

Level 1 Award, Certificate and Diploma in Practical Horticulture Skills (7573-11)

September 2017 Version 4.1



Qualification at a glance

Subject area	Level 1 Award, Certificate and Diploma in Practical Horticulture Skills
City & Guilds number	7573-11 7573-91 – unit route for all qualifications in 7573-11

Title and level	GLH	TQT	City & Guilds no.	Accreditation number
Level 1 Award in Practical Horticulture Skills	45	60	7573-11	600/5587/X
Level 1 Certificate in Practical Horticulture Skills	140	180	7573-11	600/5611/3
Level 1 Diploma in Practical Horticulture Skills	285	370	7573-11	600/5612/5

Version and date	Change detail	Section
1.1 April 2013	Amended the accreditation number for Level 1 Diploma in Practical Horticulture Skills	Qualification at a glance
	Minor amendments to formatting and grammar	Throughout qualification handbook
1.2 January 2014	Grading module	Structure
2.0 March 2014	Amended Certification Module numbers	Structure
4.0 July 2016	UAN for unit 113 amended	Units
4.1 September 2017	Added GLH and TQT details	Qualification at a glance
	Removed QCF	Appendix 3



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Unit 135	Edge turf with shears	125
Unit 136	Lay turf by hand	128
Unit 137	Scarify turf by hand	131
Unit 138	Sow grass seed by hand	134
Unit 139	Remove dew from fine turf	137
Unit 140	Repair area of damaged turf with seed	140
Unit 141	Edge and rake golf bunkers	143
Unit 142	Over-mark sports lines	146
Unit 143	Place sports equipment	149
Unit 144	Use a wheeled rotary mower	152
Unit 145	Use a nylon cord strimmer	155
Unit 146	Use an air cushion mower	158
Unit 147	Use a cylinder mower	161
Unit 148	Use a leaf-litter blower	164
Unit 149	Maintain hand tools	167
Unit 150	Identify trees and shrubs	170
Unit 151	Identify weeds	173
Unit 152	Identify annuals and herbaceous perennials	176
Unit 153	Identify indoor plants	179
Unit 154	Establish an even gradient or level between two fixed points	182
Unit 155	Mix mortar or concrete	185
Unit 156	Build a simple brick wall	188
Unit 157	Set out right angle on the ground	192
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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 candidates want to gain basic horticulture skills.
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for progression into the horticulture sector.
Are the qualifications part of a framework or initiative?	No
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 1 Work-Based Horticulture• Level 2 Work-Based Horticulture• Level 2 Horticulture

Structure

To achieve the **Level 1 Award in Practical Horticulture Skills**, learners must achieve 6 credits from units 101 -161 (a minimum of 3 credits from level 1 units 101-156) plus certification module 903.

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
J/504/0003	101	Prepare for sowing or planting under supervision	3
L/504/0004	102	Plant container grown subjects	3
R/504/0005	103	Prepare soil and apply organic mulch	2
T/504/0143	104	Water a bed, border or area of plants in containers	2
K/504/0012	105	Cultivate land by single digging or forking	2
A/504/0144	106	Apply fertiliser by hand to bare ground	2
M/504/0013	107	Determine soil pH with colour indicator test kit under supervision	2
F/504/0145	108	Plant flower bulbs for naturalisation or bedding	2
J/504/0146	109	Prepare and plant a hanging basket	2
L/504/0147	110	Prepare and plant a container for display	2
R/504/0148	111	Care for a planted area	2
Y/504/0149	112	Prune hedges by hand	2
L/504/0156	113	Prune bush roses	2
A/504/0015	114	Dead-head rose bushes, Rhododendrons or other shrubs	2
R/504/0151	115	Prune shrubs for winter stem colour	2
Y/504/0152	116	Prune deciduous spring-flowering shrubs	2
J/504/0020	117	Prune deciduous shrubs flowering on current season's growth	2
D/504/0153	118	Support individual stems	2
H/504/0154	119	Support herbaceous perennials	2
K/504/0155	120	Support plants on wires, frames or trellis	2
M/504/0156	121	Lift, divide and plant herbaceous perennials	2
T/504/0157	122	Sow seed outdoors in drills by hand	2
A/504/0158	123	Sow seed indoors in containers	2
F/504/0159	124	Prick out seedlings singly	2
T/504/0160	125	Propagate by stem cuttings	2
A/504/0161	126	Pot up rooted cuttings, large seedlings or plugs by hand	2

L/504/0035	127	Set out pots, modules or trays following potting or pricking out	2
H/504/0171	128	Collect and prepare produce or plant material for transport	2
K/504/0172	129	Maintain wooden structures with water-based preservative	2
J/504/0177	130	Lay paving slabs	2
L/504/0178	131	Lay paving blocks on sand	2
J/504/0180	132	Maintain and protect metal surfaces	2
L/504/0181	133	Maintain paved areas	2
R/504/0182	134	Aerate turf by hand	2
Y/504/0183	135	Edge turf with shears	2
D/504/0184	136	Lay turf by hand	2
H/504/0185	137	Scarify turf by hand	2
M/504/0187	138	Sow grass seed by hand	2
T/504/0188	139	Remove dew from fine turf	2
Y/504/0037	140	Repair area of damaged turf with seed	2
A/504/0189	141	Edge and rake golf bunkers	2
D/504/0038	142	Over-mark sports lines	2
M/504/0190	143	Place sports equipment	2
T/504/0191	144	Use a wheeled rotary mower	2
H/504/0039	145	Use a nylon cord strimmer	2
A/504/0192	146	Use an air cushion mower	2
F/504/0193	147	Use a cylinder mower	2
L/5044/0195	148	Use a leaf-litter blower	2
D/504/0198	149	Maintain hand tools	2
Y/504/0846	150	Identify trees and shrubs	2
D/504/0847	151	Identify weeds	2
H/504/0848	152	Identify annuals and herbaceous perennials	2
K/504/0849	153	Identify indoor plants	2
D/504/0136	154	Establish an even gradient or level between two fixed points	3
D/504/0203	155	Mix mortar or concrete	2
H/504/0137	156	Build a simple brick wall	3
A/504/0304	157	Set out right angle on the ground	2
Level 2 units			
J/504/0342	158	Build or repair a dry stone wall	3
L/504/0343	159	Laying hard surfaces for external landscaping	3
R/504/0344	160	Construct and maintain boundaries	2
Y/504/0345	161	Assess soil texture and condition	2
Certification module			
903	Level 1 Award in Practical Horticulture Skills		

To achieve the **Level 1 Certificate in Practical Horticulture Skills**, learners must achieve 18 credits – 10 credits from the mandatory units 101-104 and 8 credits from the optional units 105- 161 plus certification module 905.

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
Mandatory units			
J/504/0003	101	Prepare for sowing or planting under supervision	3
L/504/0004	102	Plant container grown subjects	3
R/504/0005	103	Prepare soil and apply organic mulch	2
T/504/0143	104	Water a bed, border or area of plants in containers	2
Optional units			
K/504/0012	105	Cultivate land by single digging or forking	2
A/504/0144	106	Apply fertiliser by hand to bare ground	2
M/504/0013	107	Determine soil pH with colour indicator test kit under supervision	2
F/504/0145	108	Plant flower bulbs for naturalisation or bedding	2
J/504/0146	109	Prepare and plant a hanging basket	2
L/504/0147	110	Prepare and plant a container for display	2
R/504/0148	111	Care for a planted area	2
Y/504/0149	112	Prune hedges by hand	2
L/504/0150	113	Prune bush roses	2
A/504/0015	114	Dead-head rose bushes, Rhododendrons or other shrubs	2
R/504/0151	115	Prune shrubs for winter stem colour	2
Y/504/0152	116	Prune deciduous spring-flowering shrubs	2
J/504/0020	117	Prune deciduous shrubs flowering on current season's growth	2
D/504/0153	118	Support individual stems	2
H/504/0154	119	Support herbaceous perennials	2
K/504/0155	120	Support plants on wires, frames or trellis	2
M/504/0156	121	Lift, divide and plant herbaceous perennials	2
T/504/0157	122	Sow seed outdoors in drills by hand	2
A/504/0158	123	Sow seed indoors in containers	2
F/504/0159	124	Prick out seedlings singly	2
T/504/0160	125	Propagate by stem cuttings	2
A/504/0161	126	Pot up rooted cuttings, large seedlings or plugs by hand	2

L/504/0035	127	Set out pots, modules or trays following potting or pricking out	2
H/504/0171	128	Collect and prepare produce or plant material for transport	2
K/504/0172	129	Maintain wooden structures with water-based preservative	2
J/504/0177	130	Lay paving slabs	2
L/504/0178	131	Lay paving blocks on sand	2
J/504/0180	132	Maintain and protect metal surfaces	2
L/504/0181	133	Maintain paved areas	2
R/504/0182	134	Aerate turf by hand	2
Y/504/0183	135	Edge turf with shears	2
D/504/0184	136	Lay turf by hand	2
H/504/0185	137	Scarify turf by hand	2
M/504/0187	138	Sow grass seed by hand	2
T/504/0188	139	Remove dew from fine turf	2
Y/504/0037	140	Repair area of damaged turf with seed	2
A/504/0189	141	Edge and rake golf bunkers	2
D/504/0038	142	Over-mark sports lines	2
M/504/0190	143	Place sports equipment	2
T/504/0191	144	Use a wheeled rotary mower	2
H/504/0039	145	Use a nylon cord strimmer	2
A/504/0192	146	Use an air cushion mower	2
F/504/0193	147	Use a cylinder mower	2
L/5044/0195	148	Use a leaf-litter blower	2
D/504/0198	149	Maintain hand tools	2
Y/504/0846	150	Identify trees and shrubs	2
D/504/0847	151	Identify weeds	2
H/504/0848	152	Identify annuals and herbaceous perennials	2
K/504/0849	153	Identify indoor plants	2
D/504/0136	154	Establish an even gradient or level between two fixed points	3
D/504/0203	155	Mix mortar or concrete	2
H/504/0137	156	Build a simple brick wall	3
A/504/0304	157	Set out right angle on the ground	2
Level 2 units			
J/504/0342	158	Build or repair a dry stone wall	3
L/504/0343	159	Laying hard surfaces for external landscaping	3
R/504/0344	160	Construct and maintain boundaries	2
Y/504/0345	161	Assess soil texture and condition	2
Certification module			
905	Level 1 Certificate in Practical Horticulture Skills		

To achieve the **Level 1 Diploma in Practical Horticulture Skills**, learners must achieve 37 credits – 10 credits from the mandatory units 101-104 and 27 credits from the optional units 105- 161 plus certification module 906.

