <b>limited</b> range of aspects of the work</p>	<p><b>Good</b> justifications are included with some consideration of alternative actions/methods.</p> <p>Demonstrates a <b>good</b> ability to present information orally. Technical information is conveyed <b>reasonably</b> effectively, using digital media to enhance the effectiveness of a <b>good</b> range of aspects of the work</p>	<p><b>comprehensive</b> range of aspects.</p> <p><b>Comprehensive</b> justifications are included with comprehensive consideration of alternative actions/methods.</p> <p>Demonstrates an <b>excellent</b> ability to present information orally. Technical information is conveyed <b>highly</b> effectively, using digital media to enhance the effectiveness of a <b>comprehensive</b> range of aspects of the work</p>		
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## 8. Links to Maths, English and Digital Skills

The table below indicates where each of the General Maths, English and Digital Competencies have been integrated into the assignment tasks.

Task	Skills
1	MC1, MC2, MC3, MC4, MC10 EC1, EC2, EC3, EC4, EC5 DC1, DC2
2	MC2, MC8, MC9, MC10 EC1, EC2, EC3, EC4, EC5, EC6 DC1, DC,2, DC3, DC5
3	MC1, MC2, MC3, MC4, MC10 EC3, EC5 DC1, DC2
4	MC1, MC2
5	MC1, MC2, MC3, MC4, MC10 EC3, EC5 DC1, DC2
6	MC1, MC2, MC5 EC1, EC2, EC3, EC4, EC5 DC1, DC2

## 9. Declaration of authenticity

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

### Additional Support

Has the candidate received any additional support in the production of this work?

**No**  **Yes**  (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

--

### Candidate:

*I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.*

<b>Candidate signature</b>	<b>Date</b>

### Assessor:

*I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.*

<b>Assessor signature</b>	<b>Date</b>

Note: Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre, and this will delay the moderation process. If any question of authenticity arises, the assessor may be contacted for justification of authentication.

## 10. Candidate Record Form (CRF)

### T level technical qualifications

(T level Technical Qualification – Horticulture and Landscaping Specialism)

<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

**Marker Notes** – Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.

Please record any guidance, intervention (including Health and Safety) or feedback that is given to a candidate.

Expand fields as required.

<b>PO2 Establish ornamental and environmental horticultural areas</b>												
<b>Health and safety</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>			
Mark	Notes and justification											
<b>Environment</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>						
Mark	Notes and justification											
<b>Identify features and characteristics</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>						
Mark	Notes and justification											
<b>Plan for establishment</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>						
Mark	Notes and justification											
<b>Establish planted areas – prepare establishment area</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>						
Mark	Notes and justification											
<b>Establish planted areas – establish plants</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Mark	Notes and justification											

<b>PO3 Maintain ornamental and environmental horticultural areas</b>												
<b>Environment</b>												
	1	2	3	4	5	6						
Mark	Notes and justification											
<b>Identify requirements and plan maintenance</b>												
	1	2	3	4	5	6	7	8	9	10	11	12
Mark	Notes and justification											
<b>Perform maintenance</b>												
	1	2	3	4	5	6	7	8	9	10	11	12
Mark	Notes and justification											

<b>PO4 Install landscape features</b>												
<b>Health and safety</b>												
	1	2	3	4	5	6	7	8	9	10	11	12
Mark	Notes and justification											
<b>Environment</b>												
	1	2	3	4	5	6						
Mark	Notes and justification											
<b>Plan for installation</b>												
	1	2	3	4	5	6	7	8	9			
Mark	Notes and justification											
<b>Install hard landscaping features – prepare installation sites</b>												
	1	2	3	4	5	6						
Mark	Notes and justification											
<b>Install hard landscaping features – install features</b>												
	1	2	3	4	5	6	7	8	9	10	11	12
Mark	Notes and justification											

<b>PO5 Manage existing designed landscapes</b>												
<b>Environment</b>												
	1	2	3	4	5	6	7	8	9			
Mark	Notes and justification											
<b>Identify designed landscape features and characteristics</b>												
	1	2	3	4	5	6	7	8	9			

Mark	Notes and justification											
<b>Landscape management planning</b>												
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Mark	Notes and justification											

<b>Internal assessor signature</b>	<b>Date</b>	<b>Total</b>

# 11. Assessor observation forms

## Assessor Observation Form (Task 2b – presentation)

<b>Task</b>	<b>Qualification number</b>
Task 2b	8717-404
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Assessment themes</b>
	PO5: Landscape management planning

