

# Level 3 Award, Certificate and Diploma in Work-based Horticulture (0065-81, 82 and 83)

September 2017 Version 3.3



## Qualification at a glance

<b>Subject area</b>	<b>Horticulture</b>
<b>City &amp; Guilds number</b>	0065-81, 82, 83
<b>Age group approved</b>	16-18, 18+, 19+
<b>Entry requirements</b>	n/a
<b>Assessment</b>	By portfolio
<b>Fast track</b>	Available
<b>Support materials</b>	Candidate logbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Award in Work-based Horticulture	59	100	0065-81	500/6838/6
Level 3 Certificate in Work-based Horticulture	165	310	0065-82	500/6900/7
Level 3 Diploma in Work-based Horticulture	348	570	0065-83	500/6255/4

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 March 2014	Added Unit 224	Introduction Units
3.0 April 2014	Corrected rules of combination for Level 3 Diploma in Work-based Horticulture (Parks, Garden and Green Space)	Introduction
3.1 April 2014	Added missing units 331 and 332	Units
3.2 March 2015	Amended Unit 330	Units
3.3 September 2017	Added GLH and TQT  Remove QCF	Qualification at a glance and Introduction  Appendix 1 and 2



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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	They are for learners who work or want to work in the horticulture industry.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the horticulture sector.
Are the qualifications part of a framework or initiative?	The Diploma serves as the competence qualification within the Advanced Apprenticeship Framework for Horticulture.
What opportunities for progression are there?	They allow learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> <li>• Level 3 Horticulture (0078-03)</li> <li>• Level 4 NVQ in Amenity Horticulture Management (0329-41 to 43, 81 to 83)</li> </ul>

## Structure

### 0065-81 Level 3 Award in Work-based Horticulture

To achieve the **Level 3 Award in Work-based Horticulture**, learners must achieve a minimum of **10** credits from 302, 305-314, 316-320, 324, 326-327, 329-343, 347-350, 352, 355.

### 0065-82 Level 3 Certificate in Work-based Horticulture

#### Level 3 Certificate in Work-based Horticulture (Production Horticulture)

301 plus a minimum of 25 credits from 302, 316-317, 320, 329-343, 345-350, 356, 372-374, 380 plus certification module 960

#### Level 3 Certificate in Work-based Horticulture (Landscaping)

301 plus a minimum of 25 credits from 302, 304 - 306, 308-312, 316-320, 324, 326-327, 329-332, 336-338, 346-350, 352, 355-356, 372-374 plus certification module 961

#### Level 3 Certificate in Work-based Horticulture (Sports Turf – Green Keeper)

301 plus a minimum of 25 credits from 302, 308-314, 316, 320, 348, 350, 356 plus certification module 962

### **Level 3 Certificate in Work-based Horticulture (Sports Turf – Groundsman)**

301 plus a minimum of 25 credits from 302, 308-314, 316, 319-320, 348, 350, 356 plus certification module 963

### **Level 3 Certificate in Work-based Horticulture (Parks, Gardens and Green Space)**

301 plus a minimum of 25 credits from 302, 304-314, 316-320, 324, 326-327, 329-338, 341-343, 346-350, 352-355, 366-367, 372-374, 376-378, 380 plus certification module 964

### **0065-83 Level 3 Diploma in Work-based Horticulture**

Please note a minimum total of **30 credits** must be achieved from units at level 3 or above.

### **Level 3 Diploma in Work-based Horticulture (Production Horticulture)**

301-303, 329-330, 350 plus a minimum of 25 credits from 223, 224, 283, 304, 316-317, 320, 331-343, 345-349, 351, 353-354, 356, 372-374, 376-378, 380, 382 plus certification module 970. Learners completing the Advanced Apprenticeship should complete the additional module 707 and 607.

Please note that learners may choose a maximum of 2 units from 372-374.

### **Level 3 Diploma in Work-based Horticulture (Landscaping)**

301-303, 305-306 plus a minimum of 30 credits from 223, 244, 283, 304, 308-312, 316-327, 329-332, 336-338, 346-352, 355-357, 372-374, 382-385, 401 plus certification module 971. Learners completing the Advanced Apprenticeship should complete the additional module 708 and 608.

### **Level 3 Diploma in Work-based Horticulture (Sports Turf – Green Keeper)**

223, 301-303, 308-310, 312-314, 316, 356 plus a minimum of 6 credits from 283, 311, 320, 348, 350-351, 353-354, 357-363, 382-383, 385, 401 plus certification module 972. (note: if 357 is taken, 8 further credits must be achieved from 358-363) Learners completing the Advanced Apprenticeship should complete the additional module 709 and 609.

### **Level 3 Diploma in Work-based Horticulture (Sports Turf – Groundsman)**

223, 301-303, 308-310, 312-314, 316, 356 plus a minimum of 6 credits from 283, 311, 319-320, 348, 350-351, 353-354, 357-363, 382-383, 385, 401 plus certification module 973. (note: if 357 is taken, 8 further credits must be achieved from 358-363) Learners completing the Advanced Apprenticeship should complete the additional module 709 and 609.

### **Level 3 Diploma in Work-based Horticulture (Parks, Garden and Green Space)**

301-303, 350 plus a minimum of 35 credits from 221, 223, 244, 283 304-314, 316-327, 329-338, 341, 343, 346-349, 351-367, 372-374, 376-378, 380-385, 401 plus certification module 974. (note: if 357 is taken, 8 further credits must

be achieved from 358-363) Learners completing the Advanced Apprenticeship should complete the additional module 710 and 610.



<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit Level</b>
Y/502/0483	Unit 221	Exhume coffins and remains	4	2
T/502/1222	Unit 223	Maintain drainage systems	3	2
K/502/0438	Unit 224	Use and maintain non-powered and hand held powered tools and equipment	3	2
A/502/1979	Unit 244	Plant nomenclature, terminology and identification	5	2
K/502/1850	Unit 283	Establish and maintain conditions appropriate to the welfare of animals	3	2
D/502/1523	Unit 301	Promote, monitor and maintain health, safety and security of the workplace	6	3
Y/502/0502	Unit 302	Estimate and programme resource requirements	4	3
F/501/2989	Unit 303	Manage your own resources	7	2
D/502/1229	Unit 304	Installing drainage systems	3	2
J/502/1225	Unit 305	Specify the maintenance of landscapes	6	3
K/502/1282	Unit 306	Monitor landscape maintenance and inspect landscape features and facilities	4	3
D/502/1280	Unit 307	Maintain and develop decorative horticultural features	8	3
H/502/0499	Unit 308	Set and mark out landscape sites to establish grassed and planted areas	3	3

L/502/0500	Unit 309	Evaluate ground and environmental conditions to establish grassed and planted areas	3	3
D/502/0503	Unit 310	Prepare sites for soft landscape establishment	3	3
D/502/0856	Unit 311	Establish planted areas	3	3
H/502/0857	Unit 312	Establish grass swards	3	3
H/502/0504	Unit 313	Plan the maintenance, repair and renovation of sports turf areas	6	3
R/502/0501	Unit 314	Plan and set out sports areas	3	3
F/502/1272	Unit 316	Maintain irrigation systems	3	3
D/502/0498	Unit 317	Plan and maintain planted areas	3	3
Y/502/0497	Unit 318	Plan and renovate planted areas	3	3
H/502/1183	Unit 319	Prepare sites for landscape works	6	3
R/502/1227	Unit 320	Design and install drainage systems	4	3
T/502/1186	Unit 321	Laying hard surfaces for external landscaping	4	2
A/502/1187	Unit 322	Construct free standing walls	4	2
F/502/1188	Unit 323	Install hard landscape features and structures	6	2

F/502/1191	Unit 324	Plan and construct water features	6	3
J/502/1189	Unit 325	Construct rock gardens	6	2
M/502/1283	Unit 326	Repair and restore walls	4	3
A/502/1190	Unit 327	Restore soft landscape areas	4	3
K/502/0956	Unit 329	Provide nutrients to plants or crops	6	3
M/502/0957	Unit 330	Monitor the development of crops or plants	4	3
Y/502/1228	Unit 331	Monitor and adjust watering systems for crops or plants	5	3
H/502/1281	Unit 332	Manage site clearance and preparation for planting	6	3
H/502/0955	Unit 333	Prepare for and maintain the planting of crops or plants	6	3
Y/502/1181	Unit 334	Promote and monitor the growth of crops or plants	4	3
K/502/0858	Unit 335	Plan and prepare growing media	6	3
D/502/1182	Unit 336	Plan and collect propagation material	5	3
T/502/1012	Unit 337	Prepare and establish propagation material	6	3
Y/502/0855	Unit 338	Plan and implement seed propagation	7	3

R/502/0952	Unit 339	Plan and monitor harvesting operations	6	3
Y/502/0953	Unit 340	Prepare and store harvested crops	6	3
R/502/1180	Unit 341	Plan and manage the collection of orders	8	3
A/502/1013	Unit 342	Prepare collected orders for dispatch	6	3
M/502/0859	Unit 343	Prepare, monitor and adjust environmental conditions for protected crops or plants	5	3
M/502/5799	Unit 345	Understanding how the smooth operation of a payment point is maintained	3	3
Y/502/1195	Unit 346	Communicate information within the workplace	2	3
J/502/1449	Unit 347	Plan and maintain supplies of physical resources within the work area	3	3
K/501/0492	Unit 348	Prepare for and maintain equipment and machines	3	3
A/502/1450	Unit 349	Transplant large root-balled plants	4	3
R/502/1471	Unit 350	Plan and manage the control of pests, diseases and disorders	5	3
T/600/1286	Unit 351	Safe use and application of pesticides	3	2
L/501/0503	Unit 352	Design landscape areas and specify materials and components	9	3
J/502/1645	Unit 353	Encourage and motivate volunteers	5	3

D/502/1599	Unit 354	Manage the work of volunteers	6	3
K/501/0525	Unit 355	Assess the characteristics of sites	9	3
A/501/2988	Unit 356	Manage information for action	7	3
T/502/3276	Unit 357	Prepare to undertake and report on a field survey	4	2
M/502/3275	Unit 358	Conduct and report on a field survey for people	4	2
A/502/3277	Unit 359	Conduct and report on a field survey for physical features	4	2
F/502/3278	Unit 360	Conduct and report on a field survey for animals	4	2
F/502/3281	Unit 361	Conduct and report on a field survey for habitat types	4	2
A/502/3280	Unit 362	Conduct and report on a field survey for plants	4	2
J/502/3279	Unit 363	Conduct and report on a field survey for access networks	4	2
L/502/3168	Unit 364	Work with and consult the local community	3	2
J/502/3282	Unit 365	Work with children and young people during environmental activities	3	2
A/502/3232	Unit 366	Plan, deliver and evaluate environmental projects	10	3
R/502/3236	Unit 367	Research and plan environmental interpretations	5	3

Y/601/1230	Unit 372	Organise the delivery of reliable customer service	6	3
H/601/1232	Unit 373	Improve the customer relationship	7	3
J/601/1515	Unit 374	Monitor and solve customer service problems	6	3
T/502/1530	Unit 376	Identify the need for and plan habitat management work	4	3
A/502/1531	Unit 377	Co-ordinate and oversee habitat management work	4	3
F/502/1532	Unit 378	Monitor and evaluate the effectiveness of habitat management work	4	3
D/601/1553	Unit 380	Work with others to improve customer service	8	3
L/502/3283	Unit 381	Deal with accidents and emergencies involving children and young people during environmental activities	4	2
H/502/2656	Unit 382	Time management for business	1	3
K/505/4993	Unit 383	Lead the work teams and individuals to achieve their objectives	4	3
D/505/5011	Unit 384	Improve customer service	7	3
R/505/5006	Unit 385	Implement a marketing plan	4	3
D/505/5008	Unit 401	Manage budgets	5	4

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 Award in Work-based Horticulture	59	100
Level 3 Certificate in Work-based Horticulture	165	310



## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification Level 3 Award, Certificate and Diploma in Work-based Horticulture (0065-31 to 357)] you can apply for the new Level 3 Award, Certificate and Diploma in Work-based Horticulture (0065-81 to 83) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### Physical resources and site agreements

The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions.

#### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.



Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Assessors and internal verifiers**

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 3 and/or have current experience of working in the industry at this level.

The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the industry either qualified to at least level 3 and/or have current experience of working in the industry at this level.

Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

### **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 16 as the qualifications are not approved for under 16s.

Candidates under 16 are not allowed to use certain machinery, for example ride-on powered equipment.



### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for these qualifications:

Description	How to access
Candidate logbook	Website

#### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a candidate logbook specifically for these qualifications. It is available from the City & Guilds website.

Although new centres are expected to use this logbook, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre.



## 4 Assessment

Candidates must:

- have a completed portfolio of evidence for each unit

### Test specifications

#### Assessment for learners completing the Level 3 Diploma in Work-based Horticulture as part of the Advanced Apprenticeship framework

Learners who are completing the Level 3 Diploma in Work-based Horticulture as part of the Advanced Apprenticeship framework are required to undertake an independent assessment in the form of a short answer written test and an assignment. This covers the underpinning knowledge elements of the units included within the test and assignment. The test is specific to the qualification route chosen and may be taken three times a year. Exam dates are available on the Walled Garden. These tests are dated entry exams. Test specifications for the different routes are available below.

Centres will be required to provide Lantra SSC with evidence that the short answer written test and assignment has been achieved before certification takes place.

### Production Horticulture

#### 707 Level 3 Production Horticulture Independent Assessment Test – short answer written exam

Duration: 2 hours

Pass mark: 50%

Unit number	Unit title	No. of questions
301	Promote, monitor and maintain health, safety and security	15
302	Estimate and programme resource requirements for landscaping	8
	<b>Total</b>	<b>23</b>

### 607 Level 3 Production Horticulture Independent Assessment Test – Assignment

Pass mark: 50%

Unit number	Unit title
329	Provide nutrients to plants or crops

### Landscaping

### 708 Level 3 Horticulture (Landscaping) Independent Assessment Test – short answer written exam

Duration: 2 hours

Pass mark: 50%

Unit number	Unit title	No. of questions
301	Promote, monitor and maintain health, safety and security	15
302	Estimate and programme resource requirements for landscaping	8
	<b>Total</b>	<b>23</b>

### 708 Level 3 Horticulture (Landscaping) Independent Assessment Test – Assignment

Pass mark: 50%

Unit number	Unit title
305	Specify the maintenance of landscapes

## Sports Turf

### 709 Level 3 Horticulture (Sports Turf) Independent Assessment Test – short answer written exam

Duration: 2 hours

Pass mark: 50%

Unit number	Unit title	No. of questions
301	Promote, monitor and maintain health, safety and security	15
302	Estimate and programme resource requirements for landscaping	8
	<b>Total</b>	<b>23</b>

### 609 Level 3 Horticulture (Sports Turf) Independent Assessment Test – Assignment

Pass mark: 50%

Unit number	Unit title
308	Set and mark out landscape sites to establish grassed and planted areas

## Parks, Gardens and Green Space

### 710 Level 3 Horticulture (Parks, Gardens and Green Space) Independent Assessment Test – short answer written exam

Duration: 2 hours

Pass mark: 50%

Unit number	Unit title	No. of questions
301	Promote, monitor and maintain health, safety and security	15
302	Estimate and programme resource requirements for landscaping	8
	<b>Total</b>	<b>23</b>



## 610 Level 3 Horticulture (Parks, Gardens and Green Space) Independent Assessment Test – Assignment

Pass mark: 50%

Unit number	Unit title
350	Plan and manage the control of pests, diseases and disorders

Assignments are available from City & Guilds in the 0065 Level 3 Diploma in Work-based Horticulture assignment guide.

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.



## 5 Units

### Availability of units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- Evidence requirements .



<b>UAN:</b>	Y/502/0483
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit will provide the skills and knowledge required for preparing and assisting with exhumations. It covers locating the grave and coffin, preparing the areas for exhumation. Carry out exhumation and restoring the area after.

<b>Learning outcome</b>
The learner will:
1. be able to carry out exhumations of coffins and remains
<b>Assessment criteria</b>
The learner can:
1.1 locate the required grave, screen and cover the site effectively
1.2 probe carefully to locate the coffin and in a manner which minimises damage to the coffin and its contents
1.3 dig to within the specified distance from the coffin
1.4 lime the soil and contaminated areas thoroughly and effectively and continue to do so throughout the operation
1.5 clear soil around the coffin leaving sufficient room for safe and effective access
1.6 place lifting aids correctly and lift in a manner which minimises the damage to the coffin and contents
1.7 handle the coffin following initial lift in a manner which is appropriate to soil and coffin conditions
1.8 place coffin and contents in a suitable container
1.9 restore the grave site tidily and safely
1.10 show care and respect for the deceased throughout the operation.

<b>Learning outcome</b>
The learner will: 2. be able to select, use and maintain equipment to exhume coffins and remains
<b>Assessment criteria</b>
The learner can: 2.1 select appropriate equipment for this area of work 2.2 use equipment according to instructions 2.3 prepare, maintain and store equipment in a safe and effective working condition.

<b>Learning outcome</b>
The learner will: 3. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly.

<b>Learning outcome</b>
The learner will: 4. know how to exhume coffins and remains
<b>Assessment criteria</b>
The learner can: 4.1 describe why thorough preparation for exhumations is important 4.2 state how to locate the correct grave, coffin and remains 4.3 describe how to screen and cover the site from public view and why it is important 4.4 explain why it is important to probe in a way which minimises damage to the coffin and remains 4.5 describe how to lime and disinfect contaminated areas at the end of the operation and why this is important 4.6 state how much room is required around the coffin for safe and effective access 4.7 describe how to place lifting aids and lift the coffin in a way which minimises damage 4.8 describe how to handle coffin following initial lift according to the soil and coffin conditions in the range.

<b>Learning outcome</b>
The learner will: 5. know the types of equipment and materials required and how to maintain them
<b>Assessment criteria</b>
The learner can: 5.1 describe the equipment and materials which will be necessary to exhume coffins and remains including: <ul style="list-style-type: none"> <li>a. probing</li> <li>b. measuring</li> <li>c. digging</li> <li>d. safety</li> <li>e. protective clothing</li> <li>f. shell, coffin or suitable container</li> <li>g. shoring</li> <li>h. breathing equipment</li> <li>i. disinfectant</li> <li>j. lime</li> <li>k. vegetable charcoal</li> </ul> 5.2 describe methods of maintaining the equipment ready for use.

<b>Learning outcome</b>
The learner will: 6. know the current health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste.

<b>UAN:</b>	T/502/1222
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS units L15.2 & L21.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with knowledge, skills and understanding required to inspect and maintain drainage systems. Simulation will not be acceptable.

**Learning outcome**

The learner will:

1. be able to inspect and maintain drainage systems

**Assessment criteria**

The learner can:

- 1.1 inspect and assess drainage systems according to agreed schedules
- 1.2 restore drainage systems to full effectiveness and to agreed schedule
- 1.3 record inspections and work undertaken
- 1.4 maintain effective working relations with all relevant people throughout.

**Learning outcome**

The learner will:

2. be able to work safely and minimise environmental damage

**Assessment criteria**

The learner can:

- 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
- 2.2 carry out work in a manner which minimises environmental damage
- 2.3 dispose of waste safely and correctly.



<b>Learning outcome</b>
The learner will: 3. know how to inspect and maintain drainage systems
<b>Assessment criteria</b>
The learner can: 3.1 describe the schedule of inspections required to identify faults and problems 3.2 describe how to identify and correct impeded drainage and its causes 3.3 state how to identify and deal with any problems with drainage systems 3.4 describe the main causes of drain malfunction, including leaks and blockages and methods that can be used to deal with them 3.5 describe the factors affecting flow rates in the drains 3.6 state the importance of maintaining drainage systems so they work effectively and efficiently 3.7 describe the principles of drainage design 3.8 state why it is important to keep working areas clean according to clients' requirements 3.9 state what records need to be kept and why.

<b>Learning outcome</b>
The learner will: 4. know the current health and safety legislation and environmental practice
<b>Assessment criteria</b>
The learner can: 4.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 4.2 describe how environmental damage can be minimized 4.3 describe the correct methods for disposing of organic and inorganic waste.

## **Unit 223            Maintain drainage systems**

### Supporting information

#### **Evidence requirements**

Sub-surface and surface systems should be covered for outcome 3

## Unit 224

# Use and maintain non-powered and hand held powered tools and equipment

<b>UAN:</b>	K/502/0438
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit L27.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain non-powered tools and equipment and hand held powered equipment. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. be able to use and maintain non-powered and hand held powered tools and equipment

### Assessment criteria

The learner can:

- 1.1 ensure that non-powered and hand held powered equipment is safe and in good working order
- 1.2 select and use the correct personal protective clothing and equipment
- 1.3 set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements
- 1.4 maintain non-powered and hand held equipment in accordance with manufacturer's instructions
- 1.5 identify any problems with the non-powered and hand held powered equipment and take appropriate action
- 1.6 clean and store equipment correctly after use.



<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly.

<b>Learning outcome</b>
The learner will: 3. know how to use and maintain the tools and equipment
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of using equipment in line with manufacturers' instructions 3.2 describe the pre-operational checks and the methods of maintaining the equipment for use 3.3 list the main hazards and risks associated with using the equipment 3.4 describe the types of problems that may occur with the equipment and how to deal with each of these correctly 3.5 state the types of protective clothing and the reasons why it must be worn.

<b>Learning outcome</b>
The learner will: 4. know the current health and safety legislation and good environmental practice
<b>Assessment criteria</b>
The learner can: 4.1 outline the current health and safety legislation, codes of practice and any additional requirements 4.2 describe how environmental damage can be minimised.

## Unit 244

## Plant nomenclature, terminology and identification

<b>UAN:</b>	<b>A/502/1979</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit PH14
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to identify and botanically name a range of plants using the correct terminology and format.

### Learning outcome

The learner will:

1. understand the terminology used in naming plants

### Assessment criteria

The learner can:

- 1.1 define the terms family, genus, species, cultivar variety and hybrid using the bi-nomial system
- 1.2 explain the purpose and importance of botanical names and discuss why botanical names are reclassified
- 1.3 explain how descriptive botanical names can aid identification e.g. nana and pendula
- 1.4 define terms relating to plants characteristics:
  - a. monocotyledons
  - b. dicotyledons
  - c. evergreen
  - d. deciduous
  - e. hardy
  - f. tender
- 1.5 define terms relating to plant lifecycles e.g.
  - a. annuals
  - b. biennials
  - c. herbaceous perennials

d. woody perennial.

<b>Learning outcome</b>
The learner will: 2. understand how the parts of plants can aid identification
<b>Assessment criteria</b>
The learner can: 2.1 explain how a plant's characteristics aid identification 2.2 explain how plant anatomy and plant morphology aid identification e.g. a. flowers b. seeds and fruit c. stems d. leaves e. roots f. habit.

<b>Learning outcome</b>
The learner will: 3. identify and name plants using botanical names
<b>Assessment criteria</b>
The learner can: 3.1 use a range of reference materials to aid identification of plants 3.2 use a plant's characteristics to aid identification e.g. a. habit b. leaves c. stems d. flowers 3.3 identify and botanically name a range of plants appropriate to your industry sector, covering a minimum of 20 from each category for at least three of the following: a. annuals and short-lived perennials b. houseplants c. herbaceous perennials d. trees and shrubs e. grasses f. food crops g. weeds 3.4 use the correct format when writing botanical names.

<b>Learning outcome</b>
The learner will: 4. be able to work safely and minimise environmental damage

<b>Assessment criteria</b>
The learner can: 4.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.

## Unit 283      Establish and maintain conditions appropriate to the welfare of animals

<b>UAN:</b>	<b>K/502/1850</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.

<b>Learning outcome</b>
The learner will: 1. be able to provide appropriate living conditions for the animals
<b>Assessment criteria</b>
The learner can: 1.1 identify suitable shelter and accommodation for the animals 1.2 provide appropriate conditions to ensure the welfare of the livestock is maintained 1.3 prepare procedures and equipment to deal with livestock emergencies and problems as required 1.4 provide clear and accurate information for recording purposes

<b>Learning outcome</b>
The learner will: 2. be able to handle and inspect livestock
<b>Assessment criteria</b>
The learner can: 2.1 inspect the stock for signs of normal and abnormal behaviour 2.2 handle livestock in a manner that will prevent fear, distress and does not put the health and safety of yourself or others at risk

2.3 seek advice from the appropriate person when unsure about the behaviour or condition of the livestock

<b>Learning outcome</b>
The learner will: 3. be able to select, use and maintain relevant equipment
<b>Assessment criteria</b>
The learner can: 3.1 select appropriate equipment for this area of work 3.2 use equipment according to relevant legislation and instructions 3.3 prepare, maintain and store equipment in a safe and effective working condition

<b>Learning outcome</b>
The learner will: 4. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 4.1 work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements 4.2 dispose of waste safely and correctly

The learner will: 5. know how to establish appropriate conditions for livestock
<b>Assessment criteria</b>
The learner can: 5.1 outline the appropriate living conditions for the livestock, and how to provide them 5.2 describe appropriate shelter and/or accommodation required by the livestock 5.3 estimate accurately amounts and types of bedding required, if at all, for the species concerned 5.4 describe how to recognise and maintain the quality and levels of feed and water required by the livestock 5.5 describe the correct procedures for dealing with livestock emergencies and other problems 5.6 outline when, how and from whom to ask for advice concerning the welfare of the livestock 5.7 identify the types of records required and the importance of accurate record keeping

The learner will: 6. know how to handle livestock in a manner which minimises stress
<b>Assessment criteria</b>

The learner can:

- 6.1 describe appropriate methods for handling the livestock
- 6.2 outline what to check for when inspecting livestock and how to assess their welfare
- 6.3 describe the five needs:
  - a. freedom from hunger and thirst
  - b. freedom from discomfort
  - c. freedom from pain, injury and disease
  - d. freedom from fear and distress
  - e. freedom from restriction of normal behaviour
- 6.4 describe what changes in behaviour might occur and whether these are acceptable
- 6.5 give examples why livestock become afraid and distressed, and ways of preventing this
- 6.6 describe normal patterns of livestock behaviour

The learner will:

7. know the types of equipment required and how to maintain them

**Assessment criteria**

The learner can:

- 7.1 describe the equipment which will be required for the activity
- 7.2 describe the methods of maintaining the range of equipment ready for use

The learner will:

8. know relevant health and safety legislation and environmental good practice

**Assessment criteria**

The learner can:

- 8.1 outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements
- 8.2 describe the correct methods for disposing of organic and inorganic waste

## Unit 301

## Promote, monitor and maintain health, safety and security of the workplace

<b>UAN:</b>	D/502/1523
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit CU3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.