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
Mandatory units			
J/504/0003	101	Prepare for sowing or planting under supervision	3
L/504/0004	102	Plant container grown subjects	3
R/504/0005	103	Prepare soil and apply organic mulch	2
T/504/0143	104	Water a bed, border or area of plants in containers	2
Optional units			
K/504/0012	105	Cultivate land by single digging or forking	2
A/504/0144	106	Apply fertiliser by hand to bare ground	2
M/504/0013	107	Determine soil pH with colour indicator test kit under supervision	2
F/504/0145	108	Plant flower bulbs for naturalisation or bedding	2
J/504/0146	109	Prepare and plant a hanging basket	2
L/504/0147	110	Prepare and plant a container for display	2
R/504/0148	111	Care for a planted area	2
Y/504/0149	112	Prune hedges by hand	2
L/504/0150	113	Prune bush roses	2
A/504/0015	114	Dead-head rose bushes, Rhododendrons or other shrubs	2
R/504/0151	115	Prune shrubs for winter stem colour	2
Y/504/0152	116	Prune deciduous spring-flowering shrubs	2
J/504/0020	117	Prune deciduous shrubs flowering on current season's growth	2
D/504/0153	118	Support individual stems	2
H/504/0154	119	Support herbaceous perennials	2
K/504/0155	120	Support plants on wires, frames or trellis	2
M/504/0156	121	Lift, divide and plant herbaceous perennials	2
T/504/0157	122	Sow seed outdoors in drills by hand	2
A/504/0158	123	Sow seed indoors in containers	2
F/504/0159	124	Prick out seedlings singly	2
T/504/0160	125	Propagate by stem cuttings	2
A/504/0161	126	Pot up rooted cuttings, large seedlings or plugs by hand	2

L/504/0035	127	Set out pots, modules or trays following potting or pricking out	2
H/504/0171	128	Collect and prepare produce or plant material for transport	2
K/504/0172	129	Maintain wooden structures with water-based preservative	2
J/504/0177	130	Lay paving slabs	2
L/504/0178	131	Lay paving blocks on sand	2
J/504/0180	132	Maintain and protect metal surfaces	2
L/504/0181	133	Maintain paved areas	2
R/504/0182	134	Aerate turf by hand	2
Y/504/0183	135	Edge turf with shears	2
D/504/0184	136	Lay turf by hand	2
H/504/0185	137	Scarify turf by hand	2
M/504/0187	138	Sow grass seed by hand	2
T/504/0188	139	Remove dew from fine turf	2
Y/504/0037	140	Repair area of damaged turf with seed	2
A/504/0189	141	Edge and rake golf bunkers	2
D/504/0038	142	Over-mark sports lines	2
M/504/0190	143	Place sports equipment	2
T/504/0191	144	Use a wheeled rotary mower	2
H/504/0039	145	Use a nylon cord strimmer	2
A/504/0192	146	Use an air cushion mower	2
F/504/0193	147	Use a cylinder mower	2
L/5044/0195	148	Use a leaf-litter blower	2
D/504/0198	149	Maintain hand tools	2
Y/504/0846	150	Identify trees and shrubs	2
D/504/0847	151	Identify weeds	2
H/504/0848	152	Identify annuals and herbaceous perennials	2
K/504/0849	153	Identify indoor plants	2
D/504/0136	154	Establish an even gradient or level between two fixed points	3
D/504/0203	155	Mix mortar or concrete	2
H/504/0137	156	Build a simple brick wall	3
A/504/0304	157	Set out right angle on the ground	2
Level 2 units			
J/504/0342	158	Build or repair a dry stone wall	3
L/504/0343	159	Laying hard surfaces for external landscaping	3
R/504/0344	160	Construct and maintain boundaries	2
Y/504/0345	161	Assess soil texture and condition	2
Certification module			
906	Level 1 Diploma in Practical Horticulture Skills		

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.

Title and level	GLH	TQT
Level 1 Award in Practical Horticulture Skills	45	60
Level 1 Certificate in Practical Horticulture Skills	140	180
Level 1 Diploma in Practical Horticulture Skills	285	370



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 1 Practical Horticulture Skills (7573-01) you can apply for the new Level 1 Practical Horticulture Skills (7573-11) 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

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 quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 1 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 land-based sector either qualified to at least level 1 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.

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

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.

3 Delivering the qualification



Initial assessment and induction

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

- if the candidate 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 candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.



4 Assessment

Candidates must:

- successfully complete the checklists for each unit

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 allowed and is also sector specific.



5 Units

Availability of units

Units are also available on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

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 including checklists
- learning outcomes which are comprised of a number of assessment criteria

Unit 101

Prepare ground for sowing or planting under supervision

UAN:	J/504/0003
Level:	1
Credit value:	3
GLH:	25
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prepare the ground for sowing or planting

Assessment criteria

The learner can:

- 1.1 state the steps for preparing the ground for sowing or planting
- 1.2 identify the problems that can occur if the tilth is too fine or coarse
- 1.3 state the reasons for the importance of correct consolidation of the soil

Learning outcome

The learner will:

2. be able to prepare the ground for sowing or planting under supervision

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 prepare the ground using appropriate equipment and techniques under supervision
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 101

Prepare ground for sowing or planting under supervision

Unit test and checklist

Preparation

There will be available:-	An area of land or raised bed approximately 15sq m, marked out as a rectangle 5m x 3m approx., which has been previously dug/forked and left rough. The soil should be in a suitable condition for the task. Rake. Fork. Spade/shovel Wheelbarrow. Stiff brush. Appropriate clothing to meet health and safety requirements. First aid kit.
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Prepare the area of ground indicated, by raking out and consolidating, to be suitable for sowing seeds or planting small plants.

On completion the ground should have a suitable tilth, be level and have been appropriately consolidated.

Leave surface ready for sowing /planting.

Dispose of any waste and debris to the designated area.

Leave site and equipment clean and tidy.

When the task is completed return the tools and equipment to the store or give verbal confirmation of the process.

Unit 101

Prepare ground for sowing or planting under supervision

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was suitably dressed for the task	
2.	Correct tools were selected	
3.	Site was raked out to create rough level	
4.	Suitable tilth was created by first raking	
5.	Site was evenly consolidated by treading	
6.	Consolidation was suitable for the use defined by the assessor	
7.	Site was raked out again to create a final tilth	
8.	Debris was removed appropriately if necessary	
9.	Tools and equipment were used safely throughout	
10.	Tools and equipment were cleaned and returned to store, or verbal confirmation of process	
11.	Site was left clean and tidy	

11 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 101

Prepare ground for sowing or planting under supervision

Centre/location:.....Date.....

Candidate name.....Assessor.....

1. Give TWO reasons why the prepared surface should be even/level.

a)..... 1 mark

b)..... 1 mark

2. Give ONE problem that can happen if the tilth is too fine. 1 mark

.....

3. Give ONE problem that can happen if the tilth is too coarse. 1 mark

.....

4. Give TWO reasons for correct consolidation of the soil.

a)..... 1 mark

b)..... 1 mark

Pass mark: 5 Marks (out of 6)

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 102

Plant container grown subjects

UAN:	L/504/0004
Level:	1
Credit value:	3
GLH:	25
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to plant container grown plants

Assessment criteria

The learner can:

- 1.1 state reasons for removing damaged material before planting
- 1.2 state the conditions when planting should not take place
- 1.3 state the problems that can occur when plants are planted at incorrect depth
- 1.4 state a reason for firming plants into container properly after planting

Learning outcome

The learner will:

2. be able to plant container grown plants

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 prepare the container and plants for planting
- 2.3 plant container plants to correct depth, site requirements and plant requirements
- 2.4 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.5 leave the site clean and tidy

Unit 102

Plant container grown subjects

Unit test and checklist

Preparation

There will be available:-	Area of prepared soil, bed or border. Either - 1 Standard tree in 5 -10 litre container or 5 Shrubs/roses/perennials in 2 litre containers or 25 Bedding plants/other small subjects in trays or pots (N.B. all plants should have been adequately watered prior to the assessment)
	Spade/Garden fork, Trowel and Wheelbarrow. Hollow post rammer/Maul/Mell/Hammer if required. Watering can/equipment and mulch/soil ameliorant if required. Materials to support/protect plants if required. Appropriate clothing to meet health and safety requirements. First aid kit.

Instructions

<p>Wear appropriate clothing.</p> <p>Ensure the protection and safety of yourself and others.</p> <p>Select from the tools provided to meet requirement of plants selected for task.</p> <p>Select appropriate support material and equipment to meet plant requirements.</p> <p>Make planting stations/holes to receive selected plants.</p> <p>Remove plants from containers and place in positions indicated and according to instructions/plan.</p> <p>Provide support as necessary.</p> <p>Leave site in a suitable condition on completion.</p> <p>Dispose of any waste and debris to designated area.</p> <p>Leave site and equipment clean and tidy.</p> <p>When the task is complete return the tools and equipment to the store or give verbal confirmation of the process.</p>

Unit 102 Plant container grown subjects

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Correct tools were selected and used	
3.	Planting site was prepared ready for planting	
4.	Plants were prepared ready for planting (damaged material etc. removed)	
5.	Containers were removed in a manner to minimise damage to plant; roots were teased out, if required	
6.	Plants were placed to correct depth	
7.	Backfilling and firming were carried out to meet plant/site requirements	
8.	Support, if required, was placed to meet the needs of the plants	
9.	Soil surface was left in a condition appropriate to the planted area	
10.	Debris was disposed of as instructed and area was left neat and tidy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed {8} this should still be accepted as achieved; note those criteria in the feedback box below.)

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 102

Plant container grown subjects

Centre/location:.....Date.....

Candidate name.....Assessor.....

1. Give ONE reason why damaged material should be removed before planting. 1 mark

.....

2. Give ONE soil or weather condition when planting should not take place. 1 mark

.....

3. Give ONE problem that can happen if plants are planted too shallowly. 1 mark

.....

4. Give ONE problem that can happen if plants are planted too deeply. 1 mark

.....

5. Give ONE reason why plants must be firmed in properly after planting. 1 mark

.....