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>• Oral presentation of information</li> <li>• Use of digital media to enhance presentation</li> <li>• Notes should describe how effectively the candidate is able communicate the summary of their report orally and through the digital media they have put together</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form (Task 3b/d – ground preparation)

<b>Task</b>	<b>Qualification number</b>
Task 3 (b) (d)	8717-404
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Assessment themes</b>
	PO2: Health and safety PO2: Establish planted areas (Prepare establishment area)

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

<b>Assessor observation</b>	<b>Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</b>
<ul style="list-style-type: none"> <li>● Pre-use checks on tools and mechanical rotavator</li> <li>● Setup/adjustment of mechanical rotavator</li> <li>● Safe, efficient and effective use of hand tools, power tools and machinery</li> <li>● Ground preparation: rotavating, removal of large stones and vegetation, consolidation, levelling, preparation of suitable tilth for sowing</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form (Task 3c/d - establishment)

<b>Task</b>	<b>Qualification number</b>
Task 3 (c) (d)	8717-404
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Assessment themes</b>
	PO2: Health and safety PO2: Establish planted areas (Establish plants)

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<p>(i) <b>Tree planting</b></p> <ul style="list-style-type: none"> <li>● Check all appropriate tools and equipment</li> <li>● Assess the quality of a tree for planting - check tree condition for damage, disease etc.</li> <li>● Mark out planting location on the site</li> <li>● Dig a hole for tree planting, loosen the sides of the planting pit</li> <li>● Appropriately loosen and spread out the roots of the tree</li> <li>● Position the tree in the planting pit to the correct depth/nursery mark</li> <li>● Add ameliorants appropriate to the conditions</li> </ul>	



<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>● Backfill the hole with soil and firm the tree into the hole</li> <li>● Stake the tree</li> <li>● Apply tree ties and pest guards to the tree</li> <li>● Irrigate the tree</li> </ul> <p><b>(ii) Marking out</b></p> <ul style="list-style-type: none"> <li>● Use rules and formulae (eg, 345 triangle) to precisely set out shapes and measurements</li> <li>● Accurately set out shapes on the ground</li> <li>● Assessor checks accuracy of the marked-out area by measuring and recording diagonal measurements</li> </ul> <p><b>(iii) Sowing</b></p> <ul style="list-style-type: none"> <li>● Determine appropriate sowing/planting density according to product information</li> <li>● Calculate sowing requirements according to product information</li> <li>● Check all appropriate tools and equipment</li> <li>● Broadcast seed for determined rate, consistently and economically</li> </ul> <p><b>(iv) Turf laying</b></p> <ul style="list-style-type: none"> <li>● Check turf health</li> <li>● Check all appropriate tools and equipment</li> </ul>	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>● Safely transport and store materials</li> <li>● Lay turf onto soil and butt joints together</li> <li>● Stagger joints in subsequent rows while using boards to walk on</li> <li>● Cut turf to correct size and shape using hand tools</li> <li>● Firm the turves</li> <li>● Top dress as required</li> <li>● Apply suitable protection</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form (Task 4a – hedge maintenance)

<b>Task</b>	<b>Qualification number</b>
Task 4a	8717-404
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Assessment themes</b>
	PO3: Perform maintenance

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

<b>Assessor observation</b>	<b>Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</b>
<ul style="list-style-type: none"> <li>● Checking the hedge, identify pruning requirements and check for wildlife, debris and hazards</li> <li>● Candidate’s verbal risk assessment for the task – hazards, risks and controls identified.</li> <li>● Selection of appropriate personal protective equipment (PPE), equipment and materials</li> <li>● Operators checks on the hedge trimmer, in accordance with the manufacturer’s instructions</li> <li>● Use of equipment in a safe and effective manner throughout the operation.</li> <li>● Carry out the work in a manner that minimises</li> </ul>	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<p>environmental damage</p> <ul style="list-style-type: none"> <li>● Dispose of any waste safely and correctly</li> <li>● Maintain and store equipment in a safe and effective manner after use.</li> <li>● Ensure the site is left in a safe and tidy condition</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form (Task 4b – propagation)

<b>Task</b>	<b>Qualification number</b>
Task 4b	8717-404
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Assessment themes</b>
	PO2: Health and safety PO2: Establish planted areas (Establish plants)