### Learning outcome

The learner will:

1. understand how to monitor and maintain the health, safety and security of the work area

### Assessment criteria

The learner can:

- 1.1 explain the legal and organisational responsibilities in relation to health, safety and security covering:
  - a. people
  - b. equipment and materials
  - c. the work area
- 1.2 explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities
- 1.3 explain the importance of assessing security issues associated with the work area covering:
  - a. bio security
  - b. building security

<ul style="list-style-type: none"> <li>c. data security</li> <li>d. personal security</li> </ul> <ul style="list-style-type: none"> <li>1.4 describe how to carry out and evaluate a risk assessment</li> <li>1.5 explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)</li> <li>1.6 outline safe systems of work when people are working alone or at risk of abuse</li> <li>1.7 explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation</li> <li>1.8 explain how hazardous and non-hazardous waste should be managed in line with legislation.</li> </ul>
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<b>Learning outcome</b>
The learner will:
2. understand how to promote good standards of health and safety
<b>Assessment criteria</b>
The learner can:
2.1 explain the methods of communicating health and safety precautions to others entering the work area
2.2 explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations.

<b>Learning outcome</b>
The learner will:
3. understand how to deal with health emergency situations
<b>Assessment criteria</b>
The learner can:
3.1 describe the types of accidents or incidents which may occur and the correct actions to take
3.2 explain the importance of not carrying out actions beyond own capabilities
3.3 explain the potential risks to others from an emergency situation
3.4 explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved.

<b>Learning outcome</b>
The learner will:
4. understand the records required and their importance
<b>Assessment criteria</b>
The learner can:
4.1 explain the responsibility for and types of records required and the importance of accurate record keeping
4.2 explain the relevant legislative requirements for completing records of accidents and incidents.





<b>Learning outcome</b>
The learner will: 5. monitor and maintain the health, safety and security of the work area
<b>Assessment criteria</b>
The learner can: 5.1 carry out risk assessments in accordance with relevant legal and organisational requirements 5.2 evaluate the risks which have been identified and implement appropriate control measures.

<b>Learning outcome</b>
The learner will: 6. promote good standards of health and safety
<b>Assessment criteria</b>
The learner can: 6.1 ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment 6.2 communicate any health and safety precautions that are being applied in the work area to others entering the area 6.3 use approved safe methods of lifting and handling when carrying out work 6.4 ensure standard procedures for personal hygiene are followed at all times 6.5 adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment 6.6 take appropriate action if there is a danger of accidents or injury.

<b>Learning outcome</b>
The learner will: 7. respond to health emergencies within the work area
<b>Assessment criteria</b>
The learner can: 7.1 implement procedures safely, correctly and without delay in an emergency situation 7.2 summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation 7.3 give assistance as required within the limits of your capability, including suitable verbal support 7.4 make the immediate vicinity as safe as possible.

## Unit 302

## Estimate and programme resource requirements

<b>UAN:</b>	Y/502/0502
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L26.1,2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit will provide the learner with the skills, knowledge and understanding required for estimating resource requirements and programming work for soft, hard and interior landscapes. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. be able to estimate the resources

### Assessment criteria

The learner can:

- 1.1 identify the nature, extent, required outcome and standards of proposed work clearly and accurately
- 1.2 identify required resources which are appropriate to the work
- 1.3 ensure timing of resource enable work to proceed without delay.

### Learning outcome

The learner will:

2. be able to sequence and programme work

### Assessment criteria

The learner can:

- 2.1 confirm the work programme takes full account of the available resources to proceed
- 2.2 provide a sequence of work which meets agreed targets and enables the work to be completed on time, safely and to the standard required

2.3 communicate the work programme effectively and in time to all relevant people.

<b>Learning outcome</b>
The learner will: 3. understand how to estimate resource requirements and programme work
<b>Assessment criteria</b>
The learner can: 3.1 explain project planning and methods of estimating resource requirements 3.2 compare the effects of timing of resource provision on costs and completion 3.3 assess methods to optimise resource usage and timing and minimise waste 3.4 evaluate the implications of estimating and arranging resources for projects.

<b>Learning outcome</b>
The learner will: 4. understand the sequence and programming of work
<b>Assessment criteria</b>
The learner can: 4.1 explain the methods of sequencing work to achieve targets and realistic work rates for the work type programmed 4.2 evaluate the use of performance measures 4.3 describe the possible causes of disruption to work programmes and their effects on quality and timing 4.4 explain the potential hazards that may be encountered and the measures to take to reduce these 4.5 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.

<b>UAN:</b>	F/501/2989
<b>Level:</b>	2
<b>Credit value:</b>	7
<b>GLH:</b>	70
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit A1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit is mainly about making sure learners have the personal resources (particularly knowledge, understanding, skills and time) to undertake their work role and reviewing their performance against agreed objectives. It also covers identifying and undertaking activities to develop their knowledge, skills and understanding where gaps have been identified.

<b>Learning outcome</b>
The learner will: 1. manage their own resources
<b>Assessment criteria</b>
The learner can: 1.1 identify and agree the requirements of their work role with those that they report to 1.2 discuss and agree personal work objectives with those they report to and how they will measure progress 1.3 identify any gaps between the requirements of their work role and their current knowledge, understanding and skills 1.4 discuss and agree with those they report to, a development plan to address any identified gaps in their current knowledge, understanding and skills 1.5 undertake the activities identified in their development plan and discuss, with those they report to, how they have contributed to their performance 1.6 get regular and useful feedback on their performance from those who are in a good position to judge it and provide you with objective and valid feedback

- 1.7 discuss and agree, with those they report to, any changes to their personal work objectives and development plan in the light of performance, feedback received
- 1.8 check, on a regular basis, how they are using their time at work and identify possible improvements
- 1.9 ensure that their performance consistently meets or goes beyond agreed requirements.

<b>Learning outcome</b>
The learner will:
2. use appropriate behaviours to manage their own resource
<b>Assessment criteria</b>
The learner can:
2.1 demonstrate that they recognise changes in circumstances promptly and adjust plans and activities accordingly
2.2 demonstrate that they prioritise objectives and plan work to make best use of time and resources
2.3 demonstrate that they take personal responsibility for making things happen
2.4 demonstrate that they take pride in delivering high quality work
2.5 demonstrate that they agree achievable objectives for themselves and give a consistent and reliable performance
2.6 demonstrate that they can find practical ways to overcome barriers
2.7 demonstrate that they make best use of available resources and proactively seek new sources of support when necessary.

<b>Learning outcome</b>
The learner will:
3. know and understand how to manage their own resources using general knowledge
<b>Assessment criteria</b>
The learner can:
3.1 demonstrate why managing their resources (particularly knowledge, understanding, skills and time) is important
3.2 demonstrate how to identify the requirements of a work-role
3.3 demonstrate how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
3.4 demonstrate how to measure progress against work objectives
3.5 demonstrate how to identify development needs to address any identified gaps between the requirements of their work-role and their current knowledge, understanding and skills
3.6 demonstrate what an effective development plan should contain
3.7 demonstrate the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills
3.8 demonstrate how to identify whether/how development activities have contributed to their performance

- 3.9 demonstrate how to get and make effective use of feedback on their performance
- 3.10 demonstrate how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
- 3.11 demonstrate how to record the use of their time and identify possible improvements.

<b>Learning outcome</b>
The learner will:
4. know and understand how to manage their own resources using industry and sector specific knowledge
<b>Assessment criteria</b>
The learner can:
4.1 show that they know and understand the industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

<b>Learning outcome</b>
The learner will:
5. know and understand how to manage their own resources using context specific knowledge
<b>Assessment criteria</b>
The learner can:
5.1 show that they know the agreed requirements of their work-role including the limits of their responsibilities
5.2 show that they know their agreed personal work objectives
5.3 show that they know the reporting lines in their organization
5.4 show that they know and understand their current knowledge, understanding and skills
5.5 show that they can identify gaps in their current knowledge, understanding and skills
5.6 show that they know and understand their personal development plan
5.7 show that they know their organisation's policy and procedures in terms of personal development
5.8 show that they know the available development opportunities and resources in their organisation
5.9 show that they understand possible sources of feedback in their organisation.

<b>UAN:</b>	D/502/1229
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L15.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the skills, knowledge and understanding to install drainage systems under minimal direction or guidance. The learner will be required to select and use hand tools, powered equipment and materials correctly, competently and safely and to decide the appropriate timing of operations, the work methods to be used and to check the results and correct any faults</p> <p>Simulation will not be acceptable.</p>

<b>Learning outcome</b>
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The learner will:
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| 1. be able to install drainage systems |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 position reference marks according to specification  |
| 1.2 install drainage system to specification: <ul style="list-style-type: none"> <li>a. sub surface systems</li> <li>b. surface channels</li> <li>c. sustainable drainage systems</li> </ul> |
| 1.3 adopt practices to minimise damage to existing structures and service  |
| 1.4 restore surface to near original condition.  |

<b>Learning outcome</b>
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The learner will:
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2. be able to select, use and maintain equipment for installing drainage
<b>Assessment criteria</b>
The learner can: 2.1 select appropriate equipment for this area of work 2.2 use equipment according to instructions 2.3 prepare, maintain and store equipment in a safe and effective working condition.

<b>Learning outcome</b>
The learner will: 3. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 carry out work in a manner which minimises environmental damage 3.3 dispose of waste safely and correctly 3.4 describe the safety aspects of working in trenches.

<b>Learning outcome</b>
The learner will: 4. know the principles of drain installation
<b>Assessment criteria</b>
The learner can: 4.1 explain why soil drainage is beneficial for plant growth 4.2 state the importance of setting accurate levels and falls 4.3 describe why the type, size, depth and spacing of drainage pipes/tiles, varies with the soil texture.

<b>Learning outcome</b>
The learner will: 5. know the types of equipment required and how to maintain them
<b>Assessment criteria</b>
The learner can: 5.1 describe the equipment which will be necessary for installing drainage 5.2 describe methods of maintaining the equipment in a fit state for use.

<b>Learning outcome</b>
The learner will:

6. know the current health and safety legislation and environmental practice
<b>Assessment criteria</b>
The learner can: 6.1 outline the current health and safety legislation, codes of practice and any additional requirements 6.2 describe how environmental damage can be minimised 6.3 describe the correct methods for disposing of organic and inorganic waste.

## Unit 305

## Specify the maintenance of landscapes

<b>UAN:</b>	<i>J/502/1225</i>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L16.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit will provide the learner with the skills, knowledge and understanding to set specifications for the maintenance of landscapes features. The unit requires the learner to show evidence of working with clients and contractors. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. understand how to specify the maintenance of landscapes

### Assessment criteria

The learner can:

- 1.1 identify the sources of technical information for specifying landscape maintenance
- 1.2 explain the current best practice applicable to specifications for landscape maintenance
- 1.3 explain the statutory requirements which affect landscape maintenance
- 1.4 describe the potential hazards encountered in landscape maintenance and explain measures to reduce these
- 1.5 explain how to determine whether specifications are practical and technically workable.

### Learning outcome

The learner will:

2. specify the maintenance of landscapes

### Assessment criteria

The learner can:

- 2.1 specify maintenance specifications for one of the following sites that are consistent with maintenance policies and management plans:
  - a. interior
  - b. hard
  - c. soft
- 2.2 demonstrate maintenance specifications conform to site requirements, current best practice conventions and regulations and are consistent with applications
- 2.3 demonstrate maintenance specifications are practical and technically achievable
- 2.4 demonstrate maintenance specifications are clear and comprehensive.

# **Unit 305      Specify the maintenance of landscapes**

## Supporting information

### **Guidance**

#### **2.1**

The area to be covered should allow for a range of features and activities to be evidenced.

## Unit 306

## Monitor landscape maintenance and inspect landscape features and facilities

<b>UAN:</b>	<b>K/502/1282</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS units L16.2 & 3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	<p>This unit will provide the learner with the skills, knowledge and understanding required to monitor landscape maintenance and to inspect landscape features and facilities to ensure specifications are being met. The learner will also know how to identify and report any remedial requirements and make recommendations to improve safety.</p> <p>Simulation will not be acceptable. This unit may be carried out in conjunction with 'Specify the maintenance of landscapes'</p>

<b>Learning outcome</b>
The learner will: 1. be able to inspect and monitor landscape maintenance
<b>Assessment criteria</b>
The learner can: 1.1 use specifications that are consistent with the work being monitored 1.2 use a monitoring system that is efficient and reliable 1.3 record problems with work accurately and objectively and notify the relevant people 1.4 inform maintenance personnel when work has been approved 1.5 maintain effective working relations throughout with all relevant people.

<b>Learning outcome</b>
The learner will: 2. be able to monitor the safety and condition of features and facilities
<b>Assessment criteria</b>
The learner can: 2.1 demonstrate inspection standards and procedures conform to safety requirements including: a. legal b. codes of practice c. manufacturers' instructions 2.2 monitor the safety and condition of the following features and facilities: a. equipment b. barriers and fences c. gates d. hard surfaces e. water features. 2.3 refer any doubts about the condition and safety of features and facilities to the relevant specialist 2.4 record and programme remedial requirements according to contract and organisation procedures 2.5 take action as necessary in relation to unsafe items promptly and effectively 2.6 make recommendations to improve safety to the relevant person.

<b>Learning outcome</b>
The learner will: 3. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.

<b>Learning outcome</b>
The learner will: 4. be able to maintain appropriate records
<b>Assessment criteria</b>
The learner can: 4.1 keep records of inspection complete, clear and consistent with organisational and statutory requirements and make available to the relevant people.





<b>Learning outcome</b>
The learner will: 5. understand how to inspect and monitor landscape maintenance
<b>Assessment criteria</b>
The learner can: 5.1 explain how to apply specifications to individual areas of work 5.2 evaluate the types and relative merits of work monitoring systems currently available 5.3 explain the potential hazards and difficulties when monitoring work against specifications 5.4 state the action permitted by contracts and policies in the event of variation 5.5 describe the principles and application of risk assessment 5.6 explain the statutory requirements and codes of practice relevant to landscape maintenance and how to apply these accurately and fairly.

<b>Learning outcome</b>
The learner will: 6. understand how to monitor the safety and condition of features and facilities
<b>Assessment criteria</b>
The learner can: 6.1 assess the potential hazards relating to landscape features and facilities 6.2 explain the types of features and facilities, and typical faults: a. equipment b. barriers and fences c. gates d. hard surfaces e. water features 6.3 explain the limitations of visual inspection 6.4 describe the decay patterns of construction materials used in landscape features and facilities 6.5 list the sources of specialist advice 6.6 describe the safety standards and legislation relating to landscape features and facilities and their application 6.7 define the relevant personnel to whom inspection records and recommendations should be made available.

<b>Learning outcome</b>
The learner will: 7. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:

- |  |
|--|
| 7.1 summarise current health and safety legislation, codes of practice and any additional requirements |
| 7.2 describe the possible environmental damage and how to respond appropriately.                       |

## Unit 307                      Maintain and develop decorative horticultural features

<b>UAN:</b>	D/502/1280
<b>Level:</b>	3
<b>Credit value:</b>	8
<b>GLH:</b>	52
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for maintaining and developing the quality of both permanent and temporary decorative horticultural features. It covers understanding the factors that can affect the quality of decorative displays. 'Decorative features' relates to soft landscape features. Learners must provide evidence for all the techniques specified, which may involve one or more decorative features.  Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. be able to maintain and develop the quality of decorative horticultural features
<b>Assessment criteria</b>
The learner can: 1.1 use appropriate methods to promote and maintain healthy growth for example feeding, watering, surface cultivation and mulching for one of the following: a. permanent b. temporary

- |   |
|---|
| <ul style="list-style-type: none"> <li>1.2 identify threats to plant quality, for example pests, diseases, disorders, unfavourable conditions and competing growth, and use appropriate control methods</li> <li>1.3 remove unwanted plant material to maintain and develop the visual impact of the display</li> <li>1.4 replace lost, damaged and displaced plants as appropriate to the display</li> <li>1.5 position the plants to develop the visual impact of the display and in accordance with the specification</li> <li>1.6 use support methods which achieve overall effect and maintain the quality of the plants.</li> </ul> |
|---|

<b>Learning outcome</b>
The learner will:
2. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can:
2.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will:
3. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can:
3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
3.2 carry out risk assessments and implement measures to reduce the risks
3.3 ensure work is carried out in a manner which minimises environmental damage
3.4 manage and dispose of waste in accordance with legislative requirements and codes of good practice.

<b>Learning outcome</b>
The learner will:
4. understand the factors which affect the quality of decorative displays
<b>Assessment criteria</b>
The learner can:
4.1 explain why it is important to maintain and develop the quality of permanent and temporary decorative horticultural features
4.2 explain why it is important to check the condition of plants according to agreed schedules

- 4.3 explain how climatic conditions affect plant maintenance
- 4.4 describe how soil conditions affect plant growth and maintenance
- 4.5 describe cultural methods of improving plant quality
- 4.6 compare the current chemical and cultural methods available for pest, disease and weed control
- 4.7 compare the effects of different types of fertilisers and methods of application on plant growth and development.

<b>Learning outcome</b>
The learner will: 5. understand how to maintain and develop the quality of decorative horticultural features
<b>Assessment criteria</b>
The learner can: 5.1 explain how to ensure support methods enhance the plants' vigour and visual impact 5.2 explain how to select and remove unwanted plant material in a way which maintains and develops the visual impact of the display 5.3 describe how to ensure the positioning of plants and labels maintains and develops the visual impact 5.4 describe appropriate watering regimes for different types of soil and plants 5.5 describe signs of damage and threats to plant health and how to respond.

<b>Learning outcome</b>
The learner will: 6. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 6.1 explain the importance and methods of maintaining equipment for use.

<b>Learning outcome</b>
The learner will: 7. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 7.1 summarise current health and safety legislation, codes of practice and any additional requirements 7.2 explain the principles and application of risk assessment related to the task 7.3 describe the possible environmental damage and how to respond appropriately 7.4 explain the correct and appropriate methods for disposing of waste.

## **Unit 307          Maintain and develop decorative horticultural features**

### Supporting information

#### **Evidence requirements**

For assessment criteria 4.1 to 4.7 evidence must be provided for at least **one** temporary and **two** permanent features as appropriate.

For assessment criteria 5.1 to 5.5 evidence must be provided for at least **one** temporary and **two** permanent features as appropriate.

## Unit 308

## Set and mark out landscape sites to establish grassed and planted areas

<b>UAN:</b>	<b>H/502/0499</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L19.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit provides the learner with the knowledge, skills and understanding to set and mark out landscape sites ready for the establishment of mixed grassed and planted areas. It assumes that the objectives and tolerances for the site are already worked out and that work begins with setting and marking out. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. understand how to set and mark out sites ready for operations
<b>Assessment criteria</b>
The learner can: 1.1 explain how to interpret landscape plans 1.2 describe the methods and equipment for setting out in horizontal and vertical planes 1.3 explain the mathematical and geometric principles used in setting out 1.4 review the types of marking materials and factors affecting their selection 1.5 explain how site markings can facilitate next stages of operations 1.6 explain the likely problems how to manage these 1.7 describe the methods of detecting underground services.

<b>Learning outcome</b>
The learner will: 2. be able to set and mark out sites ready for operations
<b>Assessment criteria</b>
The learner can: 2.1 confirm objectives and tolerances for the site 2.2 achieve objectives to required tolerances 2.3 apply the mathematical and geometric principles used in setting out 2.4 use site markings to facilitate the next stage of operations 2.5 deal with any problems efficiently, effectively and safely should any occur 2.6 maintain effective working relations with all relevant people throughout.

<b>Learning outcome</b>
The learner will: 3. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of maintaining equipment for use 3.2 describe the methods of maintaining the range of equipment used.

<b>Learning outcome</b>
The learner will: 4. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 4.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 summarise current health and safety legislation, codes of practice and organisational requirements 5.2 describe possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste



5.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 6. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 6.2 ensure work is carried out in a manner which minimises environmental damage 6.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

## Unit 309

## Evaluate ground and environmental conditions to establish grassed and planted areas

<b>UAN:</b>	L/502/0500
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L19.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit provides the learner with the knowledge, skills and understanding to evaluate ground and environmental conditions ready for the establishment of mixed grassed and planted areas. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. understand how to evaluate ground and environmental conditions

### Assessment criteria

The learner can:

- 1.1 explain the principles and methods of measurement of ground and environmental conditions
- 1.2 evaluate the methods of measurement and where they may be appropriate
- 1.3 describe what varying ground and environmental conditions may occur, their effect on plant establishment and growth and how to handle these effectively for the following:
  - a. substrate structure
  - b. substrate texture and conditions
  - c. drainage characteristics
  - d. pH
  - e. pest, disease and weed problems
  - f. nutrient deficiencies
  - g. ground and air pollutants

<p>h. microclimate</p> <p>1.4 review the sources of information and analysis relating to ground and environmental assessment.</p>
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<b>Learning outcome</b>
The learner will:
2. be able to evaluate ground and environmental conditions
<b>Assessment criteria</b>
The learner can:
2.1 ensure the purpose and scope of the evaluation is consistent with the proposed use for site
2.2 use evaluation methods that are consistent with the agreed purpose and scope
2.3 evaluate the ground and environmental conditions accurately
2.4 ensure the site is left in a tidy and safe condition following operations
2.5 deal with problems efficiently, effectively and safely should any occur
2.6 maintain effective working relations with all relevant people.

<b>Learning outcome</b>
The learner will:
3. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:
3.1 summarise current health and safety legislation, codes of practice and organisational requirements
3.2 describe the possible environmental damage that could occur and how to respond appropriately
3.3 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will:
4. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can:
4.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
4.2 ensure work is carried out in a manner which minimises environmental damage.



## Unit 310

## Prepare sites for soft landscape establishment

<b>UAN:</b>	D/502/0503
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L19.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	<p>This unit provides the learner with the knowledge, skills and understanding to identify, select and use appropriate methods and procedures in preparing sites for soft landscape establishment.</p> <p>Simulation will not be acceptable. This unit links with 'Evaluate ground and environmental conditions to establish grassed and planted areas.'</p>

### Learning outcome

The learner will:

1. understand how to prepare sites for soft landscape establishment

### Assessment criteria

The learner can:

- 1.1 describe the principles and methods of site preparation to meet the required conditions for the following landscapes:
  - a. areas for soft landscape construction
  - b. areas for planting
  - c. areas for restoration
- 1.2 explain which methods are most appropriate to achieve required conditions
- 1.3 describe how to check the site is ready for planting/sowing
- 1.4 explain potential problems which may occur and how to deal with these effectively.

<b>Learning outcome</b>
The learner will: 2. be able to prepare sites for soft landscape establishment
<b>Assessment criteria</b>
The learner can: 2.1 prepare the site to meet specifications and function 2.2 maintain the site in a suitable condition for planting/sowing as planned 2.3 monitor site main services continually throughout operations 2.4 deal with problems efficiently, effectively and safely should any occur 2.5 maintain effective working relations with all relevant people.

<b>Learning outcome</b>
The learner will: 3. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of maintaining equipment for use 3.2 describe the methods of maintaining the range of equipment used.

<b>Learning outcome</b>
The learner will: 4. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 4.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 summarise current health and safety legislation, codes of practice and organisational requirements 5.2 describe the possible environmental damage that could occur and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them.





<b>Learning outcome</b>
The learner will: 6. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 6.2 ensure work is carried out in a manner which minimises environmental damage and waste.

<b>UAN:</b>	D/502/0856
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L19.4
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit provides the learner with the knowledge, skills and understanding to identify and establish planted areas. Simulation will not be acceptable.

**Learning outcome**

The learner will:

1. understand how to establish planted areas

**Assessment criteria**

The learner can:

- 1.1 explain the factors affecting the timing and method of planting
- 1.2 describe methods of support and protection and how to apply them
- 1.3 explain the initial maintenance requirements for newly established planted areas covering:
  - a. trees
  - b. shrubs
  - c. container grown
  - d. root grown
- 1.4 explain potential problems which may occur and how to deal with these effectively.

**Learning outcome**

The learner will:

2. be able to identify a range of plants

**Assessment criteria**

The learner can:

- 2.1 describe how to identify the plants to be established
- 2.2 identify a minimum of 80 different plants to be established by common and botanical names.

<b>Learning outcome</b>
The learner will: 3. understand the principles of selecting plants
<b>Assessment criteria</b>
The learner can: 3.1 explain the principles of selecting and combining plants for different applications.

<b>Learning outcome</b>
The learner will: 4. understand the methods of assessing plant health
<b>Assessment criteria</b>
The learner can: 4.1 review the methods of assessing plant health 4.2 explain the damage which may occur when handling and during the establishment of plants and how to minimise this.