Pass mark: 4 Marks (out of 5)

Result: Pass/Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 103

Prepare soil and apply organic mulch

UAN:	R/504/005
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prepare soil and apply organic mulch

Assessment criteria

The learner can:

- 1.1 state reasons for applying organic mulch
- 1.2 state soil conditions when mulching should not take place
- 1.3 identify mulching materials
- 1.4 state reasons for cleaning and storing tools
- 1.5 state steps to prepare soil and apply mulch

Learning outcome

The learner will:

2. be able to prepare soil and apply organic mulch

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 remove surface weeds and debris
- 2.3 prepare soil surface for application of organic mulch
- 2.4 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.5 leave the site clean and tidy

Unit 103

Prepare soil and apply organic mulch

Unit test and checklist

Preparation

There will be available:-	Area of planted bed/border, a minimum of 5sq m with small weed growth but no infestation of perennial weeds. Soil should be in a suitable condition for mulching. Dutch hoe. Garden fork. Shovel/spade. Rake. Organic material suitable for mulching: FYM, mushroom compost, bark or chipped material etc, to be available at the mulching site. Inorganic materials such as gravel, slate and geotextile membranes will not be accepted. Appropriate clothing to meet health and safety requirements. First aid kit.
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Instructions for candidate

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Select the equipment appropriate for task.

Use the equipment and material to prepare and mulch a minimum of 5sq m of the bed/border.

Remove unwanted growth.

Prepare soil surface if required.

Apply mulch to the depth instructed by the assessor.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is complete return the tools and equipment to the store or give verbal confirmation of the process

Unit 103 Prepare soil and apply organic mulch

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Correct selection of tools/equipment was made	
3.	Any surface weeds or inappropriate debris were removed effectively	
4.	Surface was prepared to meet the requirements	
5.	Mulch was applied evenly to the specified depth	
6.	No crop/border plants were damaged	
7.	Tools were used correctly and safely	
8.	Site was left tidy and debris was disposed of as required by organisational policy	
9.	Safety of self and others was maintained at all times	
10.	Tools and equipment were cleaned	
11.	Tools and equipment were returned to store or verbal confirmation of process	

11 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 103 Prepare soil and apply organic mulch

Centre/location:.....Date.....

Candidate name.....Assessor.....

1. Give ONE reason for mulching.1 mark

.....

2. Give ONE soil condition when mulching should not take place.1 mark

.....

3. Other than the material you have just applied, name TWO other suitable mulching materials.

a)..... 1 mark

b)..... 1 mark

4. Why must you not leave tools lying around on the ground?
Give ONE reason. 1 mark

.....

5. Give ONE reason why tools must be cleaned before storage.1 mark

.....

Pass mark: 5 Marks (out of 6)

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 104

Water a bed, border or area of plants in containers

UAN:	T/504/0143
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to water a bed, border or area of plants in containers

Assessment criteria

The learner can:

- 1.1 identify when plants need to be watered
- 1.2 state the problems that can occur when watering plants

Learning outcome

The learner will:

2. be able to water a bed, border or area of plants in containers

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 check plants and soil to be watered
- 2.3 water plants using correct tools and methods avoiding damage to plants and soil or localised flooding
- 2.4 leave the site clean and tidy

Unit 104

Water a bed, border or area of plants in containers

Unit test and checklist

Preparation

There will be available:	Bed, border or area of plants grown in containers of a minimum of 8 sq m, which requires watering. Watering can/hose pipe Rose for can/lance for hose Hose connection with adequate supply of water Barrier for hydrant, if required. Appropriate clothing to meet health and safety requirements. First aid kit.
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Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Report on the condition of the area with regard to need for watering to your assessor</p> <p>Select the appropriate equipment for the area to be watered.</p> <p>Connect hose and lance to supply and uncoil or fill can as required from supply.</p> <p>Water the area of plants/planting indicated</p> <p>Apply water until you are satisfied that the amount of water applied has met the needs of the area/plants.</p> <p>If using hose, disconnect from supply in appropriate sequence before storage.</p> <p>Dispose of any waste and debris to designated area.</p> <p>Leave site and equipment clean and tidy.</p> <p>When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.</p>

Unit 104

Water a bed, border or area of plants in containers

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed	
2.	Area of planting was or plants were examined and reported on	
3.	Appropriate equipment was selected for the area/plants to be watered	
4.	Water supply was obtained according to the chosen equipment	
5.	If ground hydrant was used, opening was protected	
6.	Appropriate rose or lance was fitted	
7.	Water was applied in a manner which avoided damage to plants and soil or localised flooding	
8.	Water was applied evenly to the area to satisfy plant requirements	
9.	Depth of water penetration was assessed and reported on accurately	
10.	Water supply was turned off/ disconnected on completion	
11.	Equipment was made ready for storage	
12.	Safety of self and others was maintained at all times	
13.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed {5} this should still be accepted as achieved; note those criteria in the feedback box below.)

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 104

Water a bed, border or area of plants in containers

Centre/location:.....Date.....

Candidate name.....Assessor.....

1. Give TWO indications that plants need watering.

a)..... 1 mark

b)..... 1 mark

2. Give TWO problems that can happen if water is applied with too much force.

a)..... 1 mark

b)..... 1 mark

3. Give TWO problems that can occur if too much water is applied.

a)..... 1 mark

b)..... 1 mark

Pass mark: 5 Marks (out of 6)

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 105

Cultivate land by single digging or forking

UAN:	K/504/0012
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to cultivate land by single digging or forking

Assessment criteria

The learner can:

- 1.1 state how to cultivate land by single digging or forking

Learning outcome

The learner will:

2. be able to cultivate land by single digging or forking

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 turn soil using appropriate tools and methods to meet requirements
- 2.3 remove debris and weeds from site correctly
- 2.4 leave the site clean and tidy

Unit 105

Cultivate land by single digging or forking

Unit test and checklist

Preparation

There will be available:	An area of ground, approximately 6sq m, marked out as a rectangle of 3m x 2m approx. free from heavy infestation of perennial weeds, large growth and debris. Some annual weeds should be present. Soil should be in a suitable condition for task. Spade Fork. Wheelbarrow. Stiff brush. Rake Appropriate clothing to meet health and safety requirements. First aid kit.
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Single dig/fork the area indicated to one spit deep turning the top-soil ensuring the burial of surface growth.

Remove inappropriate debris and large stones if instructed by the assessor.

Leave the area in a suitable condition as instructed by the assessor (eg leave rough for winter).

The finished surface will be left even.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is complete return the tools and equipment to the store or give verbal confirmation of the process.

Unit 105

Cultivate land by single digging or forking

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one benefit of cultivating land by single digging or forking	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Soil was turned in an appropriate manner and with suitable spit width	
5.	Full/suitable spit depth was used throughout	
6.	Turned soil was left in an appropriate condition	
7.	Surface was maintained roughly level	
8.	All annual weed growth and minor debris was buried effectively	
9.	Perennial weeds and inappropriate debris were removed from the site	
10.	If a trench had been opened, sufficient soil was available to fill the trench	
11.	Debris was disposed of as instructed and area was left neat and tidy	
12.	Safety of self and others was maintained at all times	
13.	Tools and equipment were cleaned	
14.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed {10} this should still be accepted as achieved; note those criteria in the feedback box below.)

14 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 106

Apply fertiliser by hand to bare ground

UAN:	A/504/0144
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to apply fertiliser by hand to bare ground

Assessment criteria

The learner can:

- 1.1 state reason for weighing out fertilizer accurately
- 1.2 state how to apply fertiliser by hand to bare ground

Learning outcome

The learner will:

2. be able to apply by hand to bare ground

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 weigh out fertiliser accurately
- 2.3 apply fertiliser to site using suitable application method
- 2.4 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.5 leave the site clean and tidy

Unit 106

Apply fertiliser by hand to bare ground

Unit test and checklist

Preparation

There will be available:	Plot of bare land (flower bed/border), prepared for sowing/planting of 5m x 3m. Soil to be in suitable condition for task. Garden line and pegs. Measuring rod or tape measure. Granular fertiliser, in manufacturers bag, complete with application details. Scales Plastic bucket. Rake and fork. Appropriate clothing to meet health and safety requirements (NB this may include dust mask and gloves if required) First aid kit.
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Weigh out 750g of fertiliser and apply the fertiliser by hand evenly over the marked area.

Rake or lightly fork fertiliser into soil and leave surface ready for planting/sowing (assessor to inform candidate of required future use).

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the materials, tools and equipment to the store or give verbal confirmation of the process.

Unit 106

Apply fertiliser by hand to bare ground

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Correct tools were selected and used	
3.	Candidate stated a reason for weighing out fertiliser accurately	
Candidate's answer:		
4.	Fertiliser was weighed out accurately (+/- 5%) and without spillage	
5.	Fertiliser was transferred to the bucket without spillage/waste	
6.	Fertiliser was applied evenly over the marked out site	
7.	Unnecessary waste was avoided by application close to the ground	
8.	Fertiliser was correctly incorporated by lightly raking or pricking into the surface	
9.	Suitable tilth was left for following operations	
10.	Debris was disposed of as instructed and area was left neat and tidy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were cleaned	
13.	Materials and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 107

Determine soil pH with colour indicator test kit under supervision

UAN:	M/504/0013
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to determine soil pH with colour indicator kit

Assessment criteria

The learner can:

- 1.1 state how to use a colour indicator test kit to determine soil pH

Learning outcome

The learner will:

2. be able to determine soil pH with colour indicator kit under supervision

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE) in accordance with risk assessment and health and safety guidance
- 2.2 take soil sample using correct techniques without contamination or damage to equipment under supervision
- 2.3 use the pH indicator test kit correctly under supervision
- 2.4 identify soil pH using indicator chart
- 2.5 record soil pH
- 2.6 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.7 leave the site clean and tidy

Unit 107

Determine soil pH with colour indicator test kit under supervision

Unit test and checklist

Preparation

There will be available:

- A well lit area with bench.
- A suitable sample of soil ready for use as detailed by kit manufacturer.
- A pH colour indicator test kit as supplied by manufacturer, complete with instructions.
- Supply of clean distilled water or as specified by manufacturer.
- Pen and paper.
- Clean paper tissues.
- Appropriate clothing to meet health and safety requirements (N.B. this may include latex gloves and eye protection according to the manufacturer of the kit and local regulations.)
- First aid kit.

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Follow the manufacturer's instructions to establish the pH of the soil sample provided.

Record results (N.B. Candidates who have colour blindness may be given assistance by assessor to determine true colour.)

State findings to assessor or record on paper

Dispose of any waste and debris to designated area.

Clean equipment as required by manufacturer.

Return test kit to store.

Leave area clean and tidy.