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>● Candidate’s verbal risk assessment for the task – hazards, risks and controls identified.</li> <li>● Selection of personal protective equipment (PPE), equipment and materials</li> <li>● Selection, collection and storage of vegetative propagation materials to ensure viability is maintained.</li> <li>● Preparation of workstation for effective operation</li> <li>● Preparation of growing media and filling of pots</li> <li>● Preparation of cuttings, tools and techniques used</li> </ul>	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>● Insertion of cuttings at appropriate depth into growing media</li> <li>● Labelling the plant material with the date, plant name and any other requirements</li> <li>● Immediate aftercare eg, watering and transferring to propagation unit.</li> <li>● Disposal of waste in a manner that reduces environmental impact</li> <li>● Work area left in a safe and tidy condition</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form (Task 5a – patio installation)

Task	Qualification number
Task 5a	8717-404
Candidate name	Candidate number
Centre name	Assessment themes
	PO4: Health and safety PO4: Install hard landscaping features (Prepare installation sites) PO4: Install hard landscaping features (Install features)

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>• Candidate is wearing all necessary PPE.</li> <li>• Mixing of bedding material, correct proportions and quantity of sand/lime</li> <li>• transport, application and levelling of bedding material</li> <li>• laying slabs and minor adjustments as required</li> <li>• operators checks on the abrasive wheel, in accordance with the manufacturer's instructions</li> </ul> <p><b>Note: Assessor must be satisfied that the abrasive wheel is in a safe condition for use before the candidate begins cutting</b></p> <ul style="list-style-type: none"> <li>• marking and cutting of slabs: Use equipment in a safe and effective manner</li> <li>• point gaps with dry grouting using sand/lime mixture.</li> </ul>	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>• Carry out the work in a manner that minimises environmental damage</li> <li>• Maintain and store equipment in a safe and effective manner after use.</li> <li>• Ensure the site is left in a safe and tidy condition.</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>



## Assessor Observation Form (Task 5b – fence restoration)

Task	Qualification number
Task 5b	8717-404
Candidate name	Candidate number
Centre name	Assessment themes
	PO3: Perform maintenance PO4: Health & Safety PO4: Install hard landscaping features (Prepare installation sites) PO4: Install hard landscaping features (Install features)

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>● Removal of damaged rail</li> <li>● Removal of damaged fence post</li> <li>● Marking and cutting of fence post and rail to size</li> <li>● Installation of post</li> <li>● Fixing of rail</li> <li>● Painting/application of protective coating</li> <li>● Carry out the work in a manner that minimises environmental damage</li> <li>● Maintain and store equipment in a safe and effective manner after use.</li> </ul>	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>• Ensure the site is left in a safe and tidy condition</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form (Task 6a/b – site survey)

Task	Qualification number
Task 6 (a) (b)	8717-404
Candidate name	Candidate number
Centre name	Assessment themes
	PO2: Identify features and characteristics PO4: Health and safety

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
<p><b>a) site survey</b></p> <ul style="list-style-type: none"> <li>● Correct use of plant identification tools</li> <li>● Accuracy of plant identification and if/when images were used in place of live specimens on site (copies of any images used must be submitted with the observation form)</li> <li>● Tests carried out to determine soil characteristics and conditions including: <ul style="list-style-type: none"> <li>○ texture and structure</li> <li>○ soil pH.</li> <li>○ water holding capacity</li> </ul> </li> </ul> <p><b>b) underground cable location</b></p> <ul style="list-style-type: none"> <li>● Set up and use of CAT and Genny</li> </ul>	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
<ul style="list-style-type: none"> <li>● Interpretation of results</li> <li>● Storage of equipment</li> <li>● Marking on the ground of detected pipe/cable location</li> </ul>	