<b>Learning outcome</b>
The learner will: 5. be able to establish planted areas
<b>Assessment criteria</b>
The learner can: 5.1 identify and mark out planting sites accurately 5.2 check the specification and health of plants before planting, and reject unacceptable specimens 5.3 ensure the quality of plants is maintained throughout handling and planting 5.4 establish at least 3 different types of plants from: <ul style="list-style-type: none"> <li>a. trees</li> <li>b. shrubs</li> <li>c. container grown</li> <li>d. root grown</li> </ul> 5.5 provide support and protection to the plants if required 5.6 ensure the site is left in a tidy and safe condition following operations 5.7 maintain effective working relations with all relevant people.

<b>Learning outcome</b>
The learner will: 6. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 6.1 explain the importance of maintaining equipment 6.2 describe the methods of maintaining the range of equipment used.

<b>Learning outcome</b>
The learner will: 7. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 7.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 8. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 summarise current health and safety legislation, codes of practice and organisational requirements 8.2 describe the possible environmental damage that could occur and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 9. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 9.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 9.2 ensure work is carried out in a manner which minimises environmental damage 9.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.



<b>UAN:</b>	H/502/0857
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L19.5
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit provides the learner with the knowledge, skills and understanding to identify and establish grass swards. Simulation will not be acceptable.

**Learning outcome**

The learner will:

1. understand how to establish grass swards

**Assessment criteria**

The learner can:

- 1.1 explain the factors affecting the timing and methods of establishment
- 1.2 describe the methods of protection and their application
- 1.3 explain the initial maintenance requirements for newly established swards
- 1.4 explain potential problems which may occur and how to deal with these effectively.

**Learning outcome**

The learner will:

2. be able to identify types of grasses

**Assessment criteria**

The learner can:

- 2.1 identify a minimum of six types of grasses by common and botanical names when establishing grass swards.

<b>Learning outcome</b>
The learner will: 3. understand the principles of selecting grasses
<b>Assessment criteria</b>
The learner can: 3.1 explain the principles of selecting and combining grass species for different applications 3.2 explain the principles of selecting turf and seeding mats for different applications.

<b>Learning outcome</b>
The learner will: 4. understand how to assess turf health
<b>Assessment criteria</b>
The learner can: 4.1 describe how to assess the health of turf 4.2 explain the different types of damage that can occur and how to prevent them.

<b>Learning outcome</b>
The learner will: 5. be able to establish grass swards
<b>Assessment criteria</b>
The learner can: 5.1 mark out sites accurately before beginning operations 5.2 select turf or seed as appropriate for intended purpose 5.3 check the specification and health of plant material on receipt and reject unacceptable material 5.4 use handling and establishment methods which maximise the quality of the sward 5.5 provide protection which is appropriate and effective 5.6 ensure the site is left in a tidy and safe condition following operations 5.7 maintain effective working relations with all relevant persons.

<b>Learning outcome</b>
The learner will: 6. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can: 6.1 explain the importance of maintaining equipment for use 6.2 describe the methods of maintaining the range of equipment used.





<b>Learning outcome</b>
The learner will: 7. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 7.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 8. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 summarise current health and safety legislation, codes of practice and organisational requirements 8.2 describe the possible environmental damage that could occur and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 9. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 9.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 9.2 ensure work is carried out in a manner which minimises environmental damage 9.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

## **Unit 312          Establish grass swards**

### Supporting information

#### **Guidance**

**5.3**

Plant material includes seed mix.

## Unit 313

## Plan the maintenance, repair and renovation of sports turf areas

<b>UAN:</b>	<b>H/502/0504</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS units L20 1, 2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit will provide the learner with the skills, knowledge and understanding required to plan the maintenance of sports turf areas, for example: football and rugby pitches; cricket wickets; tennis or lacrosse courts; athletic tracks; golf courses; race courses Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. understand how to plan and ensure the maintenance of sports turf areas
<b>Assessment criteria</b>
The learner can: 1.1 explain the purposes and functions of sports turf and how these affect maintenance, repairs and renovation 1.2 describe the consideration of soil types and condition in relation to sports turf management 1.3 describe the considerations relating to choice of mowing regimes and other maintenance operations, for example: a. cutting b. edging c. weed d. pest and disease control e. fertiliser application f. aeration g. top dressing

<ul style="list-style-type: none"> <li>h. switching/ brushing</li> <li>i. rolling</li> <li>j. scarifying/ verticutting</li> <li>k. irrigation</li> <li>l. repairs by inserting turf</li> <li>m. overseeding</li> <li>n. repairing edges</li> </ul> <p>1.4 define the principles of identifying turf's pathological and physiological disorders</p> <p>1.5 define the principles and techniques relating to the choice, effects and application of fertilisers.</p>
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<b>Learning outcome</b>
The learner will:
2. understand the factors affecting repair and renovation of sports turf areas
<b>Assessment criteria</b>
The learner can:
2.1 describe how timing of repair and renovation operations may be influenced
2.2 describe the factors affecting the type and extent of repairs, e.g. over seeding, inserting turf and repairing edges
2.3 explain how soil type and condition relate to the type and extent of repairs and renovation
2.4 describe the methods of assessing results of repair and renovation operations.

<b>Learning outcome</b>
The learner will:
3. know how to deal with problems
<b>Assessment criteria</b>
The learner can:
3.1 describe the typical problems that may occur and how to handle these.

<b>Learning outcome</b>
The learner will:
4. be able to plan for the maintenance and repair of sports turf
<b>Assessment criteria</b>
The learner can:
4.1 plan operations, e.g.
a. cutting
b. edging
c. weed
d. pest and disease control

<ul style="list-style-type: none"> <li>e. fertiliser application</li> <li>f. aeration</li> <li>g. top dressing</li> <li>h. switching/brushing</li> <li>i. rolling</li> <li>j. scarifying/verticutting</li> <li>k. irrigation and repairs by inserting turf</li> <li>l. overseeding</li> <li>m. repairing edges</li> </ul> <p>4.2 assess the results of maintenance, repair and renovation operations, ensuring the agreed objectives and standards have been achieved</p> <p>4.3 monitor maintenance, repair and renovation operations so as to minimise risk to the public and operators</p> <p>4.4 leave the site in a tidy and undamaged condition following operations.</p>
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<b>Learning outcome</b>
The learner will:
5. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can:
5.1 explain the importance of maintaining equipment for use
5.2 describe the methods of maintaining the range of equipment used.

<b>Learning outcome</b>
The learner will:
6. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can:
6.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will:
7. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:
7.1 summarise current health and safety legislation, codes of practice and organisational requirements
7.2 describe the possible environmental damage that could occur and how to respond appropriately
7.3 explain the correct and appropriate methods for disposing of organic and inorganic waste

7.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 8. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 8.2 ensure work is carried out in a manner which minimises environmental damage.

**Unit 313**      **Plan the maintenance, repair  
and renovation of sports turf  
areas**

Supporting information

**Evidence requirements**

**1.4**

Pathological disorders = diseases.

**4.1**

As appropriate to the learner's area of study



<b>UAN:</b>	<b>R/502/0501</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L20.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and setting out sports areas covering: football and rugby pitches; cricket wickets; tennis or lacrosse courts; athletic tracks; golf courses; race courses or other sports turf areas, as appropriate to the learner's area of work. Simulation will not be acceptable.

<b>Learning outcome</b>
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The learner will:
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| 1. understand how to set out sports areas |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 explain the factors influencing the positioning of sports areas within the total area available          |
| 1.2 list the sources of information on standard sports dimensions  |
| 1.3 explain the factors influencing the choice and use of marking equipment and materials                    |
| 1.4 describe the typical contingencies associated with setting out sports area and how these may be handled. |

<b>Learning outcome</b>
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The learner will:
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| 2. be able to plan and set out sports areas |
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<b>Assessment criteria</b>
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The learner can:
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- 2.1 perform an initial survey which identifies the type, function and required dimensions of the sports area
- 2.2 produce accurate plans which are consistent with the rules of the sport
- 2.3 select positioning and dimensions of the sports area consistent with the rules of the sport and the function, use and safety of the site,
  - a. marking out
  - b. setting out equipment
- 2.4 leave the site in an undamaged and tidy condition following operations
- 2.5 perform effective working relations with all relevant people.

**Learning outcome**

The learner will:

3. understand the reasons for maintaining equipment

**Assessment criteria**

The learner can:

- 3.1 explain the importance of maintaining equipment for use
- 3.2 describe the methods of maintaining the range of equipment used.

**Learning outcome**

The learner will:

4. be able to maintain and use relevant equipment

**Assessment criteria**

The learner can:

- 4.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

**Learning outcome**

The learner will:

5. understand relevant health and safety legislation and environmental good practice

**Assessment criteria**

The learner can:

- 5.1 summarise current health and safety legislation, codes of practice and organisational requirements
- 5.2 describe the possible environmental damage and how to respond appropriately
- 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste
- 5.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 6. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 6.2 ensure work is carried out in a manner which minimises environmental damage and waste.

<b>UAN:</b>	<b>F/502/1272</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L21.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The unit will provide the learner with the skills, knowledge and understanding required for maintaining the efficient working of irrigation systems which maybe complex and non-routine. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. understand how to design irrigation systems
<b>Assessment criteria</b>
The learner can: 1.1 explain the principles of design and construction of irrigation systems a. mobile b. installed.

<b>Learning outcome</b>
The learner will: 2. understand how to maintain irrigation systems
<b>Assessment criteria</b>
The learner can: 2.1 explain the principles, methods and calculations relating to soil water management 2.2 give a range of possible water sources and quality systems for irrigation 2.3 explain the maintenance requirements for irrigation systems 2.4 explain the different maintenance requirements of irrigation equipment

- 2.5 compare the different irrigation requirements of surfaces
  - a. hard/porous
  - b. synthetic
  - c. turf
- 2.6 describe the frequency and thoroughness of inspections to identify faults
- 2.7 give a range of possible contingencies that may affect operations and how to handle these effectively
- 2.8 identify the types of records required and the importance of accurate record keeping.

<b>Learning outcome</b>
The learner will:
3. maintain irrigation systems
<b>Assessment criteria</b>
The learner can:
3.1 inspect and assess irrigation systems and surfaces according to agreed schedules
3.2 identify problems with irrigation systems and arrange repairs where necessary
3.3 ensure surroundings are in a tidy and undamaged condition following operations
3.4 record inspections clearly, accurately and promptly
3.5 maintain effective working relations with all relevant people throughout.

<b>Learning outcome</b>
The learner will:
4. maintain the waste and environment
<b>Assessment criteria</b>
The learner can:
4.1 explain the adverse environmental impact and waste which may occur and how to minimise these
4.2 keep unnecessary waste and unwanted impact on the environment to a minimum.

<b>Learning outcome</b>
The learner will:
5. understand and comply with current health and safety legislation and codes of practice
<b>Assessment criteria</b>
The learner can:
5.1 apply the principles and application of risk assessment
5.2 summarise current health and safety legislation, codes of practice and any additional requirements.



# **Unit 316          Maintain irrigation systems**

## Supporting information

### **Guidance**

2.5

No plants.

<b>UAN:</b>	<b>D/502/0498</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L22.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit will provide the learner with the skills, knowledge and understanding for planning and maintaining planted areas. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. plan and maintain planted areas
<b>Assessment criteria</b>
The learner can: 1.1 ensure plans are consistent with the purpose, function, standards and objectives of planted areas – e.g. shrub areas, scrub, bedding, herbaceous, hedges and amenity turf 1.2 carry out maintenance operations to the planted area as planned – e.g. a. pruning b. feeding weed control c. mulching d. soil amelioration e. removal and replacement of plants f. mowing 1.3 assess the results of maintenance operations, ensuring objectives, standards and safety requirements have been achieved 1.4 leave the site in an undamaged and tidy condition following operations 1.5 deal with problems effectively, efficiently and safely when ensuring maintenance of planted areas 1.6 maintain effective working relations with relevant people throughout.





<b>Learning outcome</b>
The learner will: 2. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage 2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

<b>Learning outcome</b>
The learner will: 3. understand how to plan and maintain planted areas
<b>Assessment criteria</b>
The learner can: 3.1 explain the principle purposes and functions of planted areas in amenity settings and how these affect their maintenance 3.2 explain the principles and methods of pruning and its effects on plant growth 3.3 describe the significance of growing habits for timing and method of pruning 3.4 define the principles of maintenance operations covering: a. pruning b. feeding c. weed control d. mulching e. soil amelioration f. removal and replacement of plants g. mowing 3.5 compare methods of analysing soil condition and nutritional status 3.6 describe the symptoms of nutritional deficiency.

<b>Learning outcome</b>
The learner will: 4. understand the effects of nutrients and climate on plant growth
<b>Assessment criteria</b>
The learner can: 4.1 describe the effects of the main macro and micro nutrients on plant health and growth 4.2 describe the effects of pollutants, climatic conditions and soil/water relations on plant growth.



<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental practice
<b>Assessment criteria</b>
The learner can: 5.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 5.2 describe the possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of waste.

<b>Learning outcome</b>
The learner will: 6. know how to deal with problems
<b>Assessment criteria</b>
The learner can: 6.1 give a range of the typical problems that may occur and how to deal with these effectively.

## **Unit 317            Plan and maintain planted areas**

### Supporting information

#### **Evidence requirements**

The planted areas used should have received regular maintenance and not be in need of renovation. The operations covered should include all those necessary to maintain the area.

<b>UAN:</b>	Y/502/0497
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L22.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit will provide the learner with the skills, knowledge and understanding required for planning and renovating planted areas. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will:
1. be able to plan and renovate planted areas
<b>Assessment criteria</b>
The learner can:
1.1 ensure plans are consistent with the purpose, function, renovation standards and objectives of planted areas – e.g. shrub areas, scrub, bedding, herbaceous, hedges and amenity turf
1.2 carry out renovation operations as planned – e.g. pruning, thinning out, tying in, replacement and mowing
1.3 assess the results of renovation operations, ensuring agreed objectives, standards and safety requirements have been achieved
1.4 keep the site in an undamaged and tidy condition following operations when renovating planted areas
1.5 deal with problems effectively, efficiently and safely, when renovating planted areas
1.6 maintain effective working relations with relevant people throughout when renovating planted areas.

<b>Learning outcome</b>
The learner will: 2. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage and waste.

<b>Learning outcome</b>
The learner will: 3. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 3.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will: 4. understand how to plan the renovation of planted areas
<b>Assessment criteria</b>
The learner can: 4.1 explain how the variety of purposes and functions of amenity planted areas can be used and how these affect the renovation 4.2 define the principles governing the effects of pruning on woody and herbaceous plants 4.3 define the principles of renovating plants to maximise their amenity value. a. pruning b. thinning out c. tying in d. replacement e. mowing 4.4 explain the purposes of the range of operations used in renovation.

<b>Learning outcome</b>
The learner will: 5. know how to deal with problems during renovation
<b>Assessment criteria</b>
The learner can:

5.1 describe a range of the typical problems that may occur when renovating planted areas and how these can be dealt with effectively.

<b>Learning outcome</b>
The learner will: 6. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 6.1 explain the importance and methods of maintaining equipment for use.

<b>Learning outcome</b>
The learner will: 7. understand relevant health and safety legislation and environmental practice
<b>Assessment criteria</b>
The learner can: 7.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 7.2 describe the possible environmental damage and how to respond appropriately 7.3 explain the correct and appropriate methods for disposing of waste 7.4 Explain the records required for management and legislative purposes and the importance of maintaining them.



## **Unit 318            Plan and renovate planted areas**

### Supporting information

#### **Evidence requirements**

The planted areas used should not have received regular maintenance and be in need of renovation rather than routine maintenance. The operations covered should include all those necessary to restore the area.

## Unit 319

## Prepare sites for landscape works

<b>UAN:</b>	<b>H/502/1183</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L23.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit provides the learner with the skills, knowledge and understanding to prepare a site for both hard and soft landscape construction. The unit assumes that the learner will be working to a previously developed plan and that all work must meet its specifications and tolerances. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. form ground profiles for landscape works

### Assessment criteria

The learner can:

- 1.1 set out site according to the plan/specification
- 1.2 form profiles that meet the requirements of the plan and subsequent work:
  - a. soft landscape construction
  - b. hard landscape construction
- 1.3 form profiles that are to specified and required levels and gradients
- 1.4 monitor progress and prepare according to specification two of the following surfaces:
  - a. flat
  - b. gradient
  - c. steps
- 1.5 keep the site in a tidy and suitable condition for subsequent works following operations
- 1.6 maintain effective working relations throughout with the relevant people.

<b>Learning outcome</b>
The learner will: 2. be able to maintain and use equipment during preparation of sites for landscape works
<b>Assessment criteria</b>
The learner can: 2.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will: 3. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to preparing sites for landscape works 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste including underground services in accordance with legislative requirements and codes of good practice.

<b>Learning outcome</b>
The learner will: 4. understand how to form ground profiles for landscape works
<b>Assessment criteria</b>
The learner can: 4.1 explain the construction standards and regulations for operations involving changes of level 4.2 explain the differences in construction requirements for soft and hard landscape construction 4.3 describe how to interpret landscape plans and specifications 4.4 explain the methods and equipment for setting out in the horizontal and vertical planes 4.5 explain the mathematical and geometrical principles for setting out 4.6 explain how to calculate gradients, risers and treads 4.7 explain the design of steps 4.8 explain the methods of detecting underground services 4.9 explain the typical contingencies and how to handle these effectively

4.10 explain the types of problems and how to resolve these and whom these should be reported to.

<b>Learning outcome</b>
The learner will: 5. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 5.1 explain the importance and methods of maintaining equipment in a fit state for use to minimise risks.

<b>Learning outcome</b>
The learner will: 6. know and understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 6.2 explain the principles and application of risk assessment 6.3 describe the possible environmental damage and how to respond appropriately 6.4 explain the correct and appropriate methods for disposing of waste 6.5 explain the records required for management and legislative purposes and the importance of maintaining them.

## Unit 319 Prepare sites for landscape works

### Supporting information

#### Evidence requirements

##### 4.8

At least **two** methods must be explained.

In **4.9-4.10** the learner should describe at least **two** typical problems and contingencies that can be put in place to deal with them.

##### 6.1

The learner should cover all legislation and codes relevant to their area of work.

##### 6.4

To include relevant hazardous and non-hazardous.

## Unit 320

## Design and install drainage systems

<b>UAN:</b>	<b>R/502/1227</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L23.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The unit will provide the learner with the skills, knowledge and understanding in required to design and install drainage systems. The learner will be working to a previously developed plan and that it meets specifications and tolerances. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. be able to calculate drainage requirements

### Assessment criteria

The learner can:

- 1.1 identify drainage requirements
- 1.2 calculate drainage requirements at a level which will prevent flooding or water logging.

### Learning outcome

The learner will:

2. be able to install drainage systems

### Assessment criteria

The learner can:

- 2.1 install 2 drainage systems from the list below which meet requirements and specifications:
  - a. surface water
  - b. pipes
  - c. tile

- 2.2 ensure levels and falls are in accordance with requirements and specifications
- 2.3 ensure the surface is restored to its original condition
- 2.4 maintain effective working relations with the relevant people.

<b>Learning outcome</b>
The learner will: 3. be able to promote health and safety and good environmental practice
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to installing drainage 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste including underground services in accordance with legislative requirements and codes of good practice.

<b>Learning outcome</b>
The learner will: 4. be able to maintain and use equipment during installing drainage
<b>Assessment criteria</b>
The learner can: 4.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will: 5. understand the calculation required for drainage
<b>Assessment criteria</b>
The learner can: 5.1 explain how to make drainage calculations.

<b>Learning outcome</b>
The learner will: 6. understand why it is important to be able to install drainage systems
<b>Assessment criteria</b>
The learner can: 6.1 explain the factors influencing drainage requirements 6.2 describe the advantages, disadvantages and applications of the following types of drainage systems:



a. surface water

b. pipes

c. tile

6.3 explain the typical problems that may occur and effective methods of dealing with these.

<b>Learning outcome</b>
The learner will: 7. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 7.1 explain the importance of and methods of maintaining equipment in a fit state for use to minimise risks.

<b>Learning outcome</b>
The learner will: 8. understand relevant health and safety legislation and environmental practice
<b>Assessment criteria</b>
The learner can: 8.1 explain current health and safety legislation, codes of practice and any additional requirements 8.2 describe the possible environmental damage and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them.

## Unit 321

## Laying hard surfaces for external landscaping

<b>UAN:</b>	<b>T/502/1186</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L24.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required when laying hard surfaces for external landscaping. The hard surfaces could include concrete, tarmac and paving. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. be able to lay hard surfaces

### Assessment criteria

The learner can:

- 1.1 install hard surfaces safely and according to specifications and requirements for use
- 1.2 protect hard surfaces effectively against weather and use until they are in a suitable condition
- 1.3 leave the site safe, tidy and suitable for intended use
- 1.4 maintain effective working relations with relevant people throughout.

### Learning outcome

The learner will:

2. be able to work safely and minimise environmental damage

### Assessment criteria

The learner can:

- 2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements

- 2.2 carry out work in a manner which minimises environmental damage
- 2.3 dispose of waste safely and correctly.

<b>Learning outcome</b>
The learner will: 3. know the principles affecting the design and laying of hard surfaces
<b>Assessment criteria</b>
The learner can: 3.1 explain the environmental issues of run off and drainage requirements 3.2 identify the factors affecting the choice and specification of surface 3.3 describe the principles and methods of laying the following hard surfaces: <ul style="list-style-type: none"><li>a. concrete</li><li>b. tarmac</li><li>c. sets and block paving</li><li>d. flags – pre-cast or natural paving</li></ul> 3.4 describe protection methods and how to select the appropriate one for the type of hard surface and site 3.5 suggest typical problems that may occur and how to deal with these effectively.

<b>Learning outcome</b>
The learner will: 4. know the relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 4.1 outline the current health and safety legislation, codes of practice and any additional requirements 4.2 describe how environmental damage can be minimised 4.3 describe the correct methods for disposing of organic and inorganic waste.

<b>UAN:</b>	<b>A/502/1187</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L24.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to construct free standing walls. This includes mortared brick and stone walls.

**Learning outcome**

The learner will:

1. be able to construct free standing walls

**Assessment criteria**

The learner can:

- 1.1 prepare effective ground footings
- 1.2 construct and finish walls and related structures safely and in accordance with specifications
- 1.3 protect the walls and related structures effectively according to type of materials and environment
- 1.4 leave the site in a tidy and undamaged condition following operations
- 1.5 maintain effective working relations with relevant people throughout.

**Learning outcome**

The learner will:

2. be able to work safely and minimise environmental damage

**Assessment criteria**

The learner can:

- 2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements

- |   |
|---|
| 2.2 carry out work in a manner which minimises environmental damage |
| 2.3 dispose of waste safely and correctly.                          |

<b>Learning outcome</b>
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The learner will:
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|--|
| 3. know the principles of constructing free standing walls |
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 3.1 interpret design specifications   |
| 3.2 list the factors influencing specifications for walls   |
| 3.3 describe the types of ground preparation and footings appropriate to walls and related structures for: <ul style="list-style-type: none"><li>a. mortared brick walls</li><li>b. stone walls</li></ul> |
| 3.4 describe protection methods according to types of materials and situation   |
| 3.5 compare the application of types of structure and choice of materials   |
| 3.6 summarise the construction regulations and standards pertinent to wall construction   |
| 3.7 identify the potential hazards when constructing walls and related structures   |
| 3.8 suggest typical problems that may occur and how to deal with these effectively.   |

<b>Learning outcome</b>
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The learner will:
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|--|
| 4. know the relevant health and safety legislation and environmental good practice |
|--|

<b>Assessment criteria</b>
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The learner can:
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|--|
| 4.1 outline the current health and safety legislation, codes of practice and any additional requirements |
| 4.2 describe how environmental damage can be minimised   |
| 4.3 describe the correct methods for disposing of organic and inorganic waste.                           |

## Unit 323

## Install hard landscape features and structures

<b>UAN:</b>	<b>F/502/1188</b>
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L24.5
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to install hard landscaping features and structures such as sports and play equipment and small sectional buildings

### Learning outcome

The learner will:

1. be able to install hard landscape features and structures

### Assessment criteria

The learner can:

- 1.1 prepare the ground and footings
- 1.2 install features and structures safely and according to specification
- 1.3 protect features and structures against deterioration
- 1.4 inspect features and structures for safety, completeness and function
- 1.5 leave site safe, tidy and in a suitable condition for subsequent work
- 1.6 maintain effective working relations with relevant people throughout.

### Learning outcome

The learner will:

2. be able to work safely and minimise environmental damage

### Assessment criteria

The learner can:

- 2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements

- |   |
|---|
| 2.2 carry out work in a manner which minimises environmental damage |
| 2.3 dispose of waste safely and correctly.                          |

<b>Learning outcome</b>
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The learner will:
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- |   |
|---|
| 3. know how to install hard landscape features and structures |
|---|

<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 3.1 describe how to prepare the ground and footings appropriate to the range of features and structures covering sports and play equipment and small sectional buildings |
| 3.2 describe the characteristics, safety requirements and methods of application of preservatives  |
| 3.3 outline the potential hazards when assembling and installing structures  |
| 3.4 suggest the typical problems that may occur and how these can be dealt with effectively.   |

<b>Learning outcome</b>
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The learner will:
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- |  |
|--|
| 4. know the relevant health and safety legislation and environmental good practice |
|--|

<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 4.1 outline the current health and safety legislation, codes of practice and any additional requirements |
| 4.2 outline the principles and application of risk assessment  |
| 4.3 describe how environmental damage can be minimised   |
| 4.4 describe the correct methods for disposing of organic and inorganic waste.                           |



## Unit 324

## Plan and construct water features

<b>UAN:</b>	<b>F/502/1191</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L24.4
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and construct pools and water features. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 1.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will: 2. be able to construct pools and water features
<b>Assessment criteria</b>
The learner can: 2.1 review site conditions to establish suitability prior to commencing operations 2.2 prepare the site and select and use three materials following specifications: a. puddled clay liners b. fibre glass in situ c. concrete in situ d. irregular shaped preformed or pre-cast e. butyl or PVC liner 2.3 interpret specifications and plans 2.4 install and construct pool and water features safely, following specifications 2.5 check that the installation is working correctly and rectify any faults 2.6 maintain effective working relations with relevant people throughout 2.7 deal with problems efficiently, effectively and safely as necessary.