Unit 107

Determine soil pH with colour indicator test kit under supervision

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Clean dry test tube (or other supplied container) was selected and	
3.	prepared as specified	
4.	Soil sample was introduced to the tube without damage or contamination	
5.	Correct amount of soil sample was used	
6.	Candidate stated one reason for determining soil pH	
Candidate's answer:		
7.	Indicator liquid was introduced to the tube in the correct amount. (If other ingredients are also required, eg distilled water, barium sulphate, these should also be assessed as part of this step.)	
8.	Sample was effectively agitated as described by the instructions	
9.	Sample was allowed to settle	
10.	Colour was compared with that of the standard indicator chart	
11.	An accurate estimation of the reading was gained and recorded (verbally or in writing)	
12.	Sample was disposed of according to appropriate procedures	
13.	Equipment was washed out with distilled water and dried in an appropriate manner	
14.	Equipment was returned to storage or verbal confirmation of process	

14 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 108

Plant flower bulbs for naturalisation or bedding

UAN:	F/504/0145
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to plant flower bulbs for naturalisation or bedding

Assessment criteria

The learner can:

- 1.1 state how to use plant flower bulbs for naturalisation or bedding

Learning outcome

The learner will:

2. be able to plant flower bulbs for naturalisation or bedding

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 prepare site for planting of bulbs
- 2.3 check bulbs are suitable for planting
- 2.4 plant bulbs using correct tools, equipment and techniques to job specification
- 2.5 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.6 leave the site clean and tidy

Unit 108

Plant flower bulbs for naturalisation or bedding

Unit test and checklist

Preparation

There will be available:	A suitable area ready for planting - mown turf, bare soil or amongst other plants.
small	25 bulbs, to be planted as instructed/detailed - either singly or in groups.
	Bulb planting tool/trowel/spade.
	Measuring equipment.
	Stiff brush or rake to tidy area.
	Appropriate clothing to meet health and safety requirements.
	First aid kit.

Instructions

Use personal protective equipment and at all times ensure the protection and safety of self and others.

Select the appropriate tools.

Plant the bulbs in the site/area indicated by the assessor. (NB Assessor should identify the species/variety of bulb/corm/tuber for the candidate)

Plant the bulbs to the correct spacing for the site/species and correct depth according to species.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 108

Plant flower bulbs for naturalisation or bedding

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for correct spacing of flower bulbs for naturalisation or bedding	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Planting site was prepared ready for planting	
5.	Bulbs were checked prior to planting and condition reported on	
6.	Bulbs were spaced out appropriately for the site/species	
7.	Bulbs were planted to correct depth	
8.	Bulbs were handled correctly throughout and without damage	
9.	Backfilling and firming were carried out to meet requirements	
10.	Soil surface and site were left in a suitable condition	
11.	Debris was disposed of as instructed and area was left neat and tidy	
12.	Safety of self and others was maintained at all times	
13.	Tools and equipment were cleaned	
14.	Tools and equipment were returned to store or verbal confirmation of process	

14 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 109

Prepare and plant a hanging basket

UAN:	J/504/0146
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prepare and plant a hanging basket

Assessment criteria

The learner can:

state how to prepare a hanging basket for planting

- 1.2 state how to plant a hanging basket

Learning outcome

The learner will:

2. be able to prepare and plant a hanging basket

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

- 2.2 prepare a hanging basket for planting using correct tools and methods

- 2.3 prepare work area for planting a hanging basket

- 2.4 plant a hanging basket using correct tools and methods

- 2.5 dispose of waste and debris in accordance with health and safety guidance and site requirements

- 2.6 leave the site clean and tidy

Unit 109

Prepare and plant a hanging basket

Unit test and checklist

Preparation

There will be available:	Indoor area with appropriate bench, lighting and basket support/stand. Compost suitable for task, ready for use 1 Hanging basket - which requires a liner Suitable lining material, (sphagnum moss, felt, wool waste, geo-membrane etc.) A selection of appropriate plants - trailing, low growing and erect Hand brush Watering can and fine rose Appropriate clothing to meet health and safety requirements First aid kit
textile	

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Make-up and plant for display the hanging basket. (N.B assessor should state the intended site of the basket and provide plants suitable for that location)

Use a range of plants to create an effective display, appropriate to style and size of basket.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 109

Prepare and plant a hanging basket

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Correct tools were selected and used	
3.	Work area was cleaned before use by careful sweeping	
4.	Work area was organised and prepared for use	
5.	Candidate stated why positioning the basket is an important part of preparing a hanging basket for planting	
Candidate's answer:		
6.	Basket was positioned onto support	
7.	Liner was positioned effectively	
8.	Polythene disc was positioned at the base of the basket, if required	
9.	Basket was half filled with compost and consolidated	
10.	Candidate stated one reason for handling plants carefully	
Candidate's answer:		
11.	Trailing plants were suitably placed through the basket sides, if applicable	
12.	Basket was filled with compost and consolidated effectively	
13.	Central plant(s) was positioned to correct location and depth	
14.	Spreading plants were placed around the surface to create a pleasing display	
15.	All plant handling was careful throughout	
16.	Basket and support was placed on floor and watered effectively without undue waste	
17.	Debris was disposed of as instructed and area was left neat and tidy	
18.	Safety of self and others was maintained at all times	
19.	Tools and equipment were cleaned	
20.	Materials and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed (8,11) this should still be accepted as achieved; note those criteria in the feedback box below.)

20 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 110

Prepare and plant a container for display

UAN:	L/504/0147
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prepare and plant a container for display

Assessment criteria

The learner can:

- 1.1 state how to prepare a container for planting
- 1.2 state how to plant a container

Learning outcome

The learner will:

2. be able to prepare and plant a container for display

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 prepare a container for planting using correct tools and methods
- 2.3 prepare work area for planting a container
- 2.4 plant a hanging basket using correct tools and methods
- 2.5 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.6 leave the site clean and tidy

Unit 110

Prepare and plant a container for display

Unit test and checklist

Preparation

There will be available:

- Indoor area with appropriate bench, and lighting.
- Compost suitable for task, ready for use.
- ONE container not less than 400mm in width or diameter.
- A range of appropriate plants able to create a pleasing and functional display (this could include perennials, herbs, winter bedding, bulbs etc. or any other appropriate seasonal feature)
- Hand brush.
- Appropriate clothing to meet health and safety requirements.
- First aid kit.

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Prepare and plant the container for display. (N.B assessor should state the intended site of the container and provide plants suitable for that location)

Use a range of plants to create an effective display, appropriate to style and size of container.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 110

Prepare and plant a container for display

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Correct tools were selected and used	
3.	Work area was prepared and organised for use	
4.	Candidate stated one factor to consider in preparing a container for planting	
Candidate's answer:		
5.	Container was filled with compost and consolidated appropriately	
6.	Suitable plants were selected to make a pleasing composition	
7.	Candidate stated one reason for handling plants carefully when planting a container	
Candidate's answer:		
8.	Plants were positioned appropriately in the container	
9.	Plants were placed at the correct depth and consolidated correctly	
10.	All plant handling was careful throughout	
11.	Basket and support was placed on floor and watered effectively without undue waste	
12.	Debris was disposed of as instructed and area was left neat and tidy	
13.	Safety of self and others was maintained at all times	
14.	Tools and equipment were cleaned	
15.	Materials and equipment were returned to store or verbal confirmation of process	

15 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 111

Care for a planted area

UAN:	R/504/0148
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to care for a planted area

Assessment criteria

The learner can:

- 1.1 identify the tasks involved in caring for a planted area

Learning outcome

The learner will:

2. be able to care for a planted area

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 remove undesired plants from area
- 2.3 cultivate soil surface using correct tools and methods
- 2.4 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.5 leave the site clean and tidy

Unit 111

Care for a planted area

Unit test and checklist

Preparation

There will be available:	An area of planted bed/border (eg annual bedding, herbaceous, shrub or mixed border), a minimum of 10sq m, with light weed growth and/or soil in need of light cultivation Dutch hoe Border/hand fork. Spring tine rake Bucket Wheelbarrow Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Select the equipment appropriate for task.

Carry out any required surface cultivation to the area indicated to you.

Leave the soil surface in an appropriate condition.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 111

Care for a planted area

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was suitably dressed	
2.	Candidate identified tasks involved in caring for a planted area	
Candidate's answer:		
3.	Appropriate tools were selected	
4.	Undesired plants were removed efficiently	
5.	Weeds were undercut with hoe and removed if required, or dug out and removed, without damage to cultivated plants	
6.	Soil was cultivated with hoe/fork to leave fresh, even surface	
7.	All debris was collected and disposed of as directed	
8.	Tools were used correctly and safely	
9.	Safety of self and others was maintained at all times	
10.	Area was left clean and tidy	
11.	Tools and equipment were cleaned and returned to store or verbal confirmation of the process	

11 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 112

Prune hedges by hand

UAN:	Y/504/0149
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prune hedges by hand

Assessment criteria

The learner can:

- 1.1 identify the tasks involved in pruning hedges by hand

Learning outcome

The learner will:

2. be able to prune hedge by hand

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to trim hedge by hand using correct tools, equipment and techniques to specification
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 112

Prune hedges by hand

Unit test and checklist

Preparation

There will be available:	A minimum of 5m of hedges, no higher than 1.5m Pruning to top and one side, (beech, privet, laurel, box or other suitable subject) Hand shears, secateurs and loppers Wire rake Brush Shovel Wheelbarrow or other suitable transport Appropriate dress to meet health and safety requirements First aid kit
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Instructions for candidate

Use personal protective equipment and at all times ensure the safety of yourself and others.

Select the appropriate tools and equipment for the hedge to be pruned.

Prune and shape a minimum of 5m of hedge.

At least one side and the top must be pruned.

Collect pruned material.

Dispose of prunings to designated area. (*Assessor to give direction according to organisational policy*).