<b>Assessor signature</b>	<b>Date</b>

## 12. Annex

### Contents:

#### **Site layout drawing (Figure 1)**

To be issued to the candidate with the assignment brief

#### **Site layout drawing – candidate sketches (Figure 2)**

To be issued to the candidate with Task 1

#### **Risk assessment template (Figure 3)**

To be issued with tasks 3 and 5

#### **Patio design drawing (Figure 4)**

To be issued to the candidate with Task 5

#### **Method statement template (Figure 5)**

To be issued to the candidate with Task 5

#### **Materials price list (Figure 6)**

To be issued to the candidate with Task 5

#### **Bill of quantities template - Patio (Figure 7a)**

To be issued to the candidate with Task 5a

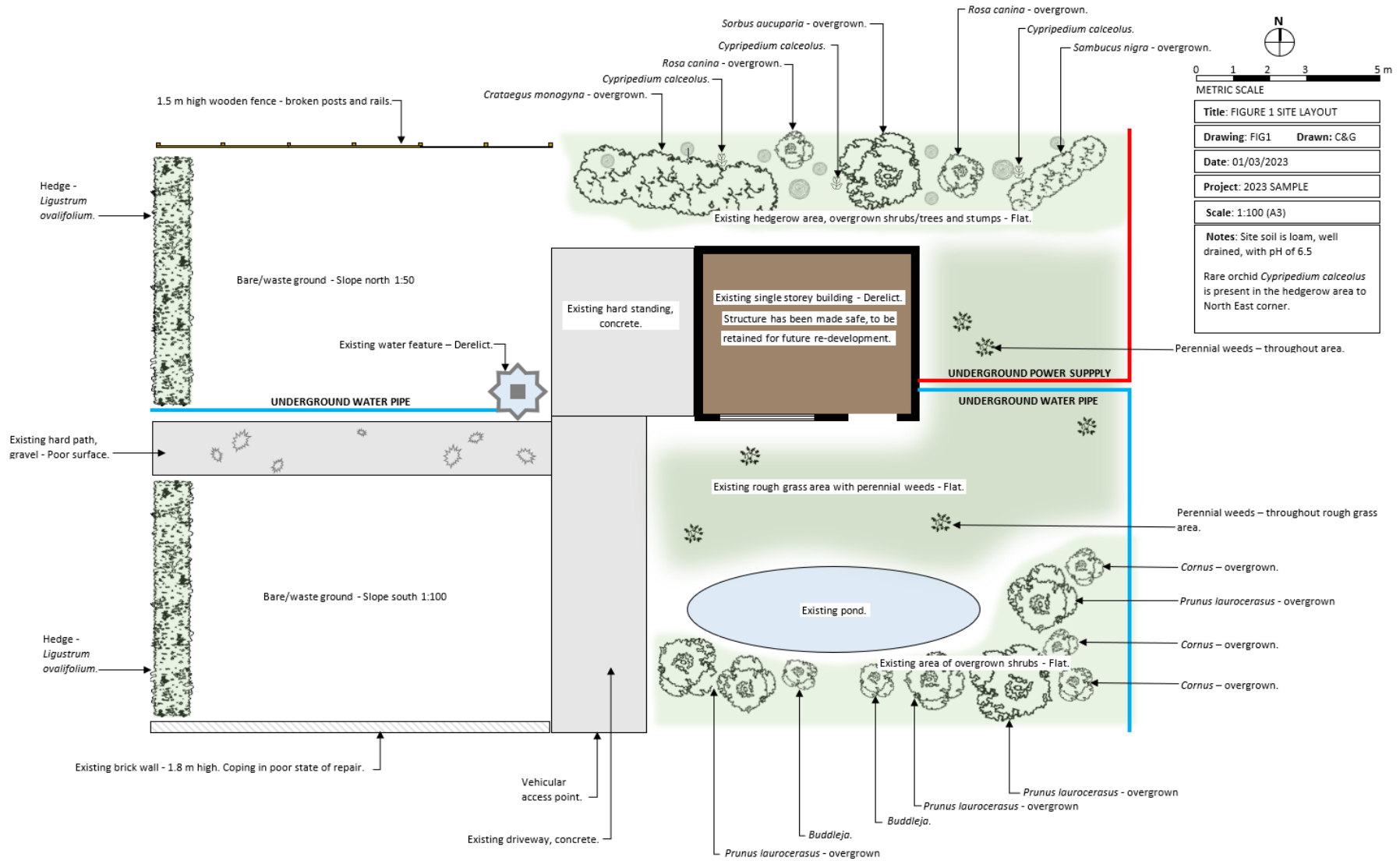
#### **Bill of quantities template - Fence (Figure 7b)**