<b>Learning outcome</b>
The learner will: 3. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to preparing sites for landscape works 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste including underground services in accordance with legislative requirements and codes of good practice.

<b>Learning outcome</b>
The learner will: 4. understand the principles underpinning installation and construction of pools and water features
<b>Assessment criteria</b>
The learner can: 4.1 describe the conditions suitable to the construction of pools and water features 4.2 describe the features and application of materials:

<ul style="list-style-type: none"> <li>a. puddle clay liners</li> <li>b. fibre glass in situ</li> <li>c. concrete in situ, irregular shaped preformed or precast</li> <li>d. butyl or PVC liner</li> </ul>
4.3 explain the principles and methods of pool and water feature construction
4.4 explain the principles of pump power calculation, selection and positioning
4.5 explain the safety requirements for pump systems
4.6 describe the methods of checking the functioning of the installation
4.7 describe the symptoms of faults such as leaks and malfunctioning of pumping systems
4.8 explain the potential hazards when constructing ponds.

<b>Learning outcome</b>
The learner will:
5. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can:
5.1 explain the importance and methods of maintaining equipment in a fit state for use to minimise risks.

<b>Learning outcome</b>
The learner will:
6. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:
6.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work
6.2 describe the possible environmental damage that could occur and how to respond appropriately
6.3 explain the correct and appropriate methods for disposing of organic and inorganic waste
6.4 explain the records required for management and legislative purposes and the importance of maintaining them.

## **Unit 324**      **Plan and construct water features**

### Supporting information

#### **Evidence requirements**

##### **2.2**

Three materials in water features, which can include cascades, streams as well as pools.

##### **2.4**

Electrical supply must be connected by a qualified electrician.

<b>UAN:</b>	J/502/1189
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L24.5
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to construct rock gardens. The learner must have an appropriate qualification if they are to use machinery. The learner must have an appropriate knowledge in manual handling techniques.

<b>Learning outcome</b>
The learner will: 1. be able to construct rock gardens
<b>Assessment criteria</b>
The learner can: 1.1 assess site conditions to establish suitability for operation 1.2 use suitable access routes for materials 1.3 choose and use stone according to specification, functional and aesthetic requirements 1.4 handle materials safely and efficiently either manually or by mechanical means as required 1.5 construct rock work according to specification and ensure it is functionally and visually appropriate 1.6 restore surroundings to a safe and substantially original condition 1.7 leave the site safe, tidy and ready for planting following operations 1.8 maintain effective working relationships with relevant people throughout.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage 2.3 dispose of waste safely and correctly.

<b>Learning outcome</b>
The learner will: 3. know how to assess for constructing rock gardens
<b>Assessment criteria</b>
The learner can: 3.1 describe how to assess suitability of site conditions 3.2 describe the criteria for selecting access routes for materials.

<b>Learning outcome</b>
The learner will: 4. know the principles of working with rock and soil
<b>Assessment criteria</b>
The learner can: 4.1 describe the types and application of stone used in rock garden construction covering out crops, scree and moraine, valleys, cascades, steps 4.2 state the principles of arranging stone in rock gardens 4.3 describe the safety requirements when lifting and handling stone 4.4 describe the characteristics and purposes of rock garden types 4.5 describe the potential hazards resulting from unsafe finished construction 4.6 suggest the typical problems that may occur and how these can be dealt with effectively.

<b>Learning outcome</b>
The learner will: 5. know the current health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

- 5.2 describe how environmental damage can be minimised
- 5.3 describe the correct methods for disposing of organic and inorganic waste.

## Unit 326

## Repair and restore walls

<b>UAN:</b>	<b>M/502/1283</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L25.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to repair and restore walls. The learner will identify the original condition, purpose and function of the wall and be able to restore the wall to those standards and objectives.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p>

### Learning outcome

The learner will:

1. be able to repair and restore

### Assessment criteria

The learner can:

- 1.1 identify and note the original condition of walls prior to commencing operations
- 1.2 determine the objectives of repair and restoration
- 1.3 identify any missing components
- 1.4 using appropriate construction methods and materials restore three of the walls listed below to a substantially original condition:
  - a. mortared brick
  - b. mortared stone
  - c. free standing
  - d. retaining
- 1.5 ensure that walls are safe, stable, durable and appropriate to function
- 1.6 keep surroundings in a tidy and undamaged condition following operations



1.7 maintain effective working relations with relevant people throughout.

<b>Learning outcome</b>
The learner will: 2. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage 2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

<b>Learning outcome</b>
The learner will: 3. understand how to repair and restore walls
<b>Assessment criteria</b>
The learner can: 3.1 explain the specifications, construction methods and materials for walls: a. mortared brick b. mortared stone c. free standing d. retaining 3.2 explain the styles of stone walls and top treatment and uses and relative merits 3.3 describe the methods of producing growing conditions in stone walls 3.4 list the sources of information and materials relating to stone walls 3.5 explain the objectives for repairing and restoring stone walls 3.6 explain how to identify missing components 3.7 describe the methods of testing the safety, stability and durability of stone walls and their fitness for purpose 3.8 describe the principles and application of risk assessment 3.9 describe typical problems that may occur and how to deal with these effectively.

<b>Learning outcome</b>
The learner will: 4. understand relevant health and safety legislation and environmental good practice

Assessment criteria
The learner can: 4.1 explain current health and safety legislation, codes of practice and any additional requirements 4.2 describe the possible environmental damage that could occur and how to respond appropriately 4.3 explain the correct and appropriate methods for disposing of waste.

## Unit 326 Repair and restore walls

### Supporting information

#### Evidence requirements

3.2

A minimum of **two** styles and **two** top treatments to be explained.

3.9

At least **three** types of problem during restoration.

<b>UAN:</b>	<b>A/502/1190</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit L25.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>This unit will provide the learner with the skills, knowledge and understanding required for restoring soft landscape areas taking into account the original condition, purpose and functions of the soft landscape area to be able to restore it to the required standard.</p> <p>This unit involves a landscape area including a range of features, which should have some historical importance.</p> <p>Simulation will not be acceptable.</p>

<b>Learning outcome</b>
The learner will:
1. be able to restore soft landscape areas
<b>Assessment criteria</b>
The learner can:
1.1 identify the intended purpose and function of the area and its restoration requirements
1.2 identify the originally intended style, composition and appearance of the area
1.3 carry out restoration in accordance with identified standards and objectives
1.4 provide clear and accurate information for recording purposes
1.5 maintain effective working relations with relevant people throughout
1.6 deal with problems effectively, efficiently and safely where necessary.

<b>Learning outcome</b>
The learner will: 2. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 2.2 ensure work is carried out in a manner which minimises environmental damage 2.3 manage and dispose of waste including underground services in accordance with legislative requirements and codes of good practice.

<b>Learning outcome</b>
The learner will: 3. understand how to restore soft landscape areas
<b>Assessment criteria</b>
The learner can: 3.1 explain the principles, methods and techniques of restoration of soft landscape 3.2 summarise the history and development of landscape design and planting styles 3.3 assess sources of information and materials relating to restoration of soft landscapes 3.4 assess possible sources of information on the original style of planted areas 3.5 compare and clarify the range of possible functions and purposes of soft landscape areas and explain how these affect restoration 3.6 explain typical contingencies and how these can be dealt with effectively.

<b>Learning outcome</b>
The learner will: 4. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance and methods of maintaining equipment in a fit state for use to minimise risks.

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 5.2 describe the possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them.

## **Unit 327          Restore soft landscape areas**

### Supporting information

#### **Evidence requirements**

Learners may wish to carry out research for outcome 3 and produce a report as evidence. This may be linked to the areas in outcome 1.

## Unit 329

## Provide nutrients to plants or crops

<b>UAN:</b>	<b>K/502/0956</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH5.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to identify nutrient problems and provide nutrients to plants or crops. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. understand the factors which influence nutrient requirements

### Assessment criteria

The learner can:

- 1.1 explain the relationship between plant or crop growth and development, and the use of nutrients
- 1.2 explain the ways of checking that the correct quantity of nutrients are available to plants or crops
- 1.3 explain the likely problems which may impact on providing nutrients to plants or crops and how to resolve them.

### Learning outcome

The learner will:

2. understand the methods of applying nutrients

### Assessment criteria

The learner can:

- 2.1 explain the different methods for applying nutrients to plants or crops.

<b>Learning outcome</b>
The learner will: 3. know how to identify nutrient problems with crops or plants
<b>Assessment criteria</b>
The learner can: 3.1 describe the signs of nutrient deficiency in plants or crops.

<b>Learning outcome</b>
The learner will: 4. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance and methods of maintaining equipment ready for use

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 5.2 describe the possible environmental damage and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 6. be able to maintain and use equipment
<b>Assessment criteria</b>
The learner can: 6.1 ensure equipment is prepared, used and maintained in a safe and effective way 6.2 select the appropriate equipment to provide nutrients to plants.



<b>Learning outcome</b>
The learner will: 7. be able to provide nutrients to plants or crops
<b>Assessment criteria</b>
The learner can: 7.1 apply nutrients as required to promote plant growth and stage of plant development 7.2 diagnose problems with the provision of nutrients to plants or crops and take the appropriate action 7.3 maintain, review and complete records accurately.

<b>Learning outcome</b>
The learner will: 8. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 8.2 ensure work is carried out in a manner which minimises environmental damage 8.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

## Unit 329      Provide nutrients to plants or crops

### Supporting information

#### Evidence requirements

##### 2.1

At least **three** different methods should be given.

##### 3.1

Learner to describe the signs of at least **three** nutrient deficiencies in named crops.

## Unit 330

## Monitor the development of crops or plants

<b>UAN:</b>	<b>M/502/0957</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH5.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring the development of plants or crops. The control of pests, diseases and disorders is covered in a separate unit. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. Understand the development of crops or plants

### Assessment criteria

The learner can:

- 1.1 explain the types of unwanted plant material and why it must be removed covering damaged crops, weeds, crop debris and diseased materials
- 1.2 explain the relationship of plant development to the growth of the plant or crop
- 1.3 explain and identify common problems which may occur with the plants or crops and the correct actions to take
- 1.4 explain the methods for manipulating plant development covering both trimming and supporting
- 1.5 explain why it is important that work is carried out at commercial rates
- 1.6 Explain the reasons why it is important to maintain hygiene and how this is achieved

<b>Learning outcome</b>
The learner will: 2. Understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 2.1 explain the importance of maintaining equipment for use 2.2 describe the methods of maintaining the range of equipment used

<b>Learning outcome</b>
The learner will: 3. Understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 3.2 describe the possible environmental damage and how to respond appropriately 3.3 explain the correct and appropriate methods for disposing of waste 3.4 explain the records required for management and legislative purposes and the importance of maintaining them

<b>Learning outcome</b>
The learner will: 4. Be able to maintain and use equipment
<b>Assessment criteria</b>
The learner can: 4.1 ensure equipment is prepared, used and maintained in a safe and effective condition

<b>Learning outcome</b>
The learner will: 5. Be able to monitor and maintain crops or plants
<b>Assessment criteria</b>
The learner can: 5.1 remove unwanted plant material, plant material to be removed must include: <ul style="list-style-type: none"> <li>• Damaged crops</li> <li>• Weeds</li> <li>• Crop debris</li> <li>• Diseased materials</li> </ul>

- 5.2 manipulate plant development to meet the requirements of the plant or crop using either trimming or supporting
- 5.3 maintain suitable levels of hygiene for the growing environment

<b>Learning outcome</b>
The learner will: 6. Be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to monitoring and maintaining plant development 6.2 ensure work is carried out in a manner which minimises environmental damage 6.3 manage and dispose of waste in accordance with legislative requirements and codes of practice

## Unit 331

## Monitor and adjust watering systems for crops or plants

<b>UAN:</b>	Y/502/1228
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH5.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and adjust watering systems for crops or plants. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. understand watering systems

### Assessment criteria

The learner can:

- 1.1 evaluate methods and systems for supplying water to crops or plants
- 1.2 explain the principles and methods for making adjustments to the water supply
- 1.3 identify common problems which may occur in the delivery of water to the plant or crop and explain how these should be resolved.

### Learning outcome

The learner will:

2. understand crop or plant requirements for water

### Assessment criteria

The learner can:

- 2.1 explain how to establish that the supply of water to the crop or plant is suitable
- 2.2 explain how the plant or crop requirements for water varies during growth and development

2.3 explain the impact of the environment on the water requirements of the crop or plant.

**Learning outcome**

The learner will:

3. understand the reasons for maintaining equipment

**Assessment criteria**

The learner can:

3.1 explain the importance of and methods of maintaining equipment ready for use to minimise risks

**Learning outcome**

The learner will:

4. understand relevant health and safety legislation and environmental good practice

**Assessment criteria**

The learner can:

4.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work

4.2 describe the possible environmental damage and how to respond appropriately

4.3 explain the records required for management and legislative purposes and the importance of maintaining them.

**Learning outcome**

The learner will:

5. be able to maintain and use equipment

**Assessment criteria**

The learner can:

5.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

**Learning outcome**

The learner will:

6. be able to monitor and adjust watering systems

**Assessment criteria**

The learner can:

6.1 check and confirm the supply of water to the plant or crop is correct

6.2 identify the need for making adjustments to watering systems

6.3 identify problems with the delivery of water to the plant or crop and take appropriate action as necessary

6.4 ensure adjustments to watering systems are in accordance with the requirements of the plant or crop

6.5 provide clear and accurate information for recording purposes.





<b>Learning outcome</b>
The learner will: 7. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 7.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to monitoring and adjusting watering systems 7.2 ensure work is carried out in a manner which minimises environmental damage.

## Unit 332

## Manage site clearance and preparation for planting

<b>UAN:</b>	<b>H/502/1281</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH6
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the clearing and preparing of sites for planting. It covers clearing sites of any unwanted materials and debris and carrying out relevant cleaning activities. It also covers the planning of the resources for preparing the site.</p> <p>Simulation will not be acceptable. This unit is appropriate to learners in a commercial environment. Learners in an amenity situation may find 'Prepare sites for soft landscape establishment' more appropriate.</p>

<b>Learning outcome</b>
The learner will: 1. understand site clearance
<b>Assessment criteria</b>
The learner can: 1.1 explain the clearance requirements including sterilising in relation to the use of the site 1.2 explain how to assess the condition of the site and describe how this affects clearance operations 1.3 explain how resources including human, materials and equipment can be used effectively and efficiently when clearing sites 1.4 explain the levels of hygiene required on the site and describe reasons for and methods of maintaining hygiene

- 1.5 explain the problems which could arise during the clearance work and how to deal with them
- 1.6 explain how to identify the materials that may be suitable for re-use or recycling including organic and inorganic.

<b>Learning outcome</b>
The learner will:
2. understand the requirements for planting
<b>Assessment criteria</b>
The learner can:
2.1 explain how to identify the condition of materials suitable for planting
2.2 describe the problems which may occur with equipment and materials and describe how to resolve them
2.3 explain how the production requirements and timescales influence planting operations
2.4 explain how the condition of the site and growing medium influence planting operations.

<b>Learning outcome</b>
The learner will:
3. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can:
3.1 explain the importance of and methods of maintaining equipment

<b>Learning outcome</b>
The learner will:
4. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:
4.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.
4.2 describe the possible environmental damage and how to respond appropriately.
4.3 explain the correct and appropriate methods for disposing of waste.
4.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will:
5. be able to control the clearance of a site
<b>Assessment criteria</b>

<p>The learner can:</p> <ul style="list-style-type: none"> <li>5.1 clear the site of unwanted materials and debris in accordance with production requirements and the condition of the site.</li> <li>5.2 ensure that working methods and processes are suitable to the site, and resources are used effectively and efficiently.</li> <li>5.3 ensure the necessary levels of hygiene are maintained in accordance with production requirements.</li> <li>5.4 ensure materials that are suitable for re-use or recycling are identified.</li> </ul>
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<b>Learning outcome</b>
<p>The learner will:</p> <ul style="list-style-type: none"> <li>6. be able to organise the resources needed for planting</li> </ul>
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>6.1 organise the equipment and materials ready for use</li> <li>6.2 take the appropriate action where the available equipment and materials do not meet the requirements of the planting operations</li> <li>6.3 confirm that the growing medium and site is in a condition ready for planting operations to begin.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ul style="list-style-type: none"> <li>7. be able to maintain and use equipment during controlling the clearance of a site for planting</li> </ul>
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>7.1 ensure equipment is prepared, used and maintained in a safe and effective condition.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ul style="list-style-type: none"> <li>8. be able to promote health and safety and environmental good practice</li> </ul>
<b>Assessment criteria</b>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>8.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.</li> <li>8.2 ensure work is carried out in a manner which minimises environmental damage</li> <li>8.3 manage and dispose of waste in accordance with legislative requirements and codes of practice</li> </ul>



## Unit 333

## Prepare for and maintain the planting of crops or plants

<b>UAN:</b>	<b>H/502/0955</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH7.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for organising and maintaining the planting of crops or plants. The unit is applicable to planting by hand or by machine and can be either outdoors or in protected conditions. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. understand how to prepare for the planting of crops or plants

### Assessment criteria

The learner can:

- 1.1 explain the methods for preparing plant material
- 1.2 explain how to select plant material
- 1.3 explain how the resources are used effectively when setting out of crops or plants.

<b>Learning outcome</b>
The learner will: 2. understand the factors which influence the planting of crops or plants
<b>Assessment criteria</b>
The learner can: 2.1 explain the working methods for carrying out planting 2.2 explain how production requirements affect the time of planting 2.3 explain the relationship of planting to the crops or plants subsequent growth and development 2.4 explain the correct positioning of the plants or crops in the growing medium covering the following: a. density b. depth c. mix d. orientation e. firmness 2.5 describe the correct methods for handling plant material 2.6 explain the reasons and methods for maintaining hygiene and avoiding contamination 2.7 explain the problems which may occur during planting and how to deal with these 2.8 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 3. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance and methods of maintaining equipment for use 3.2 describe the methods of maintaining the range of equipment used.

<b>Learning outcome</b>
The learner will: 4. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 4.1 explain current health and safety legislation, codes of practice and any additional requirements 4.2 describe the possible environmental damage that could occur and how to respond appropriately



4.3 explain the correct and appropriate methods for disposing of organic and inorganic waste.

<b>Learning outcome</b>
The learner will: 5. be able to prepare for planting crops or plants
<b>Assessment criteria</b>
The learner can: 5.1 ensure the plant material is selected and prepared in accordance with production requirements 5.2 ensure the necessary working methods for planting are established and clearly communicated.

<b>Learning outcome</b>
The learner will: 6. be able to maintain the planting of crops or plants
<b>Assessment criteria</b>
The learner can: 6.1 ensure that planting takes place at times which are most conducive to the crops' or plants' establishment and growth 6.2 position crops or plants within the growing medium in a way which is suitable to the crops or plants 6.3 handle plant material in a manner which optimises establishment, growth and development, and minimises damage 6.4 ensure planting is carried out at an appropriate speed whilst maintaining the quality of production 6.5 maintain the necessary levels of hygiene at all times 6.6 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will: 7. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 7.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 8. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 8.2 ensure work is carried out in a manner which minimises environmental damage

8.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

## Unit 334 Promote and monitor the growth of crops or plants

<b>UAN:</b>	Y/502/1181
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH7.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance. Evidence in this unit may be for different crops or for one crop as appropriate to the learner's situation. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. understand the factors which promote the growth of crops or plants
<b>Assessment criteria</b>
The learner can: 1.1 compare the advantages and disadvantages of different methods for promoting crop or plant growth and development 1.2 explain the optimum and amount of time required to carry out the promotion of crop or plant growth and development 1.3 explain the requirements for nutrients and moisture and how these can be adjusted to promote growth and development for different types of crop or plant 1.4 explain the factors which determine the growth and development of crops or plants and how they can be influenced to optimise productivity covering: a. light b. carbon dioxide

- c. growth hormones
  - d. nutrients
- 1.5 explain methods of promoting the growth and development of crops or plants covering the following:
    - a. protection from pests and diseases
    - b. weed control measures
    - c. weather protection
    - d. pruning and trimming
    - e. supporting
    - f. feeding
    - g. watering
  - 1.6 explain appropriate methods of handling plant material
  - 1.7 explain the common problems which may occur and describe the correct actions to be taken in
  - 1.8 explain the records required for management and legislative purposes and the importance of maintaining them
  - 1.9 explain the reasons why it is important to maintain hygiene and describe how this is achieved.

<b>Learning outcome</b>
The learner will:
2. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can:
2.1 explain the importance of maintaining equipment for use
2.2 describe the methods of maintaining the range of equipment used.

<b>Learning outcome</b>
The learner will:
3. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:
3.1 summarise current health and safety legislation, codes of practice and any additional requirements
3.2 describe the possible environmental damage that could occur and how to respond appropriately
3.3 explain the correct and appropriate methods for disposing of organic and inorganic waste.

<b>Learning outcome</b>
The learner will:
4. be able to promote the growth of crops or plants through a number of methods
<b>Assessment criteria</b>

The learner can:

- 4.1 choose and implement at least three methods for promoting crop growth and development in accordance with the needs of the crop and production requirements
  - a. protection from pests and diseases
  - b. weed control measures
  - c. weather protection
  - d. pruning and trimming
  - e. supporting
  - f. feeding
  - g. watering
- 4.2 handle plant material in a manner which optimises growth and development, and minimises damage
- 4.3 provide clear and accurate information for recording purposes.

**Learning outcome**

The learner will:

5. be able to promote health and safety and environmental good practice

**Assessment criteria**

The learner can:

- 5.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
- 5.2 ensure work is carried out in a manner which minimises environmental damage
- 5.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

**Learning outcome**

The learner will:

6. be able to maintain and use relevant equipment

**Assessment criteria**

The learner can:

- 6.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

## **Unit 334      Promote and monitor the growth of crops or plants**

Supporting information

### **Evidence requirements**

#### **4.1**

At least **three** methods for growth promotion in a **named** crop.

<b>UAN:</b>	K/502/0858
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Horticulture NOS unit PH8
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the skills, knowledge and understanding required for preparing growing media for planting or potting.

<b>Learning outcome</b>
The learner will:
1. understand the preparation of growing media
<b>Assessment criteria</b>
The learner can:
1.1 explain the different properties of the materials used to prepare growing media covering:
a. fertiliser
b. soil conditioner
c. growing media ingredients
1.2 explain the procedures for obtaining the materials required
1.3 explain the different methods used for collecting and measuring out materials
1.4 explain different methods of incorporating ingredients into the growing medium depending on its use covering:
a. mixing
b. cultivation
1.5 compare the different methods of preparing growing media in relation to planting requirements covering:
a. consistency
b. moisture level
c. air filled porosity
d. required additives
e. storage.

<b>Learning outcome</b>
The learner will: 2. understand the factors that affect preparation and operations
<b>Assessment criteria</b>
The learner can: 2.1 explain the different growing media required for varying crops and growing conditions and how this will influence media preparation 2.2 explain the external factors that affect the timing of operations and the outcomes 2.3 explain the reasons for the different storage conditions for growing media and the need for hygiene at all times.

<b>Learning outcome</b>
The learner will: 3. be able to plan, obtain and position materials
<b>Assessment criteria</b>
The learner can: 3.1 identify and obtain the correct quantity of source materials, e.g. fertiliser and bulky ingredients, for preparing growing media in accordance with production requirements 3.2 ensure materials are handled correctly and safely 3.3 measure out and position the correct quantities of materials in accordance with the growing schedule and the crop.

<b>Learning outcome</b>
The learner will: 4. be able to prepare the growing media
<b>Assessment criteria</b>
The learner can: 4.1 incorporate materials into the growing media in accordance with planting requirements 4.2 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will: 5. be able to select, use and maintain equipment for preparing growing media
<b>Assessment criteria</b>
The learner can: 5.1 select appropriate equipment for this area of work 5.2 use equipment according to instructions



5.3 prepare, maintain and store equipment in a safe and effective working condition.

<b>Learning outcome</b>
The learner will: 6. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 6.2 describe the possible environmental damage and how to respond appropriately 6.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 6.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 7. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 7.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 7.2 ensure work is carried out in a manner which minimises environmental damage 7.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

<b>Learning outcome</b>
The learner will: 8. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can: 8.1 explain the importance of maintaining equipment ready for use.

## Unit 336

## Plan and collect propagation material

<b>UAN:</b>	<b>D/502/1182</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and collect propagation material. The unit covers planning the methods of collecting propagation materials.</p> <p>There is a separate unit which covers the identification and naming of plants.</p>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. understand how to prepare for the collection of propagation material</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 explain the methods of planning the collection of propagation material and the factors which must be taken into account</li><li>1.2 explain how the requirements of the production programme differs depending on the type(s) of crop(s) or plants produced</li><li>1.3 explain the importance of the timing of different propagation activities.</li></ol>

<b>Learning outcome</b>
The learner will: 2. understand the methods of propagation
<b>Assessment criteria</b>
The learner can: 2.1 explain the method(s) used for collecting propagation material covering: a. cuttings b. budding c. grafting d. micro-propagation e. division 2.2 explain how to select suitable facilities for storing the material prior to use and the length of storage which is required 2.3 explain how to correctly handle plant material and the consequences of incorrect handling.