Leave area clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 112 Prune hedges by hand

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate identified one reason for pruning hedges by hand	
Candidate's answer:		
3.	Hedge inspected and correct tools / equipment selected	
4.	Template prepared by trimming hedge to required shape and height at one end as a guide	
5.	Hedge trimmed to smooth surface by working backwards from the template	
6.	Taut line fixed at the stated height along top of the hedge	
7.	Top of hedge trimmed to smooth finish along the line	
8.	All prunings gathered and disposed of appropriately and site left tidy	
9.	Tools were used correctly and safely	
10.	Safety of self and others was maintained at all times	
11.	Tools and equipment were cleaned	
12.	Tools and equipment were returned to store of verbal confirmation of process	

12 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 113 Prune bush rose

UAN:	L/504/0156
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prune bush roses

Assessment criteria

The learner can:

- 1.1 identify the tasks involved in pruning bush roses

Learning outcome

The learner will:

2. be able to prune bush roses

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to prune and shape bush roses using correct tools, equipment and techniques to specification
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 113

Prune bush roses

Unit test and checklist

Preparation

There will be available:	A minimum of 5 hybrid tea/floribunda bush roses requiring annual pruning. Secateurs. Loppers. Small pruning saw Wheelbarrow or other suitable transport equipment. Appropriate clothing to meet health and safety requirements. First aid kit.
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Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Using the tools provided prune and shape a minimum of 5 bush roses to encourage healthy strong growth.</p> <p>Collect all prunings and leave area clean and tidy.</p> <p>Dispose of any waste and debris to designated area.</p> <p>Leave site and equipment clean and tidy.</p> <p>When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process</p>
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Unit 113

Prune bush roses

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for correct positioning of cuts when pruning bush roses	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	All dead, dying, diseased and damaged wood was removed effectively	
5.	Weak growths were removed as appropriate	
6.	Flowered wood was cut back to a suitably-positioned bud	
7.	Bush was left appropriately shaped and with wood suitably positioned	
8.	Tools were used correctly and safely	
9.	All cuts were clean	
10.	Site was left tidy and debris was disposed of as required by organisational policy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 114

Dead-head rose bushes, Rhododendrons or other suitable shrubs

UAN:	A/504/0015
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to dead-head rose bushes, Rhododendrons or other shrubs

Assessment criteria

The learner can:

- 1.1 identify the tasks involved in dead-heading roses, Rhododendrons or other shrubs

Learning outcome

The learner will:

2. be able to dead-head rose bushes, Rhododendrons or other shrubs

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities dead-head rose bushes, Rhododendrons or other shrubs using correct tools, equipment and techniques to specification
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 114

Dead-head rose bushes, Rhododendrons or other suitable shrubs

Unit test and checklist

Preparation

There will be available:	A minimum of 6 plants requiring dead heading. (N.B. Very large shrubs should not be chosen for this assessment. All parts requiring dead-heading should be easily accessible to the candidate working from the ground). Secateurs. Wheelbarrow/bucket. Springtine rake/stiff brush Appropriate clothing to meet health and safety requirements. First aid kit.
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Dead head the plants indicated to you by your assessor.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 114

Dead-head rose bushes, Rhododendrons or other suitable shrubs

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for dead-heading roses, bushes, rhododendrons or other suitable shrubs	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Dead flower heads were correctly identified and removed	
5.	No unnecessary damage was caused to the plants involved	
6.	Removal method was appropriate	
7.	Removal point was correct in every case	
8.	All plant handling was careful throughout	
9.	Debris and waste were disposed of as instructed and work area was left neat and tidy	
10.	Safety of self and others was maintained at all times	
11.	Tools and equipment were cleaned	
12.	Tools and equipment were returned to store or verbal confirmation of process	

12 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 115

Prune shrubs for winter stem colour

UAN:	R/504/0151
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prune shrubs for winter stem colour

Assessment criteria

The learner can:

- 1.1 identify the tasks involved in pruning shrubs for winter stem colour

Learning outcome

The learner will:

2. be able to prune shrubs for winter stem colour

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities prune shrubs for winter stem colour using correct tools, equipment and techniques to specification
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 115 Prune shrubs for winter stem colour

Unit test and checklist

Preparation

There will be available:	A minimum of 3 shrubs grown for winter stem colour and requiring annual pruning. There should be at least 2 different species and the shrubs should have previously been subjected to annual pruning
	Secateurs, loppers and small pruning saw
	Wheelbarrow or other suitable transport equipment
	Appropriate clothing to meet health and safety requirements
	First aid kit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, prune at least 3 shrubs grown for winter stem colour.

Collect all prunings and leave the area clean and tidy.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 115

Prune shrubs for winter stem colour

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for pruning shrubs for winter stem colour	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Wood was cut back to within 5cm of the ground or base according to the species being pruned	
5.	Tools were used correctly and safely	
6.	All cuts were clean	
7.	Site was left tidy	
8.	Debris was disposed of as required by organisational policy	
9.	Safety of self and others was maintained at all times	
10.	Tools and equipment were cleaned	
11.	Tools and equipment were returned to store or verbal confirmation of the process	

11 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 116

Prune deciduous spring-flowering shrubs

UAN:	Y/504/0152
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prune deciduous spring-flowering shrubs

Assessment criteria

The learner can:

- 1.1 state the tasks involved in pruning deciduous spring-flowering shrubs

Learning outcome

The learner will:

2. be able to prune deciduous spring-flowering shrubs

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to prune deciduous spring-flowering shrubs using correct tools, equipment and techniques to specification
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 116

Prune deciduous spring-flowering shrubs

Unit test and checklist

Preparation

There will be available:-	A minimum of 2 spring-flowering shrubs of different species requiring annual pruning, which have previously been subjected to regular pruning Secateurs, loppers and small pruning saw Wheelbarrow or other suitable transport equipment Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, prune at least 2 spring-flowering shrubs.

Collect all prunings and leave the area clean and tidy.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 116

Prune deciduous spring-flowering shrubs

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one type of wood to be removed when pruning deciduous spring-flowering shrubs	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	All dead, dying, diseased and damaged wood was removed effectively	
5.	Wood which had flowered was cut out to a suitably positioned bud or young growth lower down on the stems, according to the species being pruned	
6.	One quarter to one fifth of the old wood removed to avoid congestion	
7.	Tools were used correctly and safely	
8.	All cuts were clean	
9.	Site was left tidy	
10.	Debris was disposed of as required by organisational policy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of the process	

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 117

Prune deciduous shrubs flowering on current season's growth

UAN:	J/504/0020
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prune deciduous shrubs flowering on current season's growth

Assessment criteria

The learner can:

- 1.1 state the tasks involved in pruning deciduous shrubs flowering on current season's growth

Learning outcome

The learner will:

2. be able to prune deciduous shrubs flowering on current season's growth

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to prune deciduous shrubs flowering on current season's growth using correct tools, equipment and techniques to specification
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 117

Prune deciduous shrubs flowering on current season's growth

Unit test and checklist

Preparation

There will be available:

- A minimum of 2 shrubs which flower on the current season's growth and requiring annual pruning. Shrubs chosen should have previously been subjected to regular pruning
- Secateurs, loppers and small pruning saw
- Wheelbarrow or other suitable transport equipment
- Appropriate clothing to meet health and safety requirements
- First aid kit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, prune at least 2 shrubs which flower on the current season's growth.

Collect all prunings and leave the area clean and tidy.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 117

Prune deciduous shrubs flowering on current season's growth

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason why deciduous shrubs flowering on current season's growth are pruned at the start of the growing season	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	All dead, dying, diseased and damaged wood was removed effectively	
5.	New shoots were cut back hard to within one or two buds of the base or framework according to the species being pruned	
6.	Tools were used correctly and safely	
7.	All cuts were clean	
8.	Site was left tidy	
9.	Debris was disposed of as required by organisational policy	
10.	Safety of self and others was maintained at all times	
11.	Tools and equipment were cleaned	
12.	Tools and equipment were returned to store or verbal confirmation of the process	

12 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 118 Support individual stems

UAN:	D/504/0153
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to support individual stems

Assessment criteria

The learner can:

- 1.1 state the tasks involved in supporting individual stems

Learning outcome

The learner will:

2. be able to support individual stems

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to support individual stems
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 118

Support individual stems

Unit test and checklist

Preparation

There will be available: suitable for this task. The point within the growing cycle when the support is positioned should be appropriate for	Indoor/outdoor planted area or containers with plants requiring single stems to be supported for flower/fruit production etc. Stems may be individual or multi-stemmed plants but each stem must be supported separately. Chrysanthemums, Delphiniums, gladioli, tomatoes etc. are all the plants concerned 10 single stems requiring support Canes of suitable size for plants Twine/raffia/other suitable product for tying in stems Cutter to shorten canes Cutter for tying material Appropriate clothing to meet health and safety requirements (N.B. eye protection is essential for this operation) First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

For the stems indicated, prepare for supporting as necessary (removal of side-shoots, surplus foliage etc).

Place canes securely and appropriately.

Support stems using appropriate number of ties.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 118 Support individual stems

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for supporting individual stems	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Stems requiring support identified and prepared (removal of unwanted foliage etc.)	
5.	Canes were positioned securely and at appropriate angles	
6.	Stems were tied carefully into each cane with the appropriate number of ties	
7.	Ties were positioned appropriately and were secure without causing constriction	
8.	Ties were neat and tidy on completion	
9.	Canes were shortened after completion if required	
10.	Cane tops were placed if necessary/instructed	
11.	All plant handling was careful throughout	
12.	Debris and waste were disposed of as instructed and work area was left neat and tidy	
13.	Safety of self and others was maintained at all times	
14.	Tools and equipment were cleaned	
15.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed (9, 10) this should still be accepted as achieved; note those criteria in the feedback box below.)

15 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 119

Support herbaceous perennials

UAN:	H/504/80154
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to support herbaceous perennials

Assessment criteria

The learner can:

- 1.1 state the tasks involved in supporting herbaceous perennials

Learning outcome

The learner will:

2. be able to support herbaceous perennials

Assessment criteria

The learner can:

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to support herbaceous perennials
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 119

Support herbaceous perennials

Unit test and checklist

Preparation

There will be available: suitable method/product.	Section of herbaceous or mixed border with plants at the early stage of annual re-growth. 5 plants requiring support Cut twigs ('pea-sticks'), proprietary support materials or other Secateurs Container for waste Fork Appropriate clothing to meet health and safety requirements (N.B. this should include eye protection) First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

For the 5 plants indicated, prepare as necessary by thinning out etc. as required.

Place supports securely and appropriately to meet the requirements of the plants and the situation.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 119

Support herbaceous perennials

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for supporting herbaceous perennials	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Plants were prepared by thinning out surplus growth where required	
5.	Supports were inserted in/around each of the clumps	
6.	Sufficient supports were positioned to ensure adequate support when the plants reach maturity	
7.	Supports were taken high enough to ensure effective support but without detracting from the future display	
8.	Supports were interwoven or linked to provide adequate strength	
9.	All plant handling was careful throughout	
10.	Debris and waste were disposed of as instructed and the work area was left neat and tidy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed {4} this should still be accepted as achieved; note those criteria in the feedback box below.)

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 120

Support plants on wires, frames or trellis

UAN:	K/504/0155
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to support plants on wires, frames or trellis

Assessment criteria

The learner can:

- 1.1 state the tasks involved in supporting plants on wires, frames or trellis

Learning outcome

The learner will:

2. be able to support plants on wires, frames or trellis

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to support plants on wires, frames or trellis
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 120

Support plants on wires, frames or trellis

Unit test and checklist

Preparation

There will be available:- Indoor/outdoor area with appropriate growing plants supported on frames, trellis or wires eg cane fruits, roses, wall shrubs etc.
N.B. all work must be carried out from the ground.
Supports, frames and wires to be checked and prepared prior to test.