To be issued to the candidate with Task 5b

#### **Survey recording form (Figure 8)**

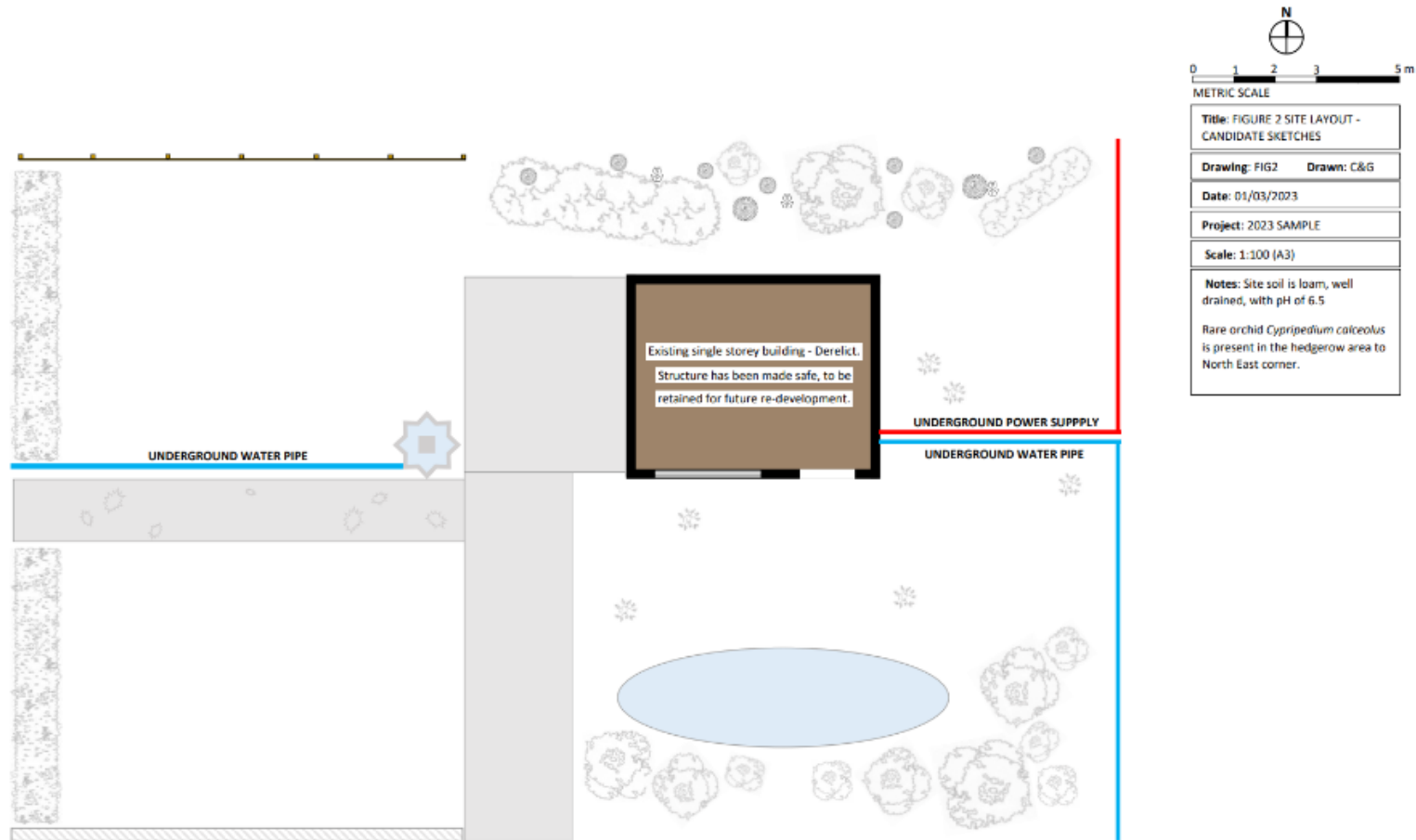
To be issued to the candidate with Task 6

# Site layout drawing (Figure 1)



**\*INDICATIVE ONLY – MUST BE PRINTED IN A3 SIZE FROM ORIGINAL FILE FOR TRUE SCALE BEFORE ISSUING TO CANDIDATES**

## Site layout drawing - candidate sketches (Figure 2)



**\*INDICATIVE ONLY – MUST BE PRINTED IN A3 SIZE FROM ORIGINAL FILE FOR TRUE SCALE BEFORE ISSUING TO CANDIDATES**

### Risk Assessment template (Figure 3)

This template may be modified by adding items/rows only.