<b>Learning outcome</b>
The learner will: 3. understand the principles of identification and naming of plants
<b>Assessment criteria</b>
The learner can: 3.1 explain where and how to obtain information on plants and plant identification 3.2 explain the principles of botanical nomenclature.

<b>Learning outcome</b>
The learner will: 4. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance and methods of maintaining equipment for use.

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 summarise current health and safety legislation, codes of practice and any additional requirements 5.2 describe the possible environmental damage that could occur and how to respond appropriately.



<b>Learning outcome</b>
The learner will: 6. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 6.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 7. be able to plan the collection of propagation material
<b>Assessment criteria</b>
The learner can: 7.1 plan the timing of the collection of propagation material to maximise the success of the operation and to fit in with the production programme 7.2 determine the source of the propagation material and the method of collection in accordance with the needs of the plant species and the propagation method.

<b>Learning outcome</b>
The learner will: 8. be able to collect propagation material
<b>Assessment criteria</b>
The learner can: 8.1 correctly identify plants from which material is to be collected 8.2 handle plant material in a manner which minimises damage and wastage 8.3 select and use suitable facilities for the storage of collected material 8.4 provide clear and accurate information for recording purposes.

## Unit 337

## Prepare and establish propagation material

<b>UAN:</b>	<b>T/502/1012</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS units PH9.2 and 3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare and establish propagation material. It covers propagation methods including trimming and establishing the material in a growing environment. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. understand the methods of preparing for propagation

### Assessment criteria

The learner can:

- 1.1 explain the methods used for preparing propagation material covering:
  - a. trimming cuttings
  - b. splitting divisions
  - c. preparing of stocks
  - d. preparing scions
- 1.2 explain why vegetative propagation methods are used
- 1.3 explain the following methods of propagation:
  - a. cuttings
  - b. budding
  - c. grafting
  - d. micro-propagation
  - e. division
- 1.4 explain why it is important to maintain hygiene during the propagation process and how this is achieved

1.5 explain the role of hormone treatments to encourage rooting or meristem development.

<b>Learning outcome</b>
The learner will: 2. understand how to establish propagation material in a growing environment
<b>Assessment criteria</b>
The learner can: 2.1 explain the types of rooting media and how they are prepared and handled 2.2 explain how to correctly position propagation material in the growing medium 2.3 explain the factors which must be taken into account when planning aftercare 2.4 explain the types of growing environments available and their preparation 2.5 explain the methods for sustaining and promoting plant development following propagation.

<b>Learning outcome</b>
The learner will: 3. understand the techniques for weaning crops or plants
<b>Assessment criteria</b>
The learner can: 3.1 explain the techniques for weaning crops before transferring into a different environment covering: a. watering b. ventilation c. temperature control d. humidity control e. removal of material damaged by pests or diseases f. trimming to promote g. appropriate growth formation h. subculturing (micropropagation).

<b>Learning outcome</b>
The learner will: 4. know the types of equipment and materials required and how to maintain them
<b>Assessment criteria</b>
The learner can: 4.1 describe the equipment and materials which will be necessary for preparing for propagation



4.2 describe methods of maintaining the equipment ready for use.

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 summarise current health and safety legislation, codes of practice and any additional requirements 5.2 describe the possible environmental damage that could occur and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining them including: a. propagation activities b. success rates.

<b>Learning outcome</b>
The learner will: 6. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 6.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 7. be able to prepare propagation material
<b>Assessment criteria</b>
The learner can: 7.1 handle plant material in a manner which minimises damage and wastage, and optimises growth 7.2 select and use a suitable propagation method 7.3 prepare and treat propagation materials appropriately 7.4 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will: 8. establish propagation material in a growing environment
<b>Assessment criteria</b>
The learner can: 8.1 identify and source the materials for preparing a suitable rooting medium

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| 8.2 prepare a suitable environment to establish the propagation material                              |
| 8.3 position propagation material correctly in the growing medium and place in a suitable environment |
| 8.4 promote and sustain plant development after propagation.  |

<b>Learning outcome</b>
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The learner will:
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| 9. be able to promote health and safety and environmental good practice |
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<b>Assessment criteria</b>
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The learner can:
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| 9.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements |
| 9.2 ensure work is carried out in a manner which minimises environmental damage  |
| 9.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.   |

# **Unit 337      Prepare and establish propagation material**

## **Supporting information**

### **Evidence requirements**

#### **7.2**

The learner should provide sufficient evidence to demonstrate propagation over a period of time and/or plant species.

## Unit 338

## Plan and implement seed propagation

<b>UAN:</b>	T/502/1012
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	46
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit PH10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit will provide learners with the skills, knowledge and understanding required for planning and managing the propagation of plants from seed.

<b>Learning outcome</b>
The learner will: 1. understand the planning of seed propagation
<b>Assessment criteria</b>
The learner can: 1.1 explain the factors which influence seed propagation including timing and availability of resources 1.2 describe the contents and requirements of a propagation programme 1.3 explain how to estimate quantities of seed and materials.

<b>Learning outcome</b>
The learner will: 2. understand the factors which influence seed propagation
<b>Assessment criteria</b>
The learner can: 2.1 explain why texture, drainage, moisture and nutrient content of growing medium is important and species related 2.2 explain how correct timing of propagation can maximise the success of propagation 2.3 explain the importance of good hygiene in propagation areas 2.4 describe different methods of preparing seed (including soaking, priming, temperature treatments and scarification) and the suitability of each for species concerned 2.5 describe the appropriate immediate aftercare for different species and different situations e.g. outdoors or under glass covering: a. humidity control b. temperature control c. pricking out d. weed control e. pest or rodent control 2.6 explain potential problems which may occur during propagation and how to deal with these effectively.

<b>Learning outcome</b>
The learner will: 3. understand the need for monitoring seed propagation
<b>Assessment criteria</b>
The learner can: 3.1 explain the crop health problems that can occur during propagation 3.2 explain the need to identify and deal with substandard seedlings.

<b>Learning outcome</b>
The learner will: 4. understand how to maintain equipment
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance and methods of maintaining equipment.

<b>Learning outcome</b>
The learner will: 5. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 summarise current health and safety legislation, codes of practice and any additional requirements 5.2 describe the possible environmental damage that could occur and how to respond appropriately 5.3 explain the correct and appropriate methods for disposing of organic and inorganic waste 5.4 explain the records required for management and legislative purposes and the importance of maintaining.

<b>Learning outcome</b>
The learner will: 6. be able to plan seed propagation
<b>Assessment criteria</b>
The learner can: 6.1 prepare a programme of work activities to maximise the success of the operation 6.2 calculate and collect the quantities of seed and growing medium required.

<b>Learning outcome</b>
The learner will: 7. be able to implement seed propagation
<b>Assessment criteria</b>
The learner can: 7.1 prepare the growing medium in accordance with the requirements of the programme 7.2 check, store and handle seeds in a way that minimises damage and maximises viability 7.3 sow seeds evenly, accurately and at the correct depth and density for the species 7.4 provide immediate aftercare to encourage rapid germination.

<b>Learning outcome</b>
The learner will: 8. be able to monitor germination of seeds
<b>Assessment criteria</b>
The learner can: 8.1 identify problems with germination and take the appropriate remedial action 8.2 remove and hygienically dispose of unwanted seedlings 8.3 accurately identify seedlings suitable for the next stage of the production process 8.4 provide suitable post propagation aftercare conditions 8.5 ensure the following records are completed accurately: a. propagation activities b. success rates.

<b>Learning outcome</b>
The learner will: 9. be able to maintain and use equipment during seed propagation
<b>Assessment criteria</b>
The learner can: 9.1 ensure equipment is prepared, used and maintained in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 10. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 10.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 10.2 ensure work is carried out in a manner which minimises environmental damage 10.3 manage and dispose of waste in accordance with legislative requirements and codes of practice 10.4 maintain effective working relations with all relevant people.



# **Unit 338      Plan and implement seed propagation**

## Supporting information

### **Evidence requirements**

#### **7.2**

The learner should provide sufficient evidence to demonstrate propagation over a period of time and/or plant species.

## Unit 339

## Plan and monitor harvesting operations

<b>UAN:</b>	<b>T/502/1012</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS units PH11.1 and 2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and maintaining the harvesting of crops. The unit covers determining the resource requirement and working methods of harvesting could be carried out manually and mechanically depending on the type of crops.</p> <p>This unit does not cover collecting plants for despatch or sale as this is covered in a separate unit.</p> <p>Evidence should be provided for the crop or crops in the learners' workplace</p>

### Learning outcome

The learner will:

1. understand how to plan the harvesting of crops

### Assessment criteria

The learner can:

- 1.1 explain the factors to be considered when preparing a harvesting plan covering how to determine the human, financial, material and equipment resources necessary
- 1.2 explain the methods and conventions for presenting plans covering written and spoken
- 1.3 explain the importance of timescales within which harvesting must take place
- 1.4 explain the relationship between production requirements, planning and harvesting the crops.

<b>Learning outcome</b>
The learner will: 2. understand the harvesting of crops
<b>Assessment criteria</b>
The learner can: 2.1 explain how to identify crops which are ready for harvesting 2.2 explain the actions to take when the crop is not ready for harvesting 2.3 describe the variations of harvesting methods which are used depending on the crop 2.4 explain the adjustments to harvesting methods which may be required in relation to environmental conditions and use of resources 2.5 explain how to maintain the quality of the product and minimise adverse damage 2.6 describe the problems which may arise during harvesting and explain how these may be resolved 2.7 explain the methods for maintaining hygiene during harvesting 2.8 explain the reasons and systems of record keeping.

<b>Learning outcome</b>
The learner will: 3. know the current health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 outline the current health and safety legislation, codes of practice and any additional requirements 3.2 describe how environmental damage can be minimised 3.3 describe the correct methods for disposing of organic and inorganic waste.

<b>Learning outcome</b>
The learner will: 4. know the types of equipment required and how to maintain them
<b>Assessment criteria</b>
The learner can: 4.1 describe the methods of maintaining the equipment which will be necessary for the harvesting of crops.

<b>Learning outcome</b>
The learner will: 5. be able to select, use and maintain equipment and resources
<b>Assessment criteria</b>
The learner can:

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| 5.1 select and use appropriate equipment for this area of work<br>5.2 ensure equipment is prepared, maintained and stored in a safe and effective working condition. |
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<b>Learning outcome</b>
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The learner will:
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| 6. be able to plan the harvesting of crops |
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<b>Assessment criteria</b>
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The learner can:
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| 6.1 construct and present a harvesting schedule<br>6.2 confirm that the crop is in a condition ready for harvesting<br>6.3 establish the availability of resources required for harvesting operations: human, financial, material and equipment. |
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<b>Learning outcome</b>
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The learner will:
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| 7. be able to maintain the harvesting of crops |
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<b>Assessment criteria</b>
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The learner can:
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| 7.1 ensure harvesting methods and processes are effective, efficient, and in accordance with production requirements<br>7.2 establish relevant measures to maintain hygiene during harvesting<br>7.3 ensure plans achieve the best balance between production requirements and constraints on the harvesting operations including:<br>a. environmental conditions<br>b. resource difficulties<br>c. crop condition<br>d. health and safety issues. |
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<b>Learning outcome</b>
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The learner will:
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| 8. be able to work safely and minimise environmental damage |
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<b>Assessment criteria</b>
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The learner can:
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| 8.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements<br>8.2 carry out work in a manner which minimises environmental damage<br>8.3 dispose of waste safely and correctly. |
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## Unit 340

## Prepare and store harvested crops

<b>UAN:</b>	Y/502/0953
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit PH11.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare harvested crops following harvesting.

### Learning outcome

The learner will:

1. know how to prepare harvested crops

### Assessment criteria

The learner can:

- 1.1 explain why storage methods differ according to the type of crop
- 1.2 explain the different methods of preparing crops for storage covering:
  - a. handling
  - b. grading
  - c. cleaning
  - d. drying
  - e. packing, containering or labelling
- 1.3 explain the importance of production specification and how this influences storage and preparation requirements
- 1.4 explain why prepared crops may not be of a suitable quality and how to identify this
- 1.5 describe the reporting procedures where prepared produce is not of a suitable quality
- 1.6 describe necessary levels of hygiene.

<b>Learning outcome</b>
The learner will: 2. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 2.1 explain the importance and methods of maintaining equipment ready for use.

<b>Learning outcome</b>
The learner will: 3. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 explain current health and safety legislation, codes of practice and any additional requirements 3.2 explain the correct and appropriate methods for disposing of organic and inorganic waste 3.3 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 4. be able to maintain and use equipment
<b>Assessment criteria</b>
The learner can: 4.1 ensure equipment is prepared, maintained and stored in a safe and effective condition.

<b>Learning outcome</b>
The learner will: 5. be able to maintain harvested crops
<b>Assessment criteria</b>
The learner can: 5.1 select and use appropriate methods for preparing the harvested crop in accordance with production requirements such 5.2 remove and report harvested crop which does not meet production requirements 5.3 ensure the necessary levels of hygiene are maintained throughout the preparation of the crop 5.4 ensure the prepared harvested crop meets production requirements 5.5 ensure the preparation of the harvested crop is completed in the appropriate timescale

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| 5.6 ensure that any required storage meets production requirements and maintains the condition of the crop |
| 5.7 ensure that records are accurate and complete.   |

<b>Learning outcome</b>
The learner will: 6. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to preparing harvested crops 6.2 manage and dispose of waste in accordance with legislative requirements and codes of practice.

<b>UAN:</b>	<b>R/502/1180</b>
<b>Level:</b>	3
<b>Credit value:</b>	8
<b>GLH:</b>	52
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS units PH12.1 and 2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and managing the collection of plant orders taking into account all the factors involved including: market requirements, resource constraints and collection methods and crop conditions. This unit does not cover the identification of plants. Simulation will not be acceptable.

<b>Learning outcome</b>
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The learner will:
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| 1. be able to maintain and use equipment during planning the collection of orders |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 ensure equipment is prepared, used and maintained in a safe and effective condition. |
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<b>Learning outcome</b>
The learner will: 2. be able to plan the collection of orders
<b>Assessment criteria</b>
The learner can: 2.1 accurately sort customer orders to ensure efficiency of the planned collection process 2.2 identify the correct location of the required plants 2.3 establish the resources required for the collection of orders: including human; material and equipment 2.4 plan collection methods which are effective, efficient and are in accordance with marketing requirements 2.5 plan the collection operation to achieve best balance between constraints and marketing requirements including: a. customer requirements; b. resource availability; c. condition of crop; d. health and safety e. environmental conditions 2.6 present plans clearly and accurately.

<b>Learning outcome</b>
The learner will: 3. manage the collection of orders
<b>Assessment criteria</b>
The learner can: 3.1 ensure that collection methods are effective, efficient and in accordance with marketing requirements 3.2 monitor and make any necessary adjustments to collection methods in relation to crop condition, environmental conditions and resources 3.3 correctly recognise and identify the required plants 3.4 handle the crop in a way which maintains plant quality and minimises damage 3.5 collect and transport crop in accordance with marketing requirements 3.6 accurately assess the condition of the collected crop and take appropriate action as required 3.7 ensure records are accurate and complete.

<b>Learning outcome</b>
The learner will: 4. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>

The learner can:

- 4.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to planning the collection of orders
- 4.2 ensure work is carried out in a manner which minimises environmental damage
- 4.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

#### **Learning outcome**

The learner will:

5. understand why it is important to be able to plan the collection of orders

#### **Assessment criteria**

The learner can:

- 5.1 explain how to establish the best balance between constraints and market requirements covering:
  - a. customer requirements
  - b. resource availability
  - c. condition of crop
  - d. health and safety
  - e. environmental conditions
- 5.2 explain the characteristics which indicate the crop is fit for collection or lifting
- 5.3 explain how to determine the available human, material and equipment resources required
- 5.4 explain the seasonal conditions which are suitable for collection and dispatch
- 5.5 explain methods for collecting or lifting the crop
- 5.6 explain timescales within which collection must take place and the acceptable commercial rates of collection
- 5.7 identify the range of specifications used for sale of plants
- 5.8 identify how to develop plans for collecting orders and the information which the plan has to contain.

#### **Learning outcome**

The learner will:

6. understand how to manage the collection of orders

#### **Assessment criteria**

The learner can:

- 6.1 identify adjustments to collection methods which may be required
- 6.2 explain methods of maintaining the quality of plant(s) during handling and transportation
- 6.3 identify problems which may arise during the collection of plants and explain what actions might be taken to address them

6.4 explain why it is important to recognise instances where the plant does not meet customer requirements.

<b>Learning outcome</b>
The learner will: 7. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 7.1 explain the importance and methods of maintaining equipment ready for use.

<b>Learning outcome</b>
The learner will: 8. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 8.2 describe the possible environmental damage and how to respond appropriately 8.3 explain the correct and appropriate methods for disposing of waste 8.4 explain the records required for management and legislative purposes and the importance of maintaining them.

## Unit 342

## Prepare collected orders for dispatch

<b>UAN:</b>	<b>A/502/1013</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit PH12.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the ability to demonstrate the knowledge, understanding and skills required to take responsibility for the preparation of the crop following collection or lifting using a number of methods to prepare orders. Evidence in this unit may be for different crops or for one crop as appropriate to the learner's situation. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. prepare collected orders for dispatch
<b>Assessment criteria</b>
The learner can: 1.1 prepare the collected order in accordance with market and customers requirements within required timescales for at least four from: a. pruning/trimming b. tying c. weeding d. grading e. bundling f. wrapping g. containerising/packing h. labelling i. watering j. loading

- |   |
|---|
| <ul style="list-style-type: none"><li>1.2 identify and remove plants which fail to meet the market requirement</li><li>1.3 store appropriately prior to dispatch if required</li><li>1.4 provide clear and accurate information for recording purposes.</li></ul> |
|---|

<b>Learning outcome</b>
The learner will: <ul style="list-style-type: none"><li>2. be able to promote health and safety and environmental good practice</li></ul>
<b>Assessment criteria</b>
The learner can: <ul style="list-style-type: none"><li>2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</li><li>2.2 ensure work is carried out in a manner which minimises environmental damage</li><li>2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.</li></ul>

<b>Learning outcome</b>
The learner will: <ul style="list-style-type: none"><li>3. understand how to prepare collected orders for dispatch</li></ul>
<b>Assessment criteria</b>
The learner can: <ul style="list-style-type: none"><li>3.1 explain how to establish the best balance between constraints and marketing requirements</li><li>3.2 explain methods for preparing the order covering:<ul style="list-style-type: none"><li>a. pruning/trimming</li><li>b. tying</li><li>c. weeding</li><li>d. grading</li><li>e. bundling</li><li>f. wrapping</li><li>g. containerising/packing</li><li>h. labelling</li><li>i. watering</li><li>j. loading</li></ul></li><li>3.3 explain the methods of storing and maintaining the health of plants ready for dispatch</li><li>3.4 explain why collected plants may not be of a suitable quality and how to identify this</li><li>3.5 explain the reasons for reporting instances where collected plants are not of a suitable quality</li><li>3.6 summarise factors which affect plant quality during dispatch and transport.</li></ul>



<b>Learning outcome</b>
The learner will: 4. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 4.1 explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 4.2 explain the correct and appropriate methods for disposing of waste 4.3 explain the records required for management and legislative purposes and the importance of maintaining them.



## **Unit 342          Prepare collected orders for dispatch**

### **Supporting information**

#### **Evidence requirements**

##### **1.2**

'Plants' includes any plant material being marketed.

##### **3.2**

As appropriate to the learner's crop(s).

##### **3.3**

May be short or long term storage.

'Plants' includes any plant material being marketed.

##### **3.4-3.6**

'Plants' includes any plant material being marketed.

## Unit 343

## Prepare, monitor and adjust environmental conditions for protected crops or plants

<b>UAN:</b>	<b>M/502/0859</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit PH13
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills, knowledge and understanding required for preparing and maintaining environmental conditions for protected crops or plants. It includes monitoring, adjusting and recording environmental conditions. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will: 1. understand the effects of maintaining environmental conditions for protected crops/plants
<b>Assessment criteria</b>
The learner can: 1.1 explain the environmental conditions required for different crops to achieve optimum crop or plant growth and yield 1.2 explain the effects which temperature, humidity, carbon dioxide levels, ventilation, light and shade have on the growth and development of the crop or plant.

<b>Learning outcome</b>
The learner will: 2. understand the types of equipment used to maintain environmental conditions
<b>Assessment criteria</b>
The learner can: 2.1 explain the types of equipment used to monitor and maintain environmental conditions including: a. computer with environmental software b. heating c. ventilation d. watering systems e. carbon dioxide generators/injectors f. data recording equipment 2.2 explain how equipment can be used to contribute to energy saving techniques.

<b>Learning outcome</b>
The learner will: 3. know the different methods for adjusting environmental conditions
<b>Assessment criteria</b>
The learner can: 3.1 explain the procedures and methods for monitoring and adjusting environmental conditions including the use of computers.

<b>Learning outcome</b>
The learner will: 4. be able to prepare environmental conditions for protected crops
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the necessary environmental conditions for the crop or plant, in accordance with production requirements 4.2 confirm that equipment for achieving and maintaining environmental conditions is working in accordance with manufacturers' instructions 4.3 assess and confirm that the equipment is correctly set and environmental conditions are in accordance with production requirements and the needs of the crop or plant.

<b>Learning outcome</b>
The learner will: 5. be able to monitor and carry out adjustments to the environmental conditions
<b>Assessment criteria</b>
The learner can: 5.1 monitor environmental conditions in accordance with organisational procedures and production requirements 5.2 accurately identify the need for any adjustments required to correct at least three of the environmental conditions below a. temperature b. ventilation c. humidity d. light and shade e. carbon dioxide levels 5.3 ensure records are completed accurately.

<b>Learning outcome</b>
The learner will: 6. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 summarise current health and safety legislation, codes of practice and any additional requirements 6.2 describe the possible environmental damage and how to respond appropriately 6.3 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>Learning outcome</b>
The learner will: 7. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 7.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 7.2 ensure work is carried out in a manner which minimises environmental damage.



## Unit 345

## Understanding how the smooth operation of a payment point is maintained

<b>UAN:</b>	<b>M/502/5799</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit PH16
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The purpose of this unit is to provide learners with the knowledge and understanding of managing payment point/s within retail businesses. It focuses on methods for monitoring payment points and dealing with queries and abnormal operating conditions.

<b>Learning outcome</b>
The learner will: 1. know how a payment point is made ready for trading
<b>Assessment criteria</b>
The learner can: 1.1 describe typical procedures for opening up a payment point 1.2 explain the key principles for establishing an effective staffing rota for a payment point.

<b>Learning outcome</b>
The learner will: 2. know how to deal with queries raised at the payment point
<b>Assessment criteria</b>
The learner can: 2.1 describe the types of queries raised at the payment point by staff and customers and explain how these queries are resolved 2.2 describe procedures for dealing with claims by customers that incorrect change was given.



<b>Learning outcome</b>
The learner will: 3. understand the routine monitoring of a payment point
<b>Assessment criteria</b>
The learner can: 3.1 explain the reasons for monitoring payment point activity 3.2 describe the routine monitoring procedures of a payment point use the correct format when writing botanical names 3.3 describe the problems which routine monitoring of a payment point can uncover, and explain how these problems can be resolved.

<b>Learning outcome</b>
The learner will: 4. know what actions should be taken at the payment point when abnormal operating conditions apply
<b>Assessment criteria</b>
The learner can: 4.1 explain what is meant by abnormal operating conditions in relation to the payment point 4.2 describe the actions to be take at the payment point when abnormal operating conditions apply.

<b>Learning outcome</b>
The learner will: 5. understand how the accuracy of till operation is monitored
<b>Assessment criteria</b>
The learner can: 5.1 describe the main types of till discrepancy and explain how these occur 5.2 describe the measures for evaluating the accuracy of till operation 5.3 describe the measures for dealing with till discrepancy.

<b>Learning outcome</b>
The learner will: 6. know how to implement end-of-shift procedures at a payment point
<b>Assessment criteria</b>
The learner can: 6.1 describe the methods used at the payment point at the end of a shift or close of business.



## Unit 346

## Communicate information within the workplace

<b>UAN:</b>	Y/502/1195
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU7.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information.</p> <p>Simulation will not be acceptable.</p>

### Learning outcome

The learner will:

1. be able to receive information within the workplace

### Assessment criteria

The learner can:

- 1.1 identify information required, timescales and source.
- 1.2 request information using appropriate methods.
- 1.3 receive and record information accurately according to organisational requirements.

### Learning outcome

The learner will:

2. be able to transmit information within the workplace

### Assessment criteria

The learner can:

- 2.1 transmit information accurately and timely and using appropriate methods

2.2 confirm receipt of information.

<b>Learning outcome</b>
The learner will: 3. understand how to receive and transmit information within the workplace
<b>Assessment criteria</b>
The learner can: 3.1 explain the types of information, purposes and the level of detail which may be required and the timescale within which it must be obtained 3.2 explain the different methods for communicating information and the ways it may need to be adapted to suit the audience 3.3 give examples of when information may be required urgently 3.4 explain why it is important to take messages accurately and the potential effects of not doing so 3.5 explain the importance of confirming information and why this should be acknowledged and accurately recorded 3.6 explain the situations in which confidentiality needs to be maintained.

<b>Learning outcome</b>
The learner will: 4. understand the relevant legislation in receiving and sending information
<b>Assessment criteria</b>
The learner can: 4.1 summarise the legislation which relates to communicating information within the workplace.