3 plants of the same type for tying in. Where a cane fruit such as raspberry is used for this task, a single row of approx. 3m in length should be used. Where a rose or shrub is large and the task is extensive, one plant can be sufficient.
Pruning is **not** part of this test.

Twine/raffia/other suitable product
Cutter for tying material
Appropriate clothing to meet health and safety requirements
First aid kit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Check the condition of the supports and report the condition to your assessor.

For the plants indicated, tie in stems to the support using appropriate number of ties to display the plants effectively.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 120

Support plants on wires, frames or trellis

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for supporting plants on wires, frames or trellis	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Support was checked for condition and reported to the assessor	
5.	Stems requiring support were identified and positioned	
6.	Stems were tied in carefully with the appropriate number of ties	
7.	Ties were positioned appropriately and securely without causing constriction	
8.	Ties were neat and tidy on completion	
9.	Finished task was pleasing (decorative situations) and/or effective (cropping situations)	
10.	All plant handling was careful throughout	
11.	Debris and waste were disposed of as instructed and work area was left neat and tidy	
12.	Safety of self and others was maintained at all times	
13.	Tools and equipment were cleaned	
14.	Tools and equipment were returned to store or verbal confirmation of process	

14 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 121

Lift, divide and plant herbaceous perennials

UAN:	M/504/0156
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to lift, divide and plant herbaceous perennials

Assessment criteria

The learner can:

- 1.1 state the tasks involved in lifting, dividing and planting herbaceous perennials

Learning outcome

The learner will:

2. be able to lift, divide and plant herbaceous perennials

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to lift, divide and plant herbaceous perennials
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 121

Lift, divide and plant herbaceous perennials

Unit test and checklist

Preparation

There will be available:	Area of cultivated nursery bed or border ready for planting. Two garden forks Cutting equipment (secateurs, knife) Spade Trowel Garden line and measuring rod Labels and marker Suitable stock plant for method chosen (eg Achillea, Aster) with at least 8 potential propagules present Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Lift the indicated stock plant.</p> <p>Prepare 5 propagules (new plants) ready for planting, this may be by using forks or cutting tool or removal by hand according to species and best practice.</p> <p>Set a line and plant the propagules (new plants) in a nursery row for growing on or plant out in a prepared border at a suitable spacing</p> <p>Label as required.</p> <p>Dispose of any waste and debris to designated area.</p> <p>Leave sites and equipment clean and tidy.</p> <p>When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.</p>

Unit 121

Lift, divide and plant herbaceous perennials

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for lifting, dividing and planting herbaceous perennials	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Stock plant was lifted carefully without undue damage	
5.	Propagules were removed from the stock plant correctly	
6.	Size of divisions was appropriate for nursery propagation or planting out	
7.	Taut line was set out in the correct position	
8.	Divisions were replanted to the correct depth and spacing	
9.	Consolidation was appropriate	
10.	Row was correctly labelled	
11.	All plant handling was careful throughout	
12.	Debris and waste were disposed of as instructed and work areas were left neat and tidy	
13.	Safety of self and others was maintained at all times	
14.	Tools and equipment were cleaned	
15.	Tools and equipment were returned to store or verbal confirmation of process	

15 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 122

Sow seed outdoors in drills by hand

UAN:	T/504/0157
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to sow seed outdoors in drills by hand

Assessment criteria

The learner can:

- 1.1 state the tasks involved in sowing seed outdoors in drills by hand

Learning outcome

The learner will:

2. be able to sow seed outdoors in drills by hand

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to sow seed outdoors in drills by hand
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 122

Sow seed outdoors in drills by hand

Unit test and checklist

Preparation

There will be available:	An area of land sufficient to allow for at least 3 m of seed drill to be drawn
	Rake
	Garden line
	Draw hoe/other suitable tool for drawing out shallow v-shaped drill
	Label and marker pen or pencil
	Selected seed eg wallflower, cabbage, leek, or similar suited to a 1 cm drill
	Appropriate clothing to meet health and safety requirements
	First aid kit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

On the plot of land carry out any final tilth preparation and set a taut line approximately 3m long.

Draw out a shallow (1 cm) drill for seed.

Sow the seed at the spacing indicated by your assessor.

Label the drill.

Cover half the drill after sowing, leaving the other half open so your assessor can see your work.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 122

Sow seed outdoors in drills by hand

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated why the depth of the drill is important when sowing seeds outdoors in drills by hand	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Line was positioned correctly and was taut	
5.	Final raking out was done to level the surface if required	
6.	Drill was drawn to the required length and depth	
7.	Drill depth was even over the whole length	
8.	Seed was sown at a suitable rate and distributed evenly along the whole of the drill	
9.	Seed was handled carefully throughout	
10.	Label was accurately written and drill was labelled correctly	
11.	Half drill length was covered to a suitable depth, as instructed	
12.	Drill was sufficiently consolidated	
13.	Site was left neat and tidy	
14.	Safety of self and others was maintained at all times	
15.	Hygiene was maintained throughout	
16.	Unnecessary waste was avoided	
17.	Surplus/unused seed was stored in a suitable manner	
18.	Tools and equipment were cleaned	
19.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed {5} this should still be accepted as achieved; note those criteria in the feedback box below.)

19 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 123

Sow seeds indoors in containers

UAN:	A/504/0158
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to sow seed indoors in containers

Assessment criteria

The learner can:

- 1.1 state the tasks involved in sowing seeds indoors in containers

Learning outcome

The learner will:

2. be able to sow seed indoors in containers

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to sow seed indoors in containers
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 123

Sow seeds indoors in containers

Unit test and checklist

Preparation

There will be available:	Indoor area with appropriate bench and adequate illumination. Growing medium suitable and in condition for seed to be sown One standard seed tray or equivalent surface area to be sown Firming board/equipment Small seed eg Lettuce, Rudbeckia, Helichrysum etc (N.B. fine seed may be used for this assessment as long as it is first mixed with a suitable carrier, eg silver sand, by the assessor) Selection of sieves Labels and marker/pencil Hand brush Watering can with fine rose; water supply. Straight edge Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Fill and prepare selected container(s) for sowing seed.

Sow the seed to appropriate density and cover if required. (Assessor to state density and depth.)

Label the container.

Place container/s in area for watering and water to sufficiency.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 123

Sow seeds indoors in containers

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for keeping the work area clean when sowing seeds indoors in containers	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Work area was cleaned before use by careful sweeping	
5.	Work area was organised and prepared for use	
6.	Containers were filled with suitable growing medium and struck off	
7.	Growing medium was evenly and appropriately consolidated	
8.	Work area was swept again before sowing, or container was moved to a separate area	
9.	Seed was broadcast sown evenly and at a suitable rate for the type/amount of seed and container used	
10.	Unused/surplus seed was stored correctly	
11.	Label was correctly written and inserted into container	
12.	Covering was even and appropriate for the seed, if required	
13.	Covering avoided unnecessary waste	
14.	Container was moved to a suitable location for watering	
15.	Container was watered efficiently without damage or unnecessary waste	
16.	Hygiene was maintained throughout	
17.	Debris was disposed of as instructed and area was left neat and tidy	
18.	Safety of self and others was maintained at all times	
19.	Tools and equipment were cleaned	
20.	Materials and equipment were returned to store or verbal confirmation of process	

20 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed:

Candidate..... Assessor.....

Unit 124

Prick out seedlings singly

UAN:	F/504/0159
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to prick out seedlings singly

Assessment criteria

The learner can:

- 1.1 state the tasks involved in pricking out seedlings singly

Learning outcome

The learner will:

2. be able to prick out seedlings singly

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to prick out seedlings singly
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 124

Prick out seedlings singly

Unit test and checklist

Preparation

There will be available:	Indoor area with appropriate bench and lighting. Compost ready for use 10 'six-pack' modules, two standard trays or equivalent Seedlings at appropriate size for pricking out eg Tagetes, Petunia or other plant pricked out singly from broadcast sown containers Dibber Labels and marker Watering equipment with fine rose. Small hand brush Appropriate clothing to meet health and safety requirements. First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Fill and prepare selected containers.

Prick out seedlings singly to spacing as instructed by your assessor.

Label containers on completion.

Place completed containers in area for irrigation and water to sufficiency.

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed return the tools and equipment to the store or give verbal confirmation of the process.

Unit 124

Prick out seedlings singly

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason why seedlings are pricked out singly	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Work area was cleaned before use by careful sweeping	
5.	Work area was organised and prepared for use	
6.	Modules/trays were filled individually or in batches according to usual practice	
7.	Modules/trays were filled to appropriate level and with suitable consolidation	
8.	Seedlings were removed from their containers carefully and without damage	
9.	Seedlings were placed in the modules/trays in the correct positions	
10.	Seedlings were positioned correctly for depth and were consolidated appropriately	
11.	Labels were written and positioned as instructed	
12.	All plant handling was careful throughout	
13.	Unnecessary waste was avoided at all stages	
14.	Seedlings were graded effectively throughout the process	
15.	Modules/trays were watered correctly and effectively, without causing waterlogging	
16.	Debris was disposed of as instructed and area was left neat and tidy	
17.	Safety of self and others was maintained at all times	
18.	Tools and equipment were cleaned	
19.	Materials and equipment were returned to store or verbal confirmation of process	

Unit 124

Prick out seedlings singly

19 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved competent

Feedback to candidate:

Signed:

Candidate..... Assessor.....