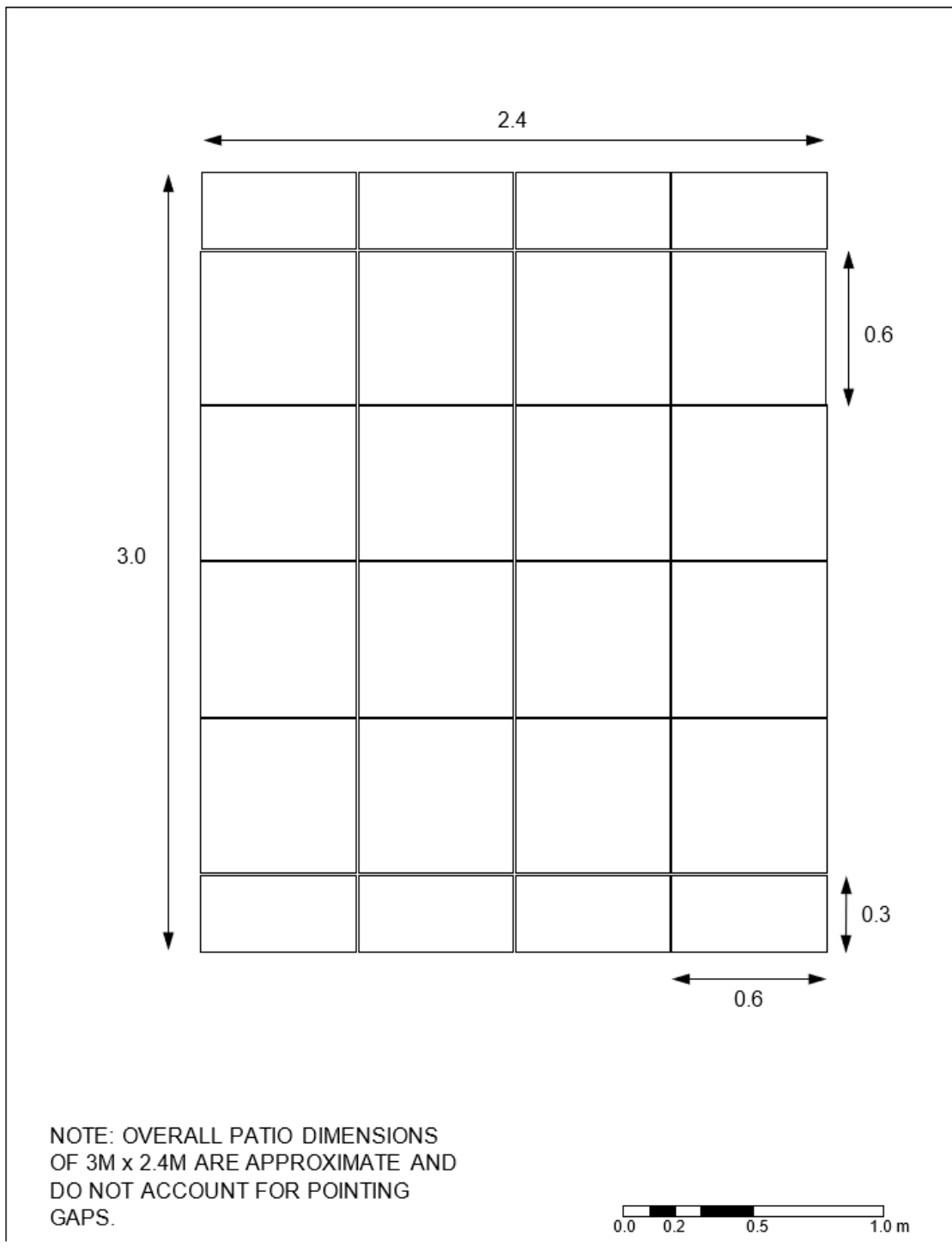
Candidate's name		Enrolment number	
Task / Activity		Location	
Assessor's name		Date	

Item no.	What are the hazards?	Who might be harmed and how?	What precautions are already in place?	Risk rating (High / Medium / Low)	What further action is necessary?	Action by who and when?	Residual risk rating (High / Medium / Low / Trivial)