## Unit 347

## Plan and maintain supplies of physical resources within the work area

<b>UAN:</b>	<b>J/502/1449</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU9.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>This unit will provide the learner with the skills, knowledge and understanding required for planning the requirements of physical resources within the work area and ensure that supplies are maintained. Physical resources could include products, materials or equipment and can be applied to a number of environments. Simulation will not be acceptable.</p>

<b>Learning outcome</b>
The learner will: 1. be able to maintain supplies of physical resources
<b>Assessment criteria</b>
The learner can: 1.1 monitor supplies of physical resources to ensure that they are suitable and sufficient for current work activities 1.2 ensure that supplies of physical resources are stored appropriately 1.3 identify variations in future requirements for physical resources and plan correctly 1.4 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will: 2. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.

<b>Learning outcome</b>
The learner will: 3. understand how to maintain supplies of physical resources
<b>Assessment criteria</b>
The learner can: 3.1 explain how the quantity and quality of resources required for specific work activities are planned to include: a. products or materials b. equipment 3.2 explain how to recognise any faults or shortfalls in supplies of resources and the appropriate action to be taken 3.3 explain the purpose of manufacturer's recommendations regarding the storage and use of resources 3.4 explain the types of records required and the importance of accurate record keeping.

<b>Learning outcome</b>
The learner will: 4. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 4.1 summarise current health and safety legislation, codes of practice and any additional requirements.

## Unit 348

## Prepare for and maintain equipment and machines

<b>UAN:</b>	K/501/0492
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU28
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain and repair equipment and machines. Maintenance may also be required due to equipment malfunction. The unit covers manual (hand operated) and mechanical (engine drive) equipment and machines.</p> <p>Assessment to be based on naturally occurring evidence of realistic working environment</p> <p>The health and safety considerations within this unit include; the handling of stored energy (eg springs, belt tension, hydraulic pressure or electrical discharge), the use of hazardous substances and the disposal of waste products.</p>

### Learning outcome

The learner will:

1. understand how to prepare equipment and machines for maintenance

### Assessment criteria

The learner can:

- 1.1 explain the purpose of a maintenance schedule plan
  - a. routine
  - b. breakdown
- 1.2 justify circumstances in which authorisation must be obtained prior to maintenance

- 1.3 research information required for the maintenance procedure and how it should be obtained
- 1.4 describe methods for preparing equipment and machines
  - a. manual
  - b. mechanical
- 1.5 investigate the dangers created by stored energy and how these should be responded to during the preparation stage
- 1.6 evaluate hazardous chemicals and substances which may be present and ways in which they should be dealt with
- 1.7 select the type of tools, equipment and materials required for the maintenance procedure
  - a. hand tools
  - b. power tools
- 1.8 describe the ways, and reasons, for making equipment and machinery safe for dis-assembly and re-assembly purposes
- 1.9 describe the location of stored equipment and any associated components.

<b>Learning outcome</b>
The learner will:
2. understand how to maintain and repair equipment and machines
<b>Assessment criteria</b>
The learner can:
2.1 describe methods for the diagnosis of faults and the identification of the root cause
2.2 give a range of routine maintenance requirements and why these must be adhered to
2.3 analyse factors which impact on the value of continuing with the procedure such as cost of repair, estimated working life, immediate needs for the equipment/machinery use
2.4 describe the reasons and methods for maintaining equipment and machines
2.5 investigate the possible consequences of not maintaining equipment and machines
2.6 investigate legislative requirements relating to the maintenance of equipment and machinery, and the work area
2.7 give a range of components that require periodic replacement and the reasons for this
2.8 describe procedures for obtaining replacement components
2.9 describe safe and appropriate methods of storing equipment and machinery
2.10 describe how and where to obtain expert advice in relation to maintenance
2.11 describe the necessary post-maintenance checks
2.12 describe how to keep appropriate records.

**Learning outcome**

The learner will:
3. prepare equipment and machines for maintenance
<b>Assessment criteria</b>
The learner can:
3.1 obtain the relevant information and authorisation for the maintenance procedure - e.g. manual/maintenance
3.2 identify the equipment and machines requiring maintenance e.g. routine and breakdown
3.3 make sure the equipment and machines for maintenance are safe, and completely isolated from the power source
3.4 keep the work area safe and in a condition suitable for the maintenance procedure
3.5 obtain the appropriate tools and materials for the maintenance procedures
3.6 complete the preparation of equipment and machines for maintenance in accordance with manufacturers instructions e.g. manual/mechanical
3.7 identify the relevant components for dis-assembly and re-assembly purposes.

<b>Learning outcome</b>
The learner will:
4. maintain and repair equipment and machines
<b>Assessment criteria</b>
The learner can:
4.1 assess the maintenance requirements based on the condition and use of the equipment and machines
4.2 identify, remove and replace worn and damaged components in accordance with manufacturers' instructions
4.3 where replacement components are unavailable, safely store the equipment and machinery, and take the appropriate action to obtain the suitable replacements
4.4 carry out the maintenance in accordance with manufacturers' instructions, standard procedure and legislation
4.5 identify the need for expert advice and assistance and promptly refer this matter to the appropriate member of staff
4.6 make sure that stored equipment and machines are safe, secure and appropriately protected from any adverse conditions
4.7 carry out the correct tests on completion of the maintenance procedure to confirm the machinery/equipment is returned to good working order
4.8 clean, service and store maintenance tools after use
4.9 keep appropriate records.

<b>Learning outcome</b>
The learner will:



5. understand and comply with current health and safety legislation and codes of practice

**Assessment criteria**

The learner can:

- 5.1 health and safety in relation to the preparation, maintenance and repair of equipment and machines for maintenance and the usage on the work area
- 5.2 select types of protective clothing and the reasons why it must be worn
- 5.3 describe the correct ways of wearing protective clothing
- 5.4 maintain health and safety in accordance with relevant legislation and codes of practice.

**Learning outcome**

The learner will:

- 6. understand and work safely with hazardous chemicals

**Assessment criteria**

The learner can:

- 6.1 assess hazardous chemicals and substances which may be present and ways of minimising leakage
- 6.2 describe safe and appropriate methods for disposing of waste materials
- 6.3 minimise dangers from contamination and hazardous chemicals
- 6.4 minimise the escape of substances and dispose of waste in a safe manner and place – e.g. hazardous and non-hazardous.

## Unit 349

## Transplant large root-balled plants

<b>UAN:</b>	A/502/1450
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU75
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to transport large root-balled plants and establish them in a new site. This includes the transportation of trees as well as plants.</p> <p>Simulation will not be acceptable.</p>

### Learning outcome

The learner will:

1. prepare and transport large root-balled plants

### Assessment criteria

The learner can:

- 1.1 ensure the plant is in a fit condition for transportation and establishment.
- 1.2 ensure the plant is prepared for transportation and a safe and effective route is selected.
- 1.3 transport the plant in a way that is safe and secure and in accordance with any highway and traffic regulations.
- 1.4 maintain the health, vigour and physical condition of the plant during the journey.

<b>Learning outcome</b>
The learner will: 2. understand the principles of transporting large root-balled plants
<b>Assessment criteria</b>
The learner can: 2.1 explain how to check the condition of plants to ensure they are fit for transportation and establishment 2.2 describe the effects of transportation on plants, including the signs that a plant may be suffering stress, and how to respond to these signs 2.3 explain how to prepare plants for transportation, secure them and maintain their condition throughout the journey 2.4 summarise the relevant highway and traffic regulations 2.5 describe the types of hazards that may occur when transporting plants and how to deal with these.

<b>Learning outcome</b>
The learner will: 3. establish large root-balled plants in new sites
<b>Assessment criteria</b>
The learner can: 3.1 identify and mark out the planting site correctly and clearly 3.2 handle the plant and use planting methods that maintain the health, vigour and physical condition of the plant and minimise damage 3.3 provide support, planting conditions and aftercare that are appropriate to the plant and the environment 3.4 restore the site to a clean and tidy condition following planting.

<b>Learning outcome</b>
The learner will: 4. understand the principles underpinning the establishment of large root-balled plants
<b>Assessment criteria</b>
The learner can: 4.1 explain the factors affecting the timing, method and site of planting 4.2 explain the causes of damage and drying out and their prevention 4.3 explain the problems and methods relating to the support, planting conditions and aftercare of plants whilst they are establishing 4.4 explain the types of damage that may occur to plants during planting and how to avoid these 4.5 explain the importance of restoring the site to a clean and tidy condition.

<b>Learning outcome</b>
The learner will: 5. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 5.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will: 6. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 6.1 explain the importance and methods of maintaining equipment for use.

<b>Learning outcome</b>
The learner will: 7. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 7.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 7.2 ensure work is carried out in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 8. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 8.1 summarise current health and safety legislation, codes of practice and any additional requirements 8.2 describe the possible environmental damage that could occur and how to respond appropriately.

## Unit 350

## Plan and manage the control of pests, diseases and disorders

<b>UAN:</b>	<b>R/502/1471</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU8o
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and managing the control of pests, diseases and disorders. Pests may include insects, slugs, snails and rodents. Diseases may be fungal, viral or bacterial and disorders may include nutrient deficiencies. The unit covers the identification, monitoring and developing plans for the control of the pests, diseases and disorders. If the use of chemicals is required the learner must possess the appropriate certificates. Simulation will not be acceptable

### Learning outcome

The learner will:

1. plan the control of pests, diseases and disorders

### Assessment criteria

The learner can:

- 1.1 develop suitable plans for the control of pests, diseases and disorders. The plans should specify the following:
  - a. control method(s) to be used (chemical, biological and/or cultural)
  - b. timing
  - c. individuals involved
  - d. health and safety requirements
  - e. environmental protection measuresTo take account of the following criteria
  - a. crop
  - b. cropping area
  - c. problem

<p>d. market requirements</p> <p>1.2 present plans clearly to the appropriate people.</p>
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<b>Learning outcome</b>
The learner will:
2. be able to monitor the control of pests, diseases and disorders
<b>Assessment criteria</b>
The learner can:
2.1 establish methods, timing and frequency of monitoring to determine the presence of pests, diseases and disorders
2.2 gather accurate monitoring information relating to the presence of pests, diseases and disorders at appropriate intervals
2.3 accurately interpret all available information to identify the extent of the pest population, disease, disorders and biological controls.

<b>Learning outcome</b>
The learner will:
3. be able to manage the control of pests, diseases and disorders
<b>Assessment criteria</b>
The learner can:
3.1 confirm that the selected control methods are in accordance with legislative requirements.
3.2 implement at least two control methods in ways which minimise the risks to non-target species and the environment:
a. chemical
b. biological
c. cultural
3.3 take appropriate actions without delay should problems arise during pest, disease and disorder control
3.4 evaluate accurately the use of control method and amend activities if necessary.

<b>Learning outcome</b>
The learner will:
4. be able to keep appropriate records
<b>Assessment criteria</b>
The learner can:
4.1 keep all relevant records up to date, accurate, legible and complete.

<b>Learning outcome</b>
The learner will: 5. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements. 5.2 ensure work is carried out in a manner which minimises environmental damage. 5.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

<b>Learning outcome</b>
The learner will: 6. be able to maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 6.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

<b>Learning outcome</b>
The learner will: 7. understand how to plan for the control of pests, diseases and disorders
<b>Assessment criteria</b>
The learner can: 7.1 explain the importance of developing plans for the control of pests, diseases and disorders and why they should cover the following: <ul style="list-style-type: none"> <li>a. control method(s) to be used (chemical, biological and/or cultural)</li> <li>b. timing</li> <li>c. individuals involved</li> <li>d. health and safety requirements</li> <li>e. environmental protection measures</li> </ul> 7.2 explain the ways in which the plans should be communicated covering both written and spoken 7.3 explain all the planning criteria to be considered when developing plans: <ul style="list-style-type: none"> <li>a. crop</li> <li>b. cropping area</li> <li>c. problem</li> <li>d. market requirements.</li> </ul>





<b>Learning outcome</b>
The learner will: 8. understand how to monitor the control of pests, diseases and disorders
<b>Assessment criteria</b>
The learner can: 8.1 explain how to assess the risks associated with monitoring and controlling pests, diseases and disorders 8.2 explain how to identify pests, diseases and disorders, the significance of their presence on crop(s) and the problems they cause 8.3 explain integrated pest management and its advantages and disadvantages 8.4 explain the effects of season and weather conditions on monitoring pest populations and how monitoring methods can be adjusted to take account of these changes 8.5 explain the reasons for monitoring pest populations and the importance of developing suitable plans for their control.

<b>Learning outcome</b>
The learner will: 9. understand the records required for managing the control of pests, diseases and disorders
<b>Assessment criteria</b>
The learner can: 9.1 explain the records required and their importance.

<b>Learning outcome</b>
The learner will: 10. understand the control of pests, diseases and disorders
<b>Assessment criteria</b>
The learner can: 10.1 explain how to assess the health and safety risks related to controlling pests, diseases and disorders 10.2 explain different methods for controlling pests, diseases and disorders and the problems which may occur and the action to be taken covering: a. chemical b. biological c. cultural 10.3 explain the safe and effective handling of chemicals and the dangers and emergency treatments 10.4 explain how to prolong the effective life of chemicals.

<b>Learning outcome</b>
The learner will: 11. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 11.1 explain the importance and methods of maintaining equipment for use.

<b>Learning outcome</b>
The learner will: 12. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 12.1 summarise current health and safety legislation, codes of practice and any additional requirements 12.2 describe the possible environmental damage that could occur and how to respond appropriately 12.3 explain the correct and appropriate methods for disposing of waste 12.4 explain the records required for management and legislative purposes and the importance of maintaining them.

<b>UAN:</b>	<b>T/600/1286</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS units CU81.1, 2 and 3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for preparing for the application of pesticides, applying pesticides in accordance with instructions and legislation.</p> <p>The evidence requirements for this unit are PA1 and a PA Pesticide Application unit, e.g. PA6, PA2. No other evidence is necessary or admissible. The learning outcomes below cover the requirements for this unit and are for reference purposes only. To comply with legislation, learners must ensure that they hold the relevant Certificate of competence for each situation in which they wish to apply pesticides.</p>

<b>Learning outcome</b>
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The learner will:
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| 1. know how to use and apply pesticides safely |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 demonstrate knowledge of operator's responsibilities under current legislation controlling the use of pesticides |
| 1.2 demonstrate knowledge of interpreting product label information  |
| 1.3 demonstrate knowledge of personal safety and contamination   |
| 1.4 demonstrate knowledge of pesticide and container storage   |
| 1.5 demonstrate knowledge of the disposal of pesticides, container and packaging                                     |
| 1.6 demonstrate knowledge of the requirement for record keeping  |

1.7 demonstrate knowledge of environmental factors and wildlife considerations.

<b>Learning outcome</b>
The learner will: 2. be able to prepare to apply pesticides
<b>Assessment criteria</b>
The learner can: 2.1 identify applicator controls and components 2.2 prepare and check prime mover, where applicable, and all equipment 2.3 check applicator/equipment for defects and security of attachment. 2.4 read and interpret product label. 2.5 select spray volume /spray quality/rate of application. 2.6 demonstrate knowledge of legislation and safety requirements.

<b>Learning outcome</b>
The learner will: 3. be able to calibrate the sprayer or applicator
<b>Assessment criteria</b>
The learner can: 3.1 carry out activities to calibrate the applicator. 3.2 demonstrate knowledge of calibration data to be recorded. 3.3 calculate, measure and mix pesticide. 3.4 demonstrate knowledge of the preparation of concentrated pesticides.

<b>Learning outcome</b>
The learner will: 4. be able to apply pesticide safely
<b>Assessment criteria</b>
The learner can: 4.1 carry out a risk assessment, including an environmental assessment, of the site to be sprayed 4.2 demonstrate knowledge of safe and accurate spraying/application procedures. 4.3 use appropriate methods to apply pesticide safely to a site or crop.

<b>Learning outcome</b>
The learner will: 5. be able to carry out post-operation procedures
<b>Assessment criteria</b>
The learner can:

- 5.1 demonstrate knowledge of cleaning, decontamination and storing of equipment.
- 5.2 complete an application record.

## **Unit 351          Safe use and application of pesticides**

### Supporting information

#### **Evidence requirements**

Evidence required is PA1 plus a PA application unit, eg PA2 or PA6.  
Please insert a copy of the PA certificate(s) into the learner's portfolio.  
Please ensure that you show the original certificate(s) to the assessor.

## Unit 352

## Design landscape areas and specify materials and components

<b>UAN:</b>	L/501/0503
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	59
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU85
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, skills and understanding to be responsible for the design of landscape areas and specify suitable materials and components for the design.

### Learning outcome

The learner will:

1. understand how to prepare designs for landscape projects

### Assessment criteria

The learner can:

- 1.1 explain the principles and theory of landscape design
- 1.2 investigate the implications of overall site layout for final design, utility, maintenance and safety of use
- 1.3 analyse the main components of a successful landscape proposal
- 1.4 explain why all relevant survey and analysis information should be included in the design
- 1.5 clarify how to ensure such information is accurate especially if prepared by others
- 1.6 compare and clarify the methods to research and evaluate the purpose, function and usage of the area
- 1.7 explain why accepted design principles such as unity, scale, proportion, balance, symmetry, space, form, texture, colour, light and shade and congruence are important and how to determine whether plans are consistent with these
- 1.8 assess why it is important to offer clients options to consider and explain how these options should be presented

1.9 summarise how to represent design to scale, with the required accuracy, clearly and in full.

<b>Learning outcome</b>
The learner will: 2. understand how to specify plants, materials and installation details
<b>Assessment criteria</b>
The learner can: 2.1 compare and contrast the properties and applications of a range of materials and plants used in landscape design 2.2 research the factors affecting the choice of plants 2.3 explain how to assess whether plants and materials harmonise or clash with existing environmental features 2.4 evaluate possible installation methods and explain why the chosen ones are appropriate 2.5 summarise the accepted methods of specifying plants, materials and installation details 2.6 demonstrate knowledge of legislation and safety requirements 2.7 explain the principles and methods of calculating quantities 2.8 explain the methods of setting out bills of quantity 2.9 clarify the contractual and financial implications of over/under estimating quantities.

<b>Learning outcome</b>
The learner will: 3. prepare designs for landscape projects
<b>Assessment criteria</b>
The learner can: 3.1 identify client requirements 3.2 negotiate proposals which take account of all relevant survey and analysis information 3.3 use design components and materials which are appropriate to site, brief, purpose and expected usage for example types of planting, heights of planting, levels of planting, types of surface and structure, focal points, access routes and functional features 3.4 ensure the design is consistent with accepted design principles 3.5 clearly identify plants and materials on the plan 3.6 represent the design accurately and clearly to scale.



<b>Learning outcome</b>
The learner will: 4. specify plants, materials and installation details
<b>Assessment criteria</b>
The learner can: 4.1 choose plants and materials which are suitable for the design, visual impact, site conditions, purpose and expected usage 4.2 choose plants and materials which minimise adverse environmental impact 4.3 choose plants and materials which are readily available and within budget 4.4 use installation methods which are suitable for the site, conditions and the plants and materials to which they apply 4.5 specify materials and installation details in accordance with relevant regulations and standards 4.6 ensure specifications are complete and unambiguous 4.7 list required quantities of plants and materials accurately.

## Unit 353

## Encourage and motivate volunteers

<b>UAN:</b>	<b>J/502/1645</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU8g
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. be able to motivate volunteers by promoting the special ethos and values of volunteering

### Assessment criteria

The learner can:

- 1.1 assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement
- 1.2 support volunteers in ways which match volunteer expectations, motivations and needs
- 1.3 demonstrate an awareness of individual and/or group volunteer's abilities and aptitudes
- 1.4 recognise volunteers and their commitment which are likely to enhance their motivation to continue
- 1.5 take account of equal opportunities issues as they affect volunteers.

<b>Learning outcome</b>
The learner will: 2. recognise voluntary effort by valuing volunteer contributions
<b>Assessment criteria</b>
The learner can: 2.1 show appreciation of the individual contributions made by volunteers by: a. providing feedback to volunteers b. communicating this information to others 2.2 encourage further development of volunteers' capabilities 2.3 record individual and group effort in terms of its worth and contribution to organisational objectives.

<b>Learning outcome</b>
The learner will: 3. understand how to motivate volunteers by promoting the special ethos and values of volunteering
<b>Assessment criteria</b>
The learner can: 3.1 explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client 3.2 explain why people volunteer and why organisations involve volunteers 3.3 explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement 3.4 describe how equal opportunities issues and values affect volunteers and volunteering and the organisation 3.5 explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue.

<b>Learning outcome</b>
The learner will: 4. understand how to recognise voluntary effort by valuing volunteer contributions
<b>Assessment criteria</b>
The learner can: 4.1 explain how to respond positively to personal and group voluntary effort by: a. providing feedback to volunteers b. communicating this information to others 4.2 describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives 4.3 describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities

- 4.4 describe ways of recognising formally the skills and abilities shown
- 4.5 describe how to provide feedback at an appropriate level in the organisation.

# **Unit 353      Encourage and motivate volunteers**

## Supporting information

### **Evidence requirements**

#### **1.4**

Recognise= value.

#### **4.1**

Performance evidence may be used from 2.1

<b>UAN:</b>	<b>D/502/1599</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU90
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work. Simulation will not be acceptable.

<b>Learning outcome</b>
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The learner will:
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| 1. be able to plan the work of volunteers |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 give opportunities to volunteers to contribute to the planning and organisation of their work  |
| 1.2 produce plans that take into account the relevant factors of volunteering including: <ul style="list-style-type: none"> <li>a. your team's objectives</li> <li>b. the volunteers whose work you are responsible for and their development needs</li> <li>c. constraints under which volunteers may be working</li> <li>d. meeting the motivational needs of your volunteers</li> </ul> |
| 1.3 produce plans and schedules that are realistic and achievable within organisational constraints  |
| 1.4 explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment  |
| 1.5 update plans at regular intervals and take account of any changes.   |



<b>Learning outcome</b>
The learner will: 2. be able to prepare resources for volunteers
<b>Assessment criteria</b>
The learner can: 2.1 check that resources are available and suitable for the planned work and take the appropriate action where there are any problems 2.2 allocate resources so that volunteers can do the work to the required standard 2.3 make sure volunteers are using resources according to organisational, legal and regulatory requirements 2.4 make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements.

<b>Learning outcome</b>
The learner will: 3. be able to lead the work of volunteers
<b>Assessment criteria</b>
The learner can: 3.1 make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team. 3.2 clearly explain organisational policy in relation to: a. volunteering b. confidentiality c. welfare d. health and safety e. volunteer insurance f. training and developing volunteers g. equal opportunities. 3.3 provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements. 3.4 correctly demonstrate the tasks and check that volunteers understand what is expected. 3.5 let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own. 3.6 identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly. 3.7 identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs. 3.8 identify volunteer work that does not meet agreed standards and take the appropriate action.



<b>Learning outcome</b>
The learner will: 4. be able to assess the work of volunteers and provide feedback
<b>Assessment criteria</b>
The learner can: 4.1 explain the purpose of assessment clearly to all involved. 4.2 give opportunities to volunteers to assess their own work. 4.3 carry out assessments at times most likely to maintain and improve effective performance. 4.4 make your assessments objectively against clear and agreed criteria. 4.5 provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation. 4.6 provide feedback which recognises team members achievements and provide constructive suggestions and encouragement for improving their work. 4.7 show respect for the individuals involved and treat all feedback to individuals and teams confidentially. 4.8 give opportunities to team members to respond to feedback.

<b>Learning outcome</b>
The learner will: 5. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 5.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.

<b>Learning outcome</b>
The learner will: 6. be able to maintain accurate records
<b>Assessment criteria</b>
The learner can: 6.1 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will: 7. understand how to plan the work of volunteers
<b>Assessment criteria</b>
The learner can: 7.1 explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work 7.2 describe how to produce plans that take into account the relevant factors of volunteering including: a. your team's objectives b. the volunteers whose work you are responsible for and their development needs c. constraints under which volunteers may be working d. meeting the motivational needs of your volunteers 7.3 explain how to develop realistic and achievable work plans both in the short and medium term 7.4 describe how to present work plans in a way that gains support, motivation and commitment 7.5 explain the need to regularly review work plans.

<b>Learning outcome</b>
The learner will: 8. understand how to prepare resources for volunteers
<b>Assessment criteria</b>
The learner can: 8.1 explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources. 8.2 outline the procedure for reporting problems with resources. 8.3 summarise organisational, legal and regulatory standards for the resources that the work uses. 8.4 explain how to allocate resources in a way that enables the achievement of objectives. 8.5 explain the need to ensure resources are used efficiently and effectively and the implications for not doing so. 8.6 explain the impact that the use of resources could have on the environment. 8.7 explain the reasons for getting others to suggest ways of improving the use of resources.

<b>Learning outcome</b>
The learner will: 9. understand how to lead the work of volunteers
<b>Assessment criteria</b>
The learner can: 9.1 describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team. 9.2 describe how to ensure that new volunteers understand organisational policy in relation to: a. volunteering b. confidentiality c. welfare d. health and safety e. volunteer insurance f. training and developing volunteers g. equal opportunities 9.3 describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do. 9.4 explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard. 9.5 describe how to correct mistakes without undermining self-confidence. 9.6 explain how to recognise the potential for volunteers to take on new responsibilities and outline the development opportunities available to them. 9.7 outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake. 9.8 describe how organisations give recognition and reward to volunteers 9.9 explain methods of handling difficulties with volunteer work, and procedures for dealing with problems.

<b>Learning outcome</b>
The learner will: 10. understand how to assess the work of volunteers and provide feedback
<b>Assessment criteria</b>
The learner can: 10.1 explain the need to communicate clearly the purpose of assessment to all involved 10.2 explain the reasons for providing opportunities to volunteers to assess their own work 10.3 explain the principles of fair and objective assessment of work and how to ensure this is achieved 10.4 explain how to provide feedback to volunteers on their performance based on assessment 10.5 explain the principles of respect and confidentiality when providing feedback 10.6 describe how to motivate volunteers and gain their commitment by providing feedback 10.7 explain how to provide constructive suggestions on how performance can be improved 10.8 describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work.