Unit 125

Propagate by stem cuttings

UAN:	T/504/0160
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to propagate by stem cuttings

Assessment criteria

The learner can:

- 1.1 state the tasks involved in propagating by stem cuttings

Learning outcome

The learner will:

2. be able to propagate by stem cuttings

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to propagate by stem cuttings
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 125 Propagate by stem cutting

Unit test and checklist

Preparation

There will be available:	Indoor area with appropriate bench and lighting
must be of one type only:	Sufficient stock plant material to prepare 10 stem cuttings which must be of one type only: semi-ripe or soft stem, and be nodal or internodal
	Knife and board or cuttings scissors
ready filled and prepared with appropriate compost	Single or multiple containers appropriate for plant material used,
	Dibber
	Hormone rooting powder or liquid if required
	Watering equipment with rose/fine spray nozzle
	Labels and marker
	Appropriate clothing to meet health and safety requirements
	First aid kit

Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Remove material from the stock plants to prepare 10 cuttings. (It is acceptable for bags of stock material to be available from which the candidate removes the cuttings)</p> <p>Prepare cuttings ready for insertion.</p> <p>Insert cuttings in selected containers and label.</p> <p>Place the containers in a suitable area and irrigate them.</p> <p>Water the plants.</p> <p>Dispose of any waste and debris to designated area.</p> <p>Leave site and equipment clean and tidy.</p> <p>When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.</p>
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Unit 125

Propagate by stem cuttings

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	2.Candidate stated one reason for protecting cuttings from drying out during propagating by stem cuttings	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Cuttings were accurately selected on the stock plants/material	
5.	Cuttings were detached carefully and at the correct position	
6.	Cuttings were trimmed correctly	
7.	Cuttings were protected from drying out during collection and preparation	
8.	Cuttings were dipped in rooting hormone if required	
9.	Cuttings were inserted to the correct depth and spacing	
10.	Consolidation was appropriate	
11.	Containers were labelled correctly	
12.	Containers were watered effectively and without unnecessary waste	
13.	Hygiene was maintained throughout the process	
14.	All plant handling was careful throughout	
15.	Debris was disposed of as instructed and work area was left neat and tidy	
16.	Safety of self and others was maintained at all times	
17.	Tools and equipment were cleaned	
18.	Tools and equipment were returned to store or verbal confirmation of process	

(Note to assessor: if criteria were not required to be performed {8} this should still be accepted as achieved; note those criteria in the feedback box below.)

18 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed:

Candidate..... Assessor.....

Unit 126

Pot up rooted cuttings, large seedlings or plugs by hand

UAN:	A/504/0161
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to pot up rooted cuttings, large seedlings or plugs by hand

Assessment criteria

The learner can:

- 1.1 state the tasks involved in potting up rooted cuttings, large seedling or plugs by hand

Learning outcome

The learner will:

2. be able to pot up rooted cuttings, large seedlings or plugs by hand

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to pot up rooted cuttings, large seedlings or plugs by hand
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 126

Pot up rooted cuttings, large seedlings or plugs by hand

Unit test and checklist

Preparation

There will be available: be potted	Indoor area with appropriate bench and lighting. Compost suitable for plants and ready for use A minimum of 20 rooted cuttings or large seedlings or plugs 20 - 9cm pots or equivalent modules appropriate for plants to Hand brush Labels and marker pencil Water supply; watering can fitted with rose/hose and lance Trays/bases/other carriers for transporting pots Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the materials provided, pot up 20 of the plants provided.

Remove from rooting medium or containers to ensure minimum damage to plants.

Carry out any cleaning or preparation of the plants prior to potting.

Label the plants correctly, (one or more as required).

Water the plants.

Dispose of any waste and debris to the designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 126

Pot up rooted cuttings, large seedlings or plugs by hand

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for potting up rooted cuttings, large seedlings or plugs	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Work area was cleaned before use by careful sweeping	
5.	Work area was organised and prepared for use	
6.	Pots/modules were filled individually or in batches according to usual practice	
7.	Pots/modules were filled to appropriate level and with suitable consolidation	
8.	Plants were cleaned and prepared prior to potting, as necessary	
9.	Plants were placed in the pot/module in a near central position	
10.	Plants were positioned correctly for depth and were consolidated appropriately	
11.	Labels were written and positioned as instructed	
12.	All plant handling was careful throughout	
13.	Unnecessary waste was avoided at all stages	
14.	Pots/modules were placed into transport carriers/bases on completion	
15.	Completed potting was watered correctly and effectively, without causing waterlogging	
16.	Debris was disposed of as instructed and area was left neat and tidy	
17.	Safety of self and others was maintained at all times	
18.	Tools and equipment were cleaned	
19.	Materials and equipment were returned to store or verbal confirmation of process	

19 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed:

Candidate..... Assessor.....

Unit 127

Set out pots, modules or trays following potting or pricking out

UAN:	L/504/0035
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to set out pots, modules or trays following potting or pricking out

Assessment criteria

The learner can:

- 1.1 state the tasks involved in setting out pots, modules or trays following potting or pricking out

Learning outcome

The learner will:

2. be able to set out pots, modules or trays following potting or pricking out

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to set out pots, modules or trays following potting or pricking out
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 127

Set out pots, modules or trays following potting or pricking out

Unit test and checklist

Preparation

There will be available:	Outdoor/indoor area with appropriate standing out area/bench (N.B. this may be a capillary sand-bed/bench, a bed/bench covered in capillary or other matting, a concrete floor or other suitable standing out area; in every situation it must require some form of prior preparation such as raking level, cleaning or sweeping, but will not require treating with a biocide). 100 pots or 20 'six-pack' modules or 10 bases/trays for setting out on standing out area/bench Rake and/or sweeping brush Container for disposal of waste Spacing guide or straight edge if required Danish Trolley or other suitable equipment for safe transport of containers Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others. Transport the 100 pots or 20 six-pack modules or 10 bases/trays to the standing out area or bench. Prepare standing out/bench area for pots or trays. Set out pots and trays. Dispose of any waste and debris to designated area. Leave site and equipment clean and tidy. When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.
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Unit 127

Set out pots, modules or trays following potting or pricking out

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for correct spacing when setting out pots, modules or trays following potting or pricking out	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Standing out area was prepared by cleaning, sweeping or raking as necessary	
5.	Site preparation was carried out effectively and efficiently	
6.	Waste was disposed of in an appropriate manner	
7.	Pots/containers for setting out were transported safely to the site	
8.	Unloading was carried out safely and without damage to plants	
9.	Setting out was carried out to the required spacing and positioning, using straight edge, guide or other appropriate means	
10.	Containers were set out level in all cases	
11.	All plant handling was careful throughout and avoided damage	
12.	Debris was disposed of as instructed and area was left neat and tidy	
13.	Safety of self and others was maintained at all times	
14.	Tools and equipment were cleaned	
15.	Materials and equipment were returned to store or verbal confirmation of process	

15 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 128

Collect and prepare produce or plant material for transport

UAN:	H/504/0171
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1. know how to collect and prepare produce or plant material for transport

Assessment criteria

The learner can:

- 1.1 state the tasks involved in collecting and preparing produce or plant material for transport

Learning outcome

The learner will:

2. be able to collect and prepare produce or plant material for transport

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to collect and prepare produce or plant material for transport
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 128

Collect and prepare produce or plant material for transport

Unit test and checklist

Preparation

There will be available:	Plants appropriate to work requirement: eg pot plants, vegetables, flowers for cutting, salads, soft/top fruits etc., Cutting equipment if required Labels and marker Tying material/stapler if required Protective wrapping, plant trays, other market containers suitable for product (as applicable to the crop/produce). Danish trolley or other suitable transport for completed containers. Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools and materials, collect and/or grade and pack the produce ready for next stage, according to the instructions of your assessor.

Continue until told to stop by your assessor. (Assessor to determine time and/or amount according to product being handled; eg two full 20 plant bases of pot plants in 9cm pots; four 500g punnets of soft fruit).

Label as required.

Completed items/ containers to be transported to despatch area/store or cool area

Dispose of any waste and debris to designated area.

Leave site and equipment clean and tidy.

When the task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 128

Collect and prepare produce or plant material for transport

Centre/location:.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was dressed appropriately for the task	
2.	Candidate stated one reason for correct labelling when collecting and preparing produce or plant material for transport	
Candidate's answer:		
3.	Correct tools were selected and used	
4.	Produce was selected efficiently	
5.	Produce was prepared by cleaning and grading as required to type	
6.	Produce was packed as required	
7.	Produce was labelled as required	
8.	Produce was positioned onto transport and moved to despatch/storage as instructed	
9.	Produce was handled carefully throughout, with full regard to hygiene if applicable	
10.	Debris was disposed of as instructed and area was left neat and tidy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 129

Maintain wooden structures with water-based preservative

UAN:	K/504/0172
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to maintain wooden structures with water-based preservative

Assessment criteria

The learner can:

- 1.1 state the tasks involved in maintaining wooden structures with water-based preservative

Learning outcome

The learner will:

2. be able to maintain wooden structures with water-based preservative

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to maintain wooden structures with water-based preservative
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 129

Maintain wooden structures with water-based preservative

Unit test and checklist

Preparation

There will be available:	Either:Fencing panel, of 2m.x.1m. or Post and rail fence, 3m in length or, Garden furniture,(seat, bench etc.) or Play equipment or other similar item. Wire brush / scraper Sand paper plus block Protective sheeting Barrier equipment. Water based surface treatment material, complete with manufacturer's instructions. Appropriate applicator Applicator cleaning materials, including clean water supply. Appropriate dress to meet health and safety requirements First aid kit
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Instructions

Wear personal protective equipment and at all times ensure the safety and protection of yourself and others.

Using the equipment and materials provided, prepare and clean the item ready for the application of the surface treatment.

Dispose of debris to the designated area .*Assessor to give direction according to organisational policy.*

Prepare and apply surface treatment as instructed. *Assessor to provide information.*

Protect the area and item from contact with people or animals.

Clean tools. *Assessor to supply information on how and where to clean applicators.*

When the task is completed, return tools, materials and equipment to store or give verbal confirmation of the process.

Unit 129

Maintain wooden structures with water-based preservative

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidates were appropriately dressed for the task.	
2.	Candidate stated one reason for preparing the surface before applying preservative when maintaining wooden structures with water-based preservative	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Signs / barriers were erected	
5.	Protective sheeting laid out effectively	
6.	Item cleaned and prepared appropriately for treatment	
7.	Debris collected and disposed of in the designated area.	
8.	Surface treatment applied evenly and over entire surface.	
9.	Safety of self and others was maintained at all times	
10	Tools and equipment were cleaned and waste disposed of in designated area	
11	Tools and equipment were returned to store or verbal communication of process	

11 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed:

Candidate Assessor

Unit 130

Lay paving slabs

UAN:	K/504/0172
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1 know how to lay paving slabs

Assessment criteria

The learner can:

1.1 state the tasks involved in laying paving slabs

Learning outcome

The learner will:

2. be able to lay paving slabs

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to lay paving slabs

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 130 Lay paving slabs

Unit test and checklist

Preparation

There will be available:-	A prepared area of sub-base with kerbs or other fixed points to maintain levels 6 slabs of 600mm x 600mm or 9 slabs of 450mm x 450mm A supply of wet mortar (if spot method used) or dry mortar. NB Lime mortar may be used. Rubber mallet/ mell/ maul. Straight edge and spirit level Garden line Builders trowel Shovel, rake and stiff broom Spacers and spot board Straight edge at least 1m long Appropriate dress to meet health and safety requirements First aid kit.
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Notes

High standard paving is usually dry-mortared

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Lay slabs on the area using mortar spots or dry mortar as directed by the assessor.

Use kerbs/ fixed points to maintain level.