Date:	Risk assessment carried out by:
-------	---------------------------------



## Patio design drawing (Figure 4)



Site: SAMPLE 2022	Drawing: FIG4	Project: 8717-SAMPLE	Drawn: C&G	Notes: ALL DIMENSIONS IN METRES	CITY & GUILDS 5-6 Giltspur Street London EC1A 9DE
Title: PATIO DESIGN DRAWING FIGURE 4	Scale: 1:20 (A4)	Date: 14/11/2022	Rev: B		

A4 PORTRAIT

**\*INDICATIVE ONLY – MUST BE PRINTED IN A4 SIZE FROM ORIGINAL FILE FOR TRUE SCALE BEFORE ISSUING TO CANDIDATES**

## Method statement template (Figure 5)

**Method Statement**

## Materials price list (Figure 6)

Item	Notes	Unit	Price
Slabs	<i>Size: 600 x 600 mm</i>	/Slab	£12.00 inc. VAT
Building sand	<i>Supplied in 25 kg bags</i>  <i>Approx. weight per m<sup>3</sup>: 1600 kg</i>	/Bag	£3.00 inc. VAT
Lime	<i>Supplied in 25 kg bags</i>  <i>Approx weight per m<sup>3</sup>: 2300 kg</i>	/Bag	£17.50 inc. VAT

## Bill of quantities template – Patio (Figure 7a)

Duplicate form as necessary.

TOOLS/EQUIPMENT					
Item	Description	Quantity			
MATERIALS					
Sand:Lime mix ratio:				:	
Item	Description	Quantity	Unit	Cost/unit	Cost
					<b>Total:</b>

Expand fields as necessary.

## Bill of quantities template – Fence (Figure 7b)

Duplicate form as necessary.

TOOLS/EQUIPMENT		
Item	Description	Quantity

MATERIALS		
Item	Description	Quantity

Expand fields as necessary.

## Survey recording form (Figure 8)



### Site Location

### Existing landscaping features

Notes:

*(Mark location/s on map)*

### Site Characteristics

Aspect:

Topography:

Exposure and situation:

Microclimate factors:

- Frost pocket
- Wind
- Other (specify):

Sunlight levels:

- Full sun (6 hrs or more)
- Partial sun or filtered light
- Shade

Services and Structures:

- Overhead power/communications lines – location and estimated height:

- Estimated proximity to buildings/structures:

- Underground utilities identified, location marked and noted on sketch:

**Soil Characteristics**

Approximate rooting depth for site:

Texture (particle size distribution)

- Clay
- Loam
- Sand
- Other (specify):

Comments on structure:

pH:

Drainage Characteristics and water holding capacity:

- Presence of groundwater
- Low-lying topography

Water holding capacity:

- high
- medium
- low

Notes (including testing method and results):

Indicator plants suggest site drainage as:

- wet
- well-drained
- dry

Compaction Levels

- Severely compacted
- Compacted
- Uncompacted

Notes:

(Mark any areas with particular problems of compaction on map.)

Other Soil Considerations:

- Indications of soil layer disturbance
- Evidence of recent construction
- Presence of construction debris likely
- Noxious weeds present

Notes:



**Plants present on site**

	Genus	Species	Common name	Protected species?
1				<input type="checkbox"/> Yes <input type="checkbox"/> No
2				<input type="checkbox"/> Yes <input type="checkbox"/> No
3				<input type="checkbox"/> Yes <input type="checkbox"/> No
4				<input type="checkbox"/> Yes <input type="checkbox"/> No
5				<input type="checkbox"/> Yes <input type="checkbox"/> No
6				<input type="checkbox"/> Yes <input type="checkbox"/> No
7				<input type="checkbox"/> Yes <input type="checkbox"/> No
8				<input type="checkbox"/> Yes <input type="checkbox"/> No
9				<input type="checkbox"/> Yes <input type="checkbox"/> No
10				<input type="checkbox"/> Yes <input type="checkbox"/> No
11				<input type="checkbox"/> Yes <input type="checkbox"/> No
12				<input type="checkbox"/> Yes <input type="checkbox"/> No
13				<input type="checkbox"/> Yes <input type="checkbox"/> No
14				<input type="checkbox"/> Yes <input type="checkbox"/> No
15				<input type="checkbox"/> Yes <input type="checkbox"/> No

**Habitats present on site**

*(eg hedgerow/woodland/aquatic/grassland/rocks etc.)*

1	
2	
3	

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