<b>Learning outcome</b>
The learner will: 11. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 11.1 summarise current health and safety legislation, codes of practice and any additional requirements.

<b>Learning outcome</b>
The learner will: 12. understand the importance of accurate record keeping
<b>Assessment criteria</b>
The learner can: 12.1 explain the records required for management and legislative purposes and the importance of maintaining them.

# **Unit 354            Manage the work of volunteers**

## Supporting information

### **Evidence requirements**

#### **7.2**

Performance evidence may be used from 1.2

<b>UAN:</b>	<b>K/501/0525</b>
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	59
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CUg1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to enable learners to take responsibility for using appropriate investigation skills to gather and analyse data for a land based survey of a site.

<b>Learning outcome</b>
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The learner will:
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| 1. understand how to gather data on the characteristics of sites |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 summarise the information which the assessment aims to produce in relation to its physical, environmental, social, cultural and aesthetic characteristics and the related infrastructure  |
| 1.2 investigate the nature and characteristics of the flora, fauna, landscape and historical features which may occur on the site in order to identify them correctly and recognise signs of change                                 |
| 1.3 assess the impact of recreation and access  |
| 1.4 explain how to confirm your own roles and responsibilities  |
| 1.5 compare and contrast different collection methods (written, oral, electronic, visual, aural) which are available for assessing the characteristics of sites, their advantages and disadvantages and the principles of their use |
| 1.6 justify how to implement the methods being used on the site   |
| 1.7 explain why different methods are used on different occasions and different sites and why they should be implemented as specified   |
| 1.8 justify the techniques of counting and estimating   |

- 1.9 define the meaning of valid and reliable data using primary and secondary sources
- 1.10 describe how to evaluate the validity and reliability of data
- 1.11 clarify methods of recording the data being collected
- 1.12 explain the sources of error and bias in data collection
- 1.13 explain why, when there are problems with data collection, advice should be sought from others
- 1.14 research the ways in which site assessment may alter and affect the nature of the site itself and how to minimise this.

<b>Learning outcome</b>
The learner will:
2. understand how to analyse data to produce information on the characteristics of sites
<b>Assessment criteria</b>
The learner can:
2.1 summarise how to estimate the sufficiency of data
2.2 compare and explain the different quantitative and qualitative analysis methods which may be used for the information which is required and their relative advantages and disadvantages
2.3 explain how to use data analysis methods which have been presented for the site
2.4 investigate the formats for presenting the analysed data and how to use them effectively
2.5 clarify the meaning of valid, reliable and sufficient quantitative and qualitative information
2.6 explain how to interpret the information provided from the site validly and with good justification
2.7 propose the actions to take when there are problems with sufficiency, validity and reliability
2.8 analyse who will make use of the information, and their needs and interests in terms of its presentation
2.9 assess methods of presenting information in written, diagrammatic, graphic and pictorial, and audio form.

<b>Learning outcome</b>
The learner will:
3. gather data on the characteristics of sites
<b>Assessment criteria</b>
The learner can:
3.1 accurately ascertain the information which the site assessment aims to produce
3.2 identify your own roles and responsibilities in the assessment of the site and their relation to others
3.3 collect data using methods which are consistent with the specification and are appropriate to the identified sources
3.4 carry out data collection methods correctly

- 3.5 confirm that the data gathered is valid and reliable
- 3.6 seek advice from the appropriate person when problems that you don't feel you can resolve are encountered
- 3.7 carry out data collection methods and associated activities in a way which minimises any damage to the site
- 3.8 ensure that working methods and systems promote health and safety and are consistent with relevant legislation and codes of practice.

**Learning outcome**

The learner will:

- 4. analyse data to produce information on the characteristics of sites

**Assessment criteria**

The learner can:

- 4.1 confirm that there is sufficient data prior to the start of the analysis
- 4.2 identify the appropriate analysis methods to be used.
- 4.3 analyse and record data in a format which is appropriate to the nature of the data and the particular needs of the site assessment.
- 4.4 provide valid and justifiable interpretations about the nature of the site against the analysed data
- 4.5 take the appropriate action where the analysis of data reveals problems with its sufficiency, reliability or validity
- 4.6 present information about the site in a way which enables it to be used effectively for example written, diagrammatic, graphic and pictorial and audio.



<b>UAN:</b>	<b>A/501/2988</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	46
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU120
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The learner will develop skills and knowledge in the efficient management of information. It covers gathering the information needed, providing information and advice to others and holding meetings.

<b>Learning outcome</b>
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The learner will:
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| 1. understand how to gather required information |
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<b>Assessment criteria</b>
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The learner can:
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| 1.1 describe how to assess the effectiveness of current methods of gathering and storing information  |
| 1.2 explain the importance of gathering, validating and analysing information to team and organisational effectiveness and your role and responsibility in relation to this |
| 1.3 describe the types of qualitative and quantitative information.   |
| 1.4 explain how to gather the information you need for your job   |
| 1.5 describe the types of problems which may occur when gathering information and how to overcome these.  |
| 1.6 describe how to record and store the information.   |
| 1.7 describe the procedures to follow in order to make recommendations for improvements to formal and informal systems and procedures.                                      |

<b>Learning outcome</b>
The learner will: 2. understand how to inform and advise others
<b>Assessment criteria</b>
The learner can: 2.1 describe how to give information and advice effectively both orally and in writing 2.2 explain how to develop and present a reasoned case when providing advice to others 2.3 explain the importance of confirming the recipient's understanding of the information and advice provided and how to do this 2.4 explain the importance of seeking feedback on the quality and relevance of the advice and information provided, and how to encourage and enable such feedback 2.5 explain the importance of providing information and advice to others including team members, colleagues working at the same level, higher-level managers or sponsors and people not part of the organisation 2.6 describe the types of information and advice which other people may require 2.7 explain the importance of checking the validity of information and advice provided to others and how to do this 2.8 describe the principles of confidentiality when handling information and advice; the types of information and advice which may be provided to different people 2.9 describe organisational policies, procedures and resource constraints which may affect advice and information given to others.

<b>Learning outcome</b>
The learner will: 3. understand how to hold meetings
<b>Assessment criteria</b>
The learner can: 3.1 explain how to identify unhelpful arguments and digressions, and strategies which may be used to discourage these 3.2 describe the styles of leadership which can be used to run meetings and how to choose a style according to the nature of the meeting 3.3 describe the value and limitations of meetings as a method of exchanging information and making decisions 3.4 explain how to determine when a meeting is the most effective way of dealing with issues and the possible alternatives 3.5 explain the importance of determining the purpose and objectives of meetings and how to do so. Purposes should include information giving, consultation and decision making 3.6 explain how to manage discussions so that the objectives of the meetings are met within the allocated time

- 3.7 explain how to determine who are necessary people to attend the meeting
- 3.8 describe the procedures to follow when calling meetings and preparing for them.

**Learning outcome**

The learner will:

- 4. gather required information

**Assessment criteria**

The learner can:

- 4.1 ensure that the information gathered is accurate, sufficient and relevant to the purpose for which it is needed.
- 4.2 take prompt and effective action to overcome problems in gathering relevant information.
- 4.3 record and store the information gathered.
- 4.4 ensure that the information you gather is accessible in the required format to authorised people only
- 4.5 identify possible improvements to systems and procedures and pass these on to the relevant people.

**Learning outcome**

The learner will:

- 5. inform and advise others

**Assessment criteria**

The learner can:

- 5.1 give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients
- 5.2 ensure that the information given is accurate, current, relevant and sufficient
- 5.3 ensure that the advice you give is consistent with your organisation's policy
- 5.4 use reasoned arguments and appropriate evidence to support advice
- 5.5 check and confirm recipients' understanding of the information and advice given
- 5.6 maintain confidentiality according to your organisation's requirements
- 5.7 seek feedback from recipients about the information and advice provided, and use this feedback to improve the ways in which information and advice is given.

<b>Learning outcome</b>
The learner will: 6. hold meetings
<b>Assessment criteria</b>
The learner can: 6.1 hold one of the following meetings: a. involving people within an organisation b. involving people outside an organisation 6.2 give sufficient notice of the meeting to allow the necessary people to attend 6.3 make clear the purpose and objectives of the meeting at the start 6.4 ensure that your style of leadership helps people to make useful contributions 6.5 discourage unhelpful arguments and digressions 6.6 ensure that the meeting achieves its objectives within the allocated time 6.7 give clear, accurate and concise information about outcomes of the meeting promptly to those who need it.

<b>UAN:</b>	T/502/3276
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and understanding required to conduct a basic survey relating to the natural environment (on land or at sea). The unit covers the different survey techniques and the reporting techniques for the surveys.

<b>Learning outcome</b>
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The learner will:
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- |  |
|--|
| 1. know how to collect and record data for field surveys |
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 1.1 outline how to collect and record data for three of the following field surveys: <ul style="list-style-type: none"> <li>a. plants</li> <li>b. animals</li> <li>c. people</li> <li>d. physical features</li> <li>e. habitat types</li> <li>f. access networks</li> </ul> |
| 1.2 state the role and responsibilities in relation to survey activities  |
| 1.3 outline the range of survey techniques available, their advantages and disadvantages and principles of use.   |
| 1.4 describe primary and secondary sources of data, their advantages and disadvantages and principles of use  |
| 1.5 describe effective means of recording the data collected  |
| 1.6 describe the actions to take if there is difficulty in obtaining data   |

- |   |
|---|
| <ol style="list-style-type: none"><li>1.7 describe the environmental importance of the field survey area(s) and the potential impact of work on the site</li><li>1.8 describe actions that may be necessary in cases of incidental damage to habitat, wildlife and landscape.</li></ol> |
|---|

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>2. know how to report on field surveys</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>2.1 outline the required content of a report</li><li>2.2 describe different ways of presenting information in a way appropriate to the intended user</li><li>2.3 describe potential uses of field survey reports</li><li>2.4 outline different methods of communicating clearly</li><li>2.5 specify the timescale within which reporting must take place and the reasons for this.</li></ol>

## Unit 358

## Conduct and report on a field survey for people

<b>UAN:</b>	<b>M/502/3275</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Learning outcome

The learner will:

1. collect and record field survey data for people

### Assessment criteria

The learner can:

- 1.1 undertake a field survey for people
- 1.2 select and use survey techniques in accordance with the survey specification
- 1.3 collect primary and secondary data that meets the requirements of the survey specification
- 1.4 record all data legibly, fully and in the format specified
- 1.5 take the appropriate prompt action where data cannot be obtained in accordance with the specification.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 3. report on the field survey for people
<b>Assessment criteria</b>
The learner can: 3.1 produce accurate, legible and complete reports which contain the necessary supporting data 3.2 respond to requests for further clarification and explanation of reports clearly and accurately 3.3 report within the required timescale and in accordance with organisational procedure.



## Unit 359

## Conduct and report on a field survey for physical features

<b>UAN:</b>	<i>A/502/3277</i>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for physical features. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Learning outcome

The learner will:

1. collect and record field survey data for physical features

### Assessment criteria

The learner can:

- 1.1 undertake a field survey for physical features
- 1.2 select and use survey techniques in accordance with the survey specification
- 1.3 collect primary and secondary data that meets the requirements of the survey specification
- 1.4 record all data legibly, fully and in the format specified
- 1.5 take the appropriate prompt action where data cannot be obtained in accordance with the specification.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 3. report on the field survey for physical features
<b>Assessment criteria</b>
The learner can: 3.1 produce accurate, legible and complete reports which contain the necessary supporting data 3.2 respond to requests for further clarification and explanation of reports clearly and accurately 3.3 report within the required timescale and in accordance with organisational procedure.

## Unit 360

## Conduct and report on a field survey for animals

<b>UAN:</b>	<b>F/502/3278</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for animals. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Learning outcome

The learner will:

1. collect and record field survey data for animals

### Assessment criteria

The learner can:

- 1.1 undertake a field survey for animals
- 1.2 select and use survey techniques in accordance with the survey specification
- 1.3 collect primary and secondary data that meets the requirements of the survey specification
- 1.4 record all data legibly, fully and in the format specified
- 1.5 take the appropriate prompt action where data cannot be obtained in accordance with the specification.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 3. report on the field survey for animals
<b>Assessment criteria</b>
The learner can: 3.1 produce accurate, legible and complete reports which contain the necessary supporting data 3.2 respond to requests for further clarification and explanation of reports clearly and accurately 3.3 report within the required timescale and in accordance with organisational procedure.

## Unit 361

## Conduct and report on a field survey for habitat types

<b>UAN:</b>	<b>F/502/3281</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for habitat types (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Learning outcome

The learner will:

1. collect and record field survey data for habitat types

### Assessment criteria

The learner can:

- 1.1 undertake a field survey for habitat types
- 1.2 select and use survey techniques in accordance with the survey specification
- 1.3 collect primary and secondary data that meets the requirements of the survey specification
- 1.4 record all data legibly, fully and in the format specified
- 1.5 take the appropriate prompt action where data cannot be obtained in accordance with the specification.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 3. report on the field survey for habitat types
<b>Assessment criteria</b>
The learner can: 3.1 produce accurate, legible and complete reports which contain the necessary supporting data 3.2 respond to requests for further clarification and explanation of reports clearly and accurately 3.3 report within the required timescale and in accordance with organisational procedure.

## Unit 362

## Conduct and report on a field survey for plants

<b>UAN:</b>	<b>A/502/3280</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for plants (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Learning outcome

The learner will:

1. collect and record field survey data for plants

### Assessment criteria

The learner can:

- 1.1 undertake a field survey for plants
- 1.2 select and use survey techniques in accordance with the survey specification
- 1.3 collect primary and secondary data that meets the requirements of the survey specification
- 1.4 record all data legibly, fully and in the format specified
- 1.5 take the appropriate prompt action where data cannot be obtained in accordance with the specification.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 3. report on the field survey for plants
<b>Assessment criteria</b>
The learner can: 3.1 produce accurate, legible and complete reports which contain the necessary supporting data 3.2 respond to requests for further clarification and explanation of reports clearly and accurately 3.3 report within the required timescale and in accordance with organisational procedure.



## Unit 363

## Conduct and report on a field survey for access networks

<b>UAN:</b>	<i>J/502/3279</i>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for access networks (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Learning outcome

The learner will:

1. collect and record field survey data for access networks

### Assessment criteria

The learner can:

- 1.1 undertake a field survey for access networks
- 1.2 select and use survey techniques in accordance with the survey specification
- 1.3 collect primary and secondary data that meets the requirements of the survey specification
- 1.4 record all data legibly, fully and in the format specified
- 1.5 take the appropriate prompt action where data cannot be obtained in accordance with the specification.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage.

<b>Learning outcome</b>
The learner will: 3. report on the field survey for access networks
<b>Assessment criteria</b>
The learner can: 3.1 produce accurate, legible and complete reports which contain the necessary supporting data 3.2 respond to requests for further clarification and explanation of reports clearly and accurately 3.3 report within the required timescale and in accordance with organisational procedure.

## Unit 364

## Work with and consult the local community

<b>UAN:</b>	L/502/3168
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to Environmental NOS unit EC7
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to work with the local community and community issues. This may be through specific projects, such as running a local bat group, or becoming involved in longer term projects such as helping to set up and run a community wildlife area.</p> <p>The emphasis is upon building a relationship with local people through consultation and co-operation. The object is not only to spread environmental awareness, but also to foresee possible areas of conflict, and to find solutions agreeable to all. Consultation must include an element of education and awareness raising for it to be effective.</p>

### Learning outcome

The learner will:

1. work with and consult the local community

### Assessment criteria

The learner can:

- 1.1 identify opportunities for formal and informal consultation and co-operation with the local community, seeking specialist advice where appropriate
- 1.2 establish and maintain contacts with relevant individuals and organised groups within the local community
- 1.3 engage with individuals and groups within the local community to develop understanding and awareness as part of consultation

1.4 use appropriate communication methods to seek the opinions of individuals and groups within the local community.

<b>Learning outcome</b>
The learner will: 2. understand the importance of working with and consulting the local community
<b>Assessment criteria</b>
The learner can: 2.1 describe the types of opportunities available for co-operation and consultation with the local community 2.2 describe the ways in which contact with the local community can be established 2.3 describe the reasons for and importance of consultation with the local community in gathering feedback 2.4 describe the likely impact of the organisation's work on the local community 2.5 outline why it is important that those you are consulting with understand the issues which they are being consulted on 2.6 describe the methods of gauging community opinion and the importance of providing feedback.

## Unit 365

## Work with children and young people during environmental activities

<b>UAN:</b>	J/502/3282
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC8.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to work with children and young people. It includes establishing and maintaining a healthy, safe and secure environment.</p> <p>The term 'children and young people' refers to all children and young people of school age.</p>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. be able to establish and maintain a healthy, safe and secure environment for children and young people</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 check all areas where children and young people will be present and identify and record hazards</li><li>1.2 take action to eliminate or reduce hazards where dangerous situations or hazards arise</li><li>1.3 explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding</li><li>1.4 encourage children and young people to be aware of their own and others safety</li><li>1.5 work with others to maintain the agreed levels of supervision at all times</li><li>1.6 follow agreed procedures for the collection of children and young people and not hand over any children without authorisation</li></ol>

1.7 take the appropriate action in cases where they have concerns over the welfare of children and young people in their care.

<b>Learning outcome</b>
The learner will: 2. be able to work with and protect children and young people during environmental activities
<b>Assessment criteria</b>
The learner can: 2.1 work with children and young people indoors and outdoors in a calm and relaxed manner to promote their understanding and self confidence.

<b>Learning outcome</b>
The learner will: 3. know how to establish and maintain a healthy, safe and secure environment for children and young people
<b>Assessment criteria</b>
The learner can: 3.1 explain the implications on their work of relevant legislation and sector, organisational and statutory codes of practice 3.2 describe how to identify potentially dangerous situations or hazards 3.3 describe the action required in cases where potentially dangerous situations or hazards have been identified 3.4 outline the necessary safety rules and procedures, and how to explain them to children in a manner appropriate to their level of understanding 3.5 describe how to promote understanding and self confidence in children and young people 3.6 outline the agreed levels of supervision appropriate for the activity 3.7 explain the importance of procedures for the collection of children and young people 3.8 explain the action to take where they are concerned about the welfare of a child or young person in their care, including the procedures for dealing with suspected child abuse covering: a. referral of concerns to the line manager b. referral of concerns to specialists outside the organisation.

<b>Learning outcome</b>
The learner will: 4. understand the implications of working with children during environmental activities
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of maintaining a calm and relaxed manner when working with children and young people 4.2 describe how to work with children and young people a. indoors

b. outdoors.



<b>UAN:</b>	A/502/3232
<b>Level:</b>	3
<b>Credit value:</b>	10
<b>GLH:</b>	65
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC21
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning, delivering and evaluating a wide range of environmental projects.</p> <p>'Environmental projects' include any type of project work. The unit looks at the specific skills required in planning for and maintaining the quality of work, sustaining a good working environment and evaluating the project against initial objectives.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. be able to plan environmental projects</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 negotiate project specifications that:             <ol style="list-style-type: none"> <li>a. meet agreed organisational requirements</li> <li>b. meet appropriate management plans</li> <li>c. conform to current statutory and legal requirements</li> <li>d. conform to principles of environmental good practice</li> <li>e. take into account the views and opinions of those with relevant technical expertise</li> <li>f. take into account risks:                 <ol style="list-style-type: none"> <li>i. health and safety</li> <li>ii. financial</li> <li>iii. reputation</li> </ol> </li> </ol> </li> </ol>

- iv. environmental impact
- 1.2 include systems and criteria for project evaluation within the project specifications
- 1.3 present final project specifications in a format which is accurate, complete and suitable for the user covering:
  - a. schedule
  - b. location
  - c. methods and procedures
  - d. physical resources
  - e. human resources
  - f. relevant legal requirements
  - g. standard of outcome required
  - h. financial requirements
- 1.4 give clear and accurate briefings to those people involved with the project specifications including those:
  - a. internal to the organisation
  - b. external to the organisation
- 1.5 ensure that, where relevant, contracts for project work are issued.

<b>Learning outcome</b>
The learner will:
2. be able to deliver environmental projects
<b>Assessment criteria</b>
The learner can:
2.1 make resources available to allow project activities to be carried out in a safe, and effective way including: <ul style="list-style-type: none"> <li>a. natural</li> <li>b. physical</li> <li>c. human</li> <li>d. financial</li> </ul> and inform the appropriate person without delay where these resources are not available
2.2 consistently meet project specifications within your area of responsibility, noting any factors which may cause disruption to project activities, and taking the appropriate action to minimise their effects
2.3 take corrective action without delay, and inform the relevant people of any changes which may affect them
2.4 establish and maintain systems to monitor the quality, quantity and time specifications for service delivery
2.5 make any recommendations for improving project activities and working conditions promptly to the appropriate people
2.6 ensure that the use and maintenance of equipment conforms to recommended schedules and procedures
2.7 promptly report all accidents and incidents to the appropriate people, and record them accurately and fully

- 2.8 conduct communications with the project team and other interested parties in a way which promotes understanding and goodwill
- 2.9 make sure that records of project activities are complete, accurate and comply with organisational procedures.

<b>Learning outcome</b>
The learner will: 3. be able to evaluate environmental projects
<b>Assessment criteria</b>
The learner can: 3.1 carry out evaluation efficiently and effectively against criteria set out in the project specification, ensuring that evaluation is thorough, complete and objective covering: a. environmental impact b. quality c. use of resources 3.2 produce evaluation reports that are clear, accurate and in a form suitable for the intended recipients 3.3 justify your conclusions and recommendations on the basis of: a. the information available, b. the methods of evaluation including: i. qualitative ii. quantitative c. clearly stated assumptions.

<b>Learning outcome</b>
The learner will: 4. understand how to plan environmental projects
<b>Assessment criteria</b>
The learner can: 4.1 summarise relevant aspects of organisational requirements and management plans 4.2 summarise current principles of environmental good practice, and statutory and legal requirements, and their impact on project specifications 4.3 summarise health and safety and risks 4.4 identify those who should be consulted with and describe the ways in which their views and opinions may be sought 4.5 explain actual and potential pressures on the environment, of any conflict between these pressures, and the effect these may have on the project specification 4.6 describe the process of identifying and selecting appropriate evaluation systems and criteria 4.7 explain the importance of accurate and complete specification, and reason for choice of presentation format covering: a. schedule b. location c. methods and procedures d. physical resources e. human resources f. relevant legal requirements

- g. standard of outcome required
- 4.8 explain the importance of giving clear and accurate briefings to those involved with the project specification, and reasons for the choice of briefing method
- 4.9 outline the process of agreeing and issuing contracts for project work.

**Learning outcome**

The learner will:

- 5. understand how to deliver environmental projects

**Assessment criteria**

The learner can:

- 5.1 outline the required type and quantity of resources needed for project activities and the appropriate action in the case of inadequate resources covering all the following:
  - a. natural
  - b. physical
  - c. human
  - d. financial
- 5.2 outline individual responsibilities within project specifications including health and safety
- 5.3 explain how to identify and minimise the effect of disruptions and the reasons for selecting corrective actions
- 5.4 explain how to establish and maintain systems to monitor service delivery and how to identify improvements to project activities and working conditions
- 5.5 outline methods of communication likely to promote understanding and goodwill
- 5.6 explain the importance of complete and accurate records which comply with organisational procedures.

**Learning outcome**

The learner will:

- 6. understand how to evaluate environmental projects

**Assessment criteria**

The learner can:

- 6.1 explain the importance of evaluating project outcomes covering the following criteria:
  - a. environmental impact
  - b. quality
  - c. use of resources
- 6.2 describe techniques of evaluation and requirements of the original project specification
- 6.3 explain the process of evaluation and the importance of thorough, complete and impartial evaluation
- 6.4 explain the importance of clear and accurate reports and reasons for style of report

6.5 describe means of drawing conclusions and making recommendations.

## Unit 367

## Research and plan environmental interpretations

<b>UAN:</b>	<b>R/502/3236</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the knowledge, understanding and skills required to plan and research interpretations. The interpretations could cover geographical areas or sites, specific environmental topics or environmental themes depending on the research.

<b>Learning outcome</b>
The learner will: 1. be able to research information for interpretations
<b>Assessment criteria</b>
The learner can: 1.1 establish the nature, requirements and expectations of the intended audience 1.2 formulate clear research objectives linked to the nature and requirements of the audience, the sites to be visited and the focus of interpretation 1.3 use appropriate information sources effectively and economically 1.4 assess all information obtained for accuracy and appropriateness to the intended audience 1.5 identify and access additional sources of information where necessary 1.6 ensure that throughout the work account is taken of the environmental and social impact of proposed interpretations 1.7 ensure the information compiled is reliable, accurate and optimises the goodwill of those providing the information.

<b>Learning outcome</b>
The learner will: 2. be able to plan information for interpretation
<b>Assessment criteria</b>
The learner can: 2.1 ensure that plans take account of potential site hazards and minimise their effects on the audience 2.2 relate the planned interpretations to the nature and requirements of the audience, the sites to be visited and the focus of interpretation 2.3 ensure that plans allow for the use of a range of appropriate interpretive methods 2.4 ensure that plans take account of the potential environmental and social impact of the proposed interpretation and aim to sustain the special character of the site 2.5 negotiate and agree site access arrangements prior to planned visits 2.6 identify the required resources and confirm their availability 2.7 maintain the confidentiality of information.

<b>Learning outcome</b>
The learner will: 3. understand how to research information for interpretations
<b>Assessment criteria</b>
The learner can: 3.1 explain why it is important to formulate clear research objectives 3.2 explain how to establish the nature, requirements and expectations of the intended audience covering the following groups: a. general interest b. special interest 3.3 explain the ways in which the needs of different audiences may vary, and how this impacts on research covering the following groups: a. general interest b. special interest 3.4 explain how to link to needs of the audience with the sites to be visited and the focus of interpretation 3.5 explain relevant information sources, and how to access and use them effectively 3.6 explain how to check information for reliability, accuracy and relevance; and the reasons why this is important 3.7 explain the ways in which the goodwill of information providers can be optimised 3.8 explain how to take account of potential environmental and social impact of interpretations and the reasons why this is important.



<b>Learning outcome</b>
The learner will: 4. understand how to plan for interpretations
<b>Assessment criteria</b>
The learner can: 4.1 explain how to plan interpretations and select methods best suited to the needs of the audience, the sites to be visited and the focus of interpretation. Interpretations cover: a. geographical areas or sites b. specific environmental topics c. environmental themes 4.2 explain the specific site hazards, how they are recognised and their impact on visitors minimised and the consequences of failing to identify and plan accordingly 4.3 explain the resources and approaches available for the plan and their suitability covering: a. time b. human c. physical d. financial information 4.4 explain how to identify, negotiate and agree appropriate site access arrangements and the consequences of failing to make appropriate access arrangements prior to visits 4.5 explain the importance of confirming availability of resources and the consequences of failing to ensure required resources are available 4.6 explain the need for appropriate levels of confidentiality.

<b>UAN:</b>	Y/601/1230
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to Customer Service NOS unit 25
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit is about how the learner delivers and maintains excellent customer service by being alert to customer reactions and knowing and understanding how the reactions can be used to improve the service. In addition, the learner will need to record customer service information to ensure reliable service.

**Learning outcome**

The learner will:

1. plan and organise the delivery of reliable customer service

**Assessment criteria**

The learner can:

- 1.1 plan, prepare and organise everything they need to deliver services or products to different types of customers
- 1.2 organise what they do to ensure that they are consistently able to give prompt attention to your customers
- 1.3 reorganise their work to respond to unexpected additional workloads.

**Learning outcome**

The learner will:

2. review and maintain customer service delivery

**Assessment criteria**

The learner can:

- 2.1 maintain service delivery during very busy periods and unusually quiet periods

- 2.2 maintain service delivery when systems, people or resources have let them down
- 2.3 consistently meet their customers' expectations
- 2.4 balance the time they take with their customers with the demands of other customers seeking their attention
- 2.5 respond appropriately to their customers when customers make comments about the products or services they are offering
- 2.6 alert others to repeated comments made by their customers
- 2.7 take action to improve the reliability of their service based on customer comments
- 2.8 monitor the action they have taken to identify improvements in the service they give to their customers.

<b>Learning outcome</b>
The learner will:
3. use recording systems to maintain reliable customer service
<b>Assessment criteria</b>
The learner can:
3.1 record and store customer service information accurately following organisational guidelines
3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format
3.3 quickly locate information that will help solve a customer's query
3.4 supply accurate customer service information to others using the most appropriate method of communication.

<b>Learning outcome</b>
The learner will:
4. understand how to organise the delivery of reliable customer service
<b>Assessment criteria</b>
The learner can:
4.1 describe organisational procedures for unexpected situations and their role within them
4.2 describe resource implications in times of staff sickness and holiday periods and their responsibility at these times
4.3 explain the importance of having reliable and fast information for their customers and their organisation
4.4 evaluate the organisational procedures and systems for delivering customer service
4.5 identify useful customer feedback and how to decide which feedback should be acted on
4.6 describe how to communicate feedback from customers to others
4.7 show that they know and understand the organisational procedures and systems for recording, storing, retrieving and supplying customer service information

4.8 explain the legal and regulatory requirements regarding the storage of data.

## Unit 373

## Improve the customer relationship

<b>UAN:</b>	H/601/1232
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	This unit is linked to Customer Service NOS Unit 26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit is about the learner improving their relationship with customers by delivering consistent and reliable customer service. In addition, the learner will need to show that they genuinely want to give customers high levels of service and that they will make every possible effort to meet or exceed the customer's expectations.

### Learning outcome

The learner will:

1. improve communication with their customers

### Assessment criteria

The learner can:

- 1.1 select and use the best method of communication to meet their customers' expectations
- 1.2 take the initiative to contact their customers to update them when things are not going to plan or when they requires further information
- 1.3 adapt their communication to respond to individual customers' feelings.

<b>Learning outcome</b>
The learner will: 2. balance the needs of their customer and their organisation
<b>Assessment criteria</b>
The learner can: 2.1 meet their customers' expectations within their organisation's service offer 2.2 explain the reasons to their customers sensitively and positively when the customer expectations cannot be met 2.3 identify alternative solutions for their customers either within or outside the organisation 2.4 identify the costs and benefits of these solutions to their organisation and to their customers 2.5 negotiate and agree solutions with their customers which satisfy them and are acceptable to the organisation 2.6 take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation.

<b>Learning outcome</b>
The learner will: 3. exceed customer expectations to develop the relationship
<b>Assessment criteria</b>
The learner can: 3.1 make extra efforts to improve their relationship with their customers 3.2 recognise opportunities to exceed their customers' expectations 3.3 take action to exceed their customers' expectations within the limits of their own authority 3.4 gain the help and support of others to exceed their customers' expectations.

<b>Learning outcome</b>
The learner will: 4. understand how to improve the customer relationship
<b>Assessment criteria</b>
The learner can: 4.1 describe how to make best use of the method of communication chosen for dealing with their customers 4.2 explain how to negotiate effectively with their customers 4.3 explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make 4.4 explain the importance of customer loyalty and/or improved internal customer relationships to the organisation.

## Unit 374

## Monitor and solve customer service problems

<b>UAN:</b>	J/601/1515
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to Customer Service NOS Unit 32
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit is all about the learner solving immediate customer service problems and changing systems to avoid repeated customer service problems

<b>Learning outcome</b>
The learner will: 1. solve immediate customer service problems
<b>Assessment criteria</b>
The learner can: 1.1 respond positively to customer service problems following organisational guidelines 1.2 solve customer service problems when they have sufficient authority 1.3 work with others to solve customer service problems 1.4 keep customers informed of the actions being taken 1.5 check with customers that they are comfortable with the actions being taken 1.6 solve problems with service systems and procedures that might affect customers before they become aware of them 1.7 inform managers and colleagues of the steps taken to solve specific problems.

<b>Learning outcome</b>
The learner will: 2. identify repeated customer service problems and options for solving them
<b>Assessment criteria</b>
The learner can: 2.1 identify repeated customer service problems 2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option 2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.

<b>Learning outcome</b>
The learner will: 3. take action to avoid the repetition of customer service problems
<b>Assessment criteria</b>
The learner can: 3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 3.2 action their agreed solution 3.3 keep their customers informed in a positive and clear manner of steps being taken to solve any service problems 3.4 monitor the changes they have made and adjust them if appropriate.

<b>Learning outcome</b>
The learner will: 4. understand how to monitor and solve customer service problems
<b>Assessment criteria</b>
The learner can: 4.1 show that they know and understand organisational procedures and systems for dealing with customer service problems 4.2 show that they know and understand organisational procedures and systems for identifying repeated customer service problems 4.3 show that they know and understand how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers 4.4 show that they know and understand how to negotiate with and reassure customers while the customers problems are being solved.



## Unit 376

## Identify the need for and plan habitat management work

<b>UAN:</b>	T/502/1530
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU88.1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit provides the learner with the knowledge, skills and understanding to identify the need for habitat management work to be carried out and plan the necessary work. The unit is applicable to the management of all types of habitats and the full range of management techniques. Simulation will not be acceptable.

### Learning outcome

The learner will:

1. be able to identify habitat management work

### Assessment criteria

The learner can:

- 1.1 identify the need for habitat management through use of all of the following:
  - a. site monitoring
  - b. management plan
  - c. reports from others.

<b>Learning outcome</b>
The learner will: 2. be able to plan for habitat management work
<b>Assessment criteria</b>
The learner can: 2.1 plan habitat management for at least four of the following objectives: <ul style="list-style-type: none"> <li>a. to create or maintain suitable conditions for particular species</li> <li>b. to create or maintain a desired mix of habitats for access and recreation</li> <li>c. to conserve desirable physical or archaeological features</li> <li>d. to reduce the pressures of human activity on habitats</li> <li>e. to promote site safety</li> </ul> 2.2 take account of the environmental value of at least two of the following types of sites in planning: <ul style="list-style-type: none"> <li>a. ecological</li> <li>b. archaeological</li> <li>c. recreational</li> </ul> 2.3 select appropriate habitat management methods to achieve objectives 2.4 produce work plans and specifications for the identified work to include the following: <ul style="list-style-type: none"> <li>a. schedule</li> <li>b. location</li> <li>c. methods and procedures</li> <li>d. physical resources</li> <li>e. human resources</li> <li>f. legal requirements</li> <li>g. standard of outcome required</li> </ul> 2.5 carry out risk assessments and identify safe working procedures 2.6 seek agreement from all relevant interested parties and ensure that all necessary permissions are in place 2.7 identify the most appropriate workforce for the planned habitat management work 2.8 identify and access the resources required to carry out the planned work 2.9 schedule habitat management work based on the following: <ul style="list-style-type: none"> <li>a. identified priorities</li> <li>b. effects of season and timing.</li> </ul> 2.10 record plans in a suitable format.

<b>Learning outcome</b>
The learner will: 3. understand how to identify the need for habitat management work
<b>Assessment criteria</b>
The learner can: 3.1 explain how to identify the need for habitat management through use of: a. site monitoring b. management plan c. reports from others 3.2 explain how to identify the objectives of habitat management for the following objectives: a. to create or maintain suitable conditions for particular species b. to create or maintain a desired mix of habitats for access and recreation c. to conserve desirable physical or archaeological features d. to reduce the pressures of human activity on habitats e. to promote site safety. 3.3 describe how to recognise the environmental value of sites.

<b>Learning outcome</b>
The learner will: 4. understand the need to plan habitat management work
<b>Assessment criteria</b>
The learner can: 4.1 explain how the environmental value of sites affects the planning of work 4.2 explain how to assess risks and develop safe working procedures 4.3 explain the process of producing work plans and specifications to organisational requirements including: a. agreement of objectives b. agreement of plans c. when permissions are required d. the suitable workforce e. the resources required (tools and equipment, people) f. schedule of work g. legal requirements h. standard of outcome 4.4 explain how planned work fits into organisational objectives, local and UK biodiversity action plans.

## **Unit 376      Identify the need for and plan habitat management work**

Supporting information

### **Evidence requirements**

#### **2.4**

Learner must include all that apply to the relevant location.

<b>UAN:</b>	<b>A/502/1531</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU88.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate and oversee habitat management work. It also involves the selection and briefing of a suitable workforce to carry out the habitat management work. Simulation will not be acceptable.

<b>Learning outcome</b>
The learner will:
1. be able to co-ordinate and oversee habitat management work
<b>Assessment criteria</b>
The learner can:
1.1 make available the necessary resources to allow habitat management work to be carried out in a safe and effective way. Resources to include:
a. natural
b. physical
c. human
d. financial
1.2 inform the appropriate person where these resources are not available
1.3 brief those who will be carrying out the work with regard to:
a. work specification
b. environmental value of the site and its implications for the planned work
1.4 oversee habitat management work for four of the following objectives

- a. to create or maintain suitable conditions for particular species
  - b. to create or maintain a desired mix of habitats for access and recreation
  - c. to conserve desirable physical or archaeological features
  - d. to reduce the pressures of human activity on habitats
  - e. to promote site safety
- 1.5 communicate with the work team and other interested parties in a way which promotes understanding and goodwill
- 1.6 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will:
2. be able to promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can:
2.1 work in a way which promotes health and safety, is consistent with legislation, codes of practice and any additional requirements
2.2 ensure work is carried out in a manner which minimises environmental damage
2.3 manage and dispose of waste in accordance with legislative requirements and codes of practice.

<b>Learning outcome</b>
The learner will:
3. understand how to co-ordinate and oversee habitat management work
<b>Assessment criteria</b>
The learner can:
3.1 explain the required type and quantity of resources needed for habitat management work
3.2 describe the appropriate action to take in the case of inadequate resources
3.3 describe relevant aspects of work specifications, and individual responsibilities
3.4 describe how to select a workforce which is appropriate for the planned work
3.5 describe methods of briefing the workforce on the activities required
3.6 describe how to effectively oversee habitat management work which is being carried out
a. to create or maintain suitable conditions for particular species
b. to create or maintain a desired mix of habitats for access and recreation
c. to conserve desirable physical or archaeological features

- d. to reduce the pressures of human activity on habitats
- e. to promote site safety
- 3.7 explain how to identify and minimise the effect of disruptions and how to select corrective actions
- 3.8 explain how to establish, maintain and improve systems to monitor work
- 3.9 describe methods of communication likely to promote understanding and goodwill
- 3.10 identify the types of records required and the importance of accurate record keeping.

<b>Learning outcome</b>
The learner will:
4. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can:
4.1 summarise current health and safety legislation, codes of practice and any additional requirements.
4.2 describe the possible environmental damage that could occur and how to respond appropriately.
4.3 explain the correct and appropriate methods for disposing of waste.

## Unit 378

## Monitor and evaluate the effectiveness of habitat management work

<b>UAN:</b>	F/502/1532
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to Horticulture NOS unit CU88.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of habitat management work.</p> <p>The length of time over which such monitoring and evaluation should take place will vary according to the habitat and type of work.</p> <p>Simulation will not be acceptable.</p>

### Learning outcome

The learner will:

1. be able to monitor and evaluate the effectiveness of habitat management work

### Assessment criteria

The learner can:

- 1.1 set in place systems to monitor the effectiveness of habitat management work in creating desired conditions within appropriate timescales with regard both:
  - a. the habitat being managed
  - b. the work which was carried out
- 1.2 use the outcomes of your monitoring to inform the planning of future habitat management work to include:
  - a. planning of your own future work
  - b. planning by other people
- 1.3 plan and implement additional work to rectify any problems or failures to achieve original management objectives.





<b>Learning outcome</b>
The learner will: 2. understand how to monitor and evaluate the effectiveness of habitat management work
<b>Assessment criteria</b>
The learner can: 2.1 explain the criteria used to evaluate the habitat management work at completion of practical activities 2.2 outline the requirements of the original work plan and specification 2.3 explain the importance of longer-term monitoring to determine whether habitat management has been effective 2.4 identify the factors that determine the length of time over which monitoring should take place 2.5 explain how to use the outcomes of monitoring to improve future plans and where necessary how to plan additional work.

## Unit 380

## Work with others to improve customer service

<b>UAN:</b>	D/601/1553
<b>Level:</b>	3
<b>Credit value:</b>	8
<b>GLH:</b>	53
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	This unit is all about how the learner develops a relationship with others to improve their own customer service performance. This involves communicating with others and agreeing how to work together to give a more effective service. In addition the learner will monitor their own and the team's performance and change the way they do things if this improves customer service.

<b>Learning outcome</b>
The learner will: 1. improve customer service by working with others
<b>Assessment criteria</b>
The learner can: 1.1 contribute constructive ideas for improving customer service 1.2 identify what they have to do to improve customer service and confirm this with others 1.3 agree with others what they have to do to improve customer service 1.4 co-operate with others to improve customer service 1.5 keep their commitments made to others 1.6 make others aware of anything that may affect plans to improve customer service.

<b>Learning outcome</b>
The learner will: 2. monitor their own performance when improving customer service
<b>Assessment criteria</b>
The learner can: 2.1 discuss with others how what they do affects customer service performance 2.2 identify how the way they work with others contributes towards improving customer service.

<b>Learning outcome</b>
The learner will: 3. monitor team performance when improving customer service
<b>Assessment criteria</b>
The learner can: 3.1 discuss with others how teamwork affects customer service performance 3.2 work with others to collect information on team customer service performance 3.3 identify with others how customer service teamwork could be improved 3.4 take action with others to improve customer service performance.

<b>Learning outcome</b>
The learner will: 4. understand how to improve customer service
<b>Assessment criteria</b>
The learner can: 4.1 describe who else is involved either directly or indirectly in the delivery of customer service 4.2 describe the roles and responsibilities of others in their organisation 4.3 describe the roles of others outside their organisation who have an impact on their services or products 4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set 4.5 evaluate how their organisation identifies improvements in customer service.

## Unit 381

## Deal with accidents and emergencies involving children and young people during environmental activities

<b>UAN:</b>	L/502/3283
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Environmental Conservation NOS unit EC8.2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to deal with accidents and emergencies whilst working with children and young people.</p> <p>The term 'children and young people' refers to all children and young people of school age.</p> <p>Accidents and emergencies can include injuries, signs of illness and other emergencies</p>

### Learning outcome

The learner will:

1. be able to deal with accidents and emergencies whilst working with children and young people during environmental activities

### Assessment criteria

The learner can:

- 1.1 promptly assess the severity of an accident or emergency including:
  - a. minor accidents or emergencies
  - b. major accidents or emergenciesto determine whether first aid or medical attention is required
- 1.2 promptly and calmly carry out the appropriate procedures for dealing with accidents and emergencies including:
  - a. minor accidents or emergencies
  - b. major accidents or emergencies

- |   |
|---|
| <ol style="list-style-type: none"><li>1.3 maintain suitable standards of hygiene when dealing with accidents and emergencies including and, where relevant, taking action to protect themselves and others from risk</li><li>1.4 offer comfort and reassurance to the children, young people and others throughout</li><li>1.5 follow the correct procedures for recording and reporting accidents and emergencies.</li></ol> |
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<b>Learning outcome</b>
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The learner will:
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| <ol style="list-style-type: none"><li>2. know how to deal with accidents and emergencies when working with children and young people during environmental activities</li></ol> |
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| <ol style="list-style-type: none"><li>2.1 explain the implications on their work of sector, organisational and statutory codes of practice for dealing with accidents and emergencies</li><li>2.2 outline procedures for dealing with accidents and emergencies, and the importance of adhering to them</li><li>2.3 describe how to assess the severity of accidents and emergencies and determine the action required</li><li>2.4 describe basic First Aid procedures</li><li>2.5 explain the importance of maintaining suitable levels of hygiene, and ways of protecting themselves and others from infection and harm</li><li>2.6 describe how to recognise and cope with emotional reactions to accidents or emergencies</li><li>2.7 explain the importance of following the correct procedures for recording and reporting accidents and emergencies</li><li>2.8 outline the procedures and responsibilities for conveying information to parents or guardians.</li></ol> |
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<b>UAN:</b>	H/502/2656
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>GLH:</b>	4
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.

<b>Learning outcome</b>
The learner will:
1. understand how to manage workload
<b>Assessment criteria</b>
The learner can:
1.1 evaluate a range of techniques for managing own workload effectively
1.2 review whether the changes made have helped to improve the management of own workload
1.3 explain how further improvements can be made to manage workload

<b>Learning outcome</b>
The learner will:
2. know how to manage time effectively to achieve objectives
<b>Assessment criteria</b>
The learner can:
2.1 analyse how time management techniques can be used most effectively
2.2 explain how targets and milestones help in managing time
2.3 explain how work can be prioritised and interruptions minimized
2.4 explain what performance indicators can be used to show improvements in time management

<b>Learning outcome</b>
The learner will:
3. understand how to be assertive to achieve a desired outcome
<b>Assessment criteria</b>
The learner can:
3.1 explain how using assertiveness techniques can lead to positive outcomes at work

3.2 use some of these assertiveness techniques and explain how they have led to a positive outcome



## Unit 383

## Lead the work of teams and individuals to achieve their objectives

<b>UAN:</b>	<b>K/505/4993</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.

<b>Learning outcome</b>
The learner will: 1. be able to plan the work of teams
<b>Assessment criteria</b>
The learner can: 1.1 provide opportunities for team members to contribute to the planning and organisation of their work 1.2 develop plans for the team and each individual which meet their operational objectives 1.3 confirm plans and schedules are realistic within organisational constraints 1.4 plan the allocation of work taking full account of team members' abilities and development needs 1.5 explain team plan to team members in a way that meets the teams requirements 1.6 explain an individual's plan to the team member 1.7 confirm team members' understanding of the plans and their work activities 1.8 update plans at regular intervals taking account of changes to individuals, the team and organisation

<b>Learning outcome</b>
The learner will: 2. be able to assess the work of teams and individuals
<b>Assessment criteria</b>
The learner can: 2.1 explain the purpose of assessment clearly to team and individuals

2.2 assess teams and individuals objectively against clear and agreed criteria using valid information

<b>Learning outcome</b>
The learner will: 3. be able to provide feedback to teams and individuals on their work
<b>Assessment criteria</b>
The learner can: 3.1 provide constructive feedback to teams and individual team members

<b>Learning outcome</b>
The learner will: 4. understand the principles of leading teams and individuals
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of communication skills when leading teams and individuals 4.2 explain own role in planning work activities within organisational constraints 4.3 explain the use of assessment and feedback as part of team development 4.4 summarise the information needed to assess the work of teams and individuals 4.5 explain the importance of involving team members in the planning and assessment of their own work 4.6 summarise strategies for motivating team members 4.7 explain the principles of developing work plans for teams and individuals both in the short and medium term 4.8 summarise the impact of line management structures on developing work plans

<b>UAN:</b>	<b>D/505/5011</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.

<b>Learning outcome</b>
The learner will:
1. be able to improve communication with customers
<b>Assessment criteria</b>
The learner can:
1.1 use communication methods to meet customers' needs
1.2 adapt communication to respond to individual customers' requirements

<b>Learning outcome</b>
The learner will:
2. be able to balance the needs of customer and the organisation
<b>Assessment criteria</b>
The learner can:
2.1 explain the reasons to customers when expectations cannot be met
2.2 identify alternative solutions for customers
2.3 identify the costs and benefits of alternative solutions to organisation and customers
2.4 negotiate solutions with customers which are acceptable to the organisation and the customer
2.5 apply agreed solution balancing the needs of customer and organisation

<b>Learning outcome</b>
The learner will: 3. be able to exceed customer expectations
<b>Assessment criteria</b>
The learner can: 3.1 use methods to improve relationships with customers 3.2 recognise opportunities to exceed customers' expectations 3.3 take action to exceed customers' expectations within the limits of job role 3.4 request the help and support of others to exceed their customers' expectations

<b>Learning outcome</b>
The learner will: 4. understand how to improve the customer relationship
<b>Assessment criteria</b>
The learner can: 4.1 explain how to negotiate with customers 4.2 explain how to assess the costs and benefits to customers and organisation of any unusual agreement 4.3 explain the importance of customer loyalty and improved customer relationships to organisation

<b>UAN:</b>	<b>R/505/5006</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.

<b>Learning outcome</b>
The learner will:
1. be able to prepare for the implementation of marketing plans
<b>Assessment criteria</b>
The learner can:
1.1 develop an implementation plan that specifies objectives, actions, responsibilities, budget, timescale and success criteria
1.2 brief personnel on their roles and responsibilities in accordance with the marketing plan
1.3 ensure the availability of agreed marketing resources
1.4 explain the importance of understanding the nature of the market in which the activity is being targeted

<b>Learning outcome</b>
The learner will:
2. be able to implement marketing plans
<b>Assessment criteria</b>
The learner can:
2.1 deliver the requirements of the plan within budget and timescale
2.2 address risks, problems and variances from expectations in accordance with the marketing plan
2.3 keep stakeholders up to date with progress, developments and issues
2.4 record and report on the outcomes of the implementation in accordance with the marketing plan and organisational procedures

<b>Learning outcome</b>
The learner will:
3. understand how to prepare marketing plans
<b>Assessment criteria</b>

The learner can:

- 3.1 explain the purpose of the marketing plan
- 3.2 explain how marketing plans are communicated within the organisation

## Unit 401                      Manage budgets

<b>UAN:</b>	<b>D/505/5008</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	20
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.

<b>Learning outcome</b>
The learner will:
1. be able to manage budgets
<b>Assessment criteria</b>
The learner can:
1.1 control budget performance within limits and deadlines
1.2 analyse and take action to minimise costs where possible
1.3 take corrective action to make sure of best value for money
1.4 authorise expenditure within the scope of own authority

<b>Learning outcome</b>
The learner will:
2. be able to monitor budgets
<b>Assessment criteria</b>
The learner can:
2.1 record transactions as required
2.2 produce information on performance against budget, when required
2.3 make sure all calculations are accurate
2.4 record information that will help with the preparation of future budgets

<b>Learning outcome</b>
The learner will:
3. understand the purpose of budgets

**Assessment criteria**

The learner can:

- 3.1 explain the purpose and benefits of managing financial resources effectively and efficiently
- 3.2 identify legal, regulatory and organisational requirements for managing a budget
- 3.3 describe different types of budgetary systems and their features

**Learning outcome**

The learner will:

4. understand how to manage budgets

**Assessment criteria**

The learner can:

- 4.1 describe methods for monitoring, controlling and recording income and expenditure
- 4.2 describe ways in which costs may be minimised in own area of responsibility
- 4.3 identify situations in which corrective action may be needed
- 4.4 describe the scope of own authority for managing a budget and authorising expenditure

**Learning outcome**

The learner will:

5. understand how to report performance against budgets

**Assessment criteria**

The learner can:

- 5.1 explain the purpose and benefits of reporting information on performance against budget
- 5.2 explain how to check the accuracy of budget calculations
- 5.3 explain the purpose and benefits of recording information that will help with the future preparation of budgets





## Appendix 1 Relationships to other qualifications

### Links to other qualifications

**NB: For qualifications, mapping to NOS should be included in each unit.**

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

### Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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### **About City & Guilds**

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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