Leave a gap for grouting between each slab, fill joints and consolidate and wipe clean

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 130 Lay paving slabs

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for levelling the site before laying paving slabs	
Candidate's answer:		
3.	Correct tools and materials were selected	
4.	Area to be paved marked, squared off and finished level identified	
5.	Mortar mix prepared to 1 part cement or lime to 5 parts coarse sand	
6.	Mortar mix placed as 5 spots per slab or as a dry mix under the slab	
7.	Slabs placed into position with the aid of rubber mallet	
8.	Levels checked with the aid of straight edge and spirit-level	
9.	Joints filled, compacted and wiped clean	
10.	All equipment, tools and materials handled safely and cleaned after use	
11.	Site left tidy	
12.	Tools and equipment were returned to store or verbal confirmation of the process	

12 criteria achieved successfully = Pass

Result: Pass / Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 131

Lay paving blocks on sand

UAN:	L/504/0178
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1 know how to lay paving blocks on sand

Assessment criteria

The learner can:

1.1 state the tasks involved in laying paving blocks on sand

Learning outcome

The learner will:

2. be able to lay paving blocks on sand

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to lay paving blocks on sand

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 131 Lay paving blocks on sand

Unit test and checklist

Preparation

There will be available:	A prepared area with kerbs or other fixed points, for laying 1.5m x 1.5m or a minimum of 2.25 sq. m. of paving blocks. Sufficient blocks to meet pattern (plan to be provided) and a minimum area. Block cutter Sand for back filling joints Rubber mallet / maul and straight edge/spirit level Builders/garden line and builders trowel Brush Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the safety and protection of yourself and others
Lay the blocks on prepared area, cutting a minimum of two blocks with the equipment provided, to fit pattern. (<i>Assessor to indicate pattern of laying.</i>)
Use kerbs/fixed points to maintain level.
Back-fill joints with the sand provided.
Leave area clean and tidy and clean tools.
Dispose of broken blocks or give verbal confirmation of process. (<i>Assessor to give direction according to organisational policy.</i>)
When the task is completed, return tools to store or give verbal confirmation of the process.

Unit 131

Lay paving blocks on sand

Centre/ location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for preparing the site evenly when laying paving blocks on sand	
Candidate's answer:		
3.	Correct selection of maintenance tools/equipment was made	
4.	Blocks laid to indicated pattern	
5.	Blocks to be cut marked accurately	
6.	Clean cut produced on block	
7.	Joints backfilled with sand	
8.	Blocks firmed down with mallet and timber to meet level requirements	
9.	Broken blocks and debris disposed of or confirmation of process according to organisational policy	
10.	Tools were used correctly and safely	
11.	Safety of self and others was maintained	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate.....Assessor.....

Unit 132

Maintain and protect metal surfaces

UAN:	J/504/0180
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

1 know how to maintain and protect metal surfaces

Assessment criteria

The learner can:

1.1 state the tasks involved in maintaining and protecting metal surfaces

Learning outcome

The learner will:

2. be able to maintain and protect metal surfaces

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to maintain and protect metal surfaces

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 132

Maintain and protect metal surfaces

Unit test and checklist

Preparation

There will be available: -	Either: Open work fencing/gate, a minimum of 2m x 1m or Garden furniture,(seat, bench etc.) or Goal post (one end only) or Play Equipment or Other similar item Wire brush / scraper Glass / sand paper plus block Protective sheeting Barrier equipment. Surface treatment material, complete with manufacturers instructions. Appropriate applicator Applicator cleaning materials, including clean water supply. Appropriate dress to meet health and safety requirements First aid kit
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Instructions

<p>Use personal protective equipment and at all times ensure the safety and protection of yourself and others.</p> <p>Using the equipment and materials provided, prepare and clean the item ready for the application of the surface treatment.</p> <p>Dispose of debris to designated area. <i>Assessor to give direction according to organisational policy.</i></p> <p>Prepare and apply surface treatment as instructed. <i>Assessor to provide information.</i></p> <p>Protect the area and item from contact with people or animals.</p> <p>Clean tools. <i>Assessor to supply information on how and where to clean applicators.</i></p> <p>When the task is completed, return tools, materials and equipment to store or give verbal confirmation of the process.</p>
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Unit 132

Maintain and protect metal surfaces

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task.	
2.	Candidate stated one reason for maintaining and protecting metal surfaces	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Signs / barriers were erected	
5.	Protective sheeting laid out effectively	
6.	Item cleaned and prepared appropriately for treatment	
7.	Debris collected and disposed of in designated area.	
8.	Surface treatment applied evenly and over entire surface.	
9.	Safety of self and others was maintained at all times	
10.	Tools and equipment were cleaned and waste disposed of in the designated area	
11.	Tools and equipment were returned to store or verbal communication of process	

11 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 133

Maintain paved areas

UAN:	L/504/0181
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to maintain paved areas

Assessment criteria

The learner can:

- 1.1 state the tasks involved in maintaining paved areas

Learning outcome

The learner will:

2. be able to maintain paved areas

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to maintain paved areas
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 133

Maintain paved areas

Unit test and checklist

Preparation

There will be available:	A paved area, minimum of 20 sq. m. and including one drain grid. Sweeping brush Shovel. Weeding tool Wheelbarrow or other container Appropriate dress to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the safety and protection of yourself and others

With the tools and equipment clear the area of debris and growth

Clear the surface of the grid. *(Cleaning of chamber is not required.)*

Collect the debris

Dispose of the debris to designated area. *(Assessor to give direction according to organisational policy.)*

Clean the tools and equipment.

When the task is completed, return tool and equipment to store or give verbal confirmation of the process.

Unit 133 Maintain paved areas

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task.	
2.	Candidate stated one reason for maintaining paved areas	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Area to be maintained identified	
5.	Area cleared of surface debris	
6.	Grid lifted cleaned and repositioned	
7.	Debris disposed of in designated area or verbal confirmation of process	
8.	Tools were used correctly and safely	
9.	Safety of self and others was maintained	
10.	Tools and equipment were cleaned	
11.	Tools and equipment were returned to store or verbal confirmation of process	

11 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 134

Aerate turf by hand

UAN:	R/504/0182
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to aerate turf by hand

Assessment criteria

The learner can:

- 1.1 state the tasks involved in aerating turf by hand

Learning outcome

The learner will:

2. be able to aerate turf by hand

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to aerate turf by hand
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 134 Aerate turf by hand

Unit test and checklist

Preparation

There will be available:	An area, minimum of 3m x 2m of close mown turf suitable for the purpose Hand aerator (this may be fitted with any type of tine suitable for operation) or garden fork. If hollow tines are used, it will be necessary to have means of collecting cores. Appropriate dress to meet health and safety requirements First aid kit
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Instructions for candidate

Use personal protective equipment and at all times ensure the safety and protection of yourself and others. Collect the appropriate tool and aerate the area indicated, spacing to be 100mm (<i>Assessor will indicate which type of tine is to be used</i>). <i>(When hollow tines are used the assessor will give direction to dispose of cores, according to organisational policy.)</i> Leave area tidy for next operation. Clean tools. When the task is completed, return tools to store or give verbal confirmation of the process.

Unit 134 Aerate turf by hand

Centre/ location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for aerating turf	
Candidate's answer:		
3.	Correct selection of tools and equipment was made	
4.	Line set lengthways across the area of turf	
5.	Tines inserted at equal distances approximately 100mm apart	
6.	Tines inserted to full depth where possible working across the plot	
7.	a) Hollow tined fork cores brought to the surface where possible b) Solid tine fork handle slightly moved to assist ease of working	
8.	All debris collected up and disposed of in designated area	
9.	Site left tidy	
10.	Tools and equipment were cleaned	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were returned to store or verbal confirmation of the process	

12 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate.....Assessor.....

Unit 135

Edge turf with shears

UAN:	Y/504/0183
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to edge turf with shears

Assessment criteria

The learner can:

- 1.1 state the tasks involved in edging turf with shears

Learning outcome

The learner will:

2. be able to edge turf with shears

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to edge turf with shears
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 135

Edge turf with shears

Unit test and checklist

Preparation

There will be available:	An area of close mown turf with firm edge to path or border, of at least 10m in length, with overhanging growth. Long-handled edging shears Brush Collection / transport equipment. Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the safety and protection of yourself and others.

Using shears, trim the path/lawn edge for a minimum of 10m.

Clippings are to be collected.

Dispose of clippings to designated area. (*Assessor to give direction according to organisational policy.*)

Leave area clean and tidy.

Clean shears.

When the task is completed, return tools to store or give verbal confirmation of process.

Unit 135 Edge turf with shears

Centre/ location..... Date.....

Candidate name..... Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for collecting up trimmings and debris when edging turf with shears	
Candidate's answer:		
3.	Length of lawn edge to be trimmed identified	
4.	Minimum of 10m. of lawn edge trimmed at a reasonable speed with edging shears	
5.	Clippings and debris cleared up	
6.	Tools were used correctly and safely	
7.	Site was left tidy and debris disposed of as required by organisational policy	
8.	Safety of self and others was maintained at all times	
9.	Tools and equipment were cleaned	
10.	Tools and equipment were returned to store or verbal confirmation of process	

10 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate..... Assessor.....

Unit 136 Lay turf by hand

UAN:	D/504/0184
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to lay turf by hand

Assessment criteria

The learner can:

- 1.1 state the tasks involved in laying turf by hand

Learning outcome

The learner will:

2. be able to lay turf by hand

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to lay turf by hand
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 136 Lay turf by hand

Unit test and checklist

Preparation

There will be available:	A plot of land 3m x 2m or a minimum of 6sq m which has previously been cultivated, left roughly level and in a condition to accept turf Garden rake Spade/shovel Garden line and pegs Straight edge Half moon Wheelbarrow Wooden plank Ready to lay turf in rectangles or rolls available to hand, sufficient for area Appropriate dress to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the safety and protection of self and others
On the area marked out or as part of large area, lay a minimum of 6sq m. (<i>When not part of a large area of work the assessor is to mark out the area.</i>)
Prepare final tilth and surface levels to receive turf.
Remove any surface debris.
Lay the turf to fit the area.
Dispose of debris to designated area. (<i>Assessor to give direction according to organisational policy.</i>)
Leave area clean and tidy.
Clean tools and equipment.
When the task is completed, return tools and equipment to store or give verbal confirmation of process.

Unit 136 Lay turf by hand

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for working off boards when laying turf by hand	
Candidate's answer:		
3.	Correct selection of tools /equipment was made	
4.	Final tilth prepared and surface levels achieved	
5.	Any debris arising disposed of as required by organisational policy	
6.	Condition of turf was checked before use	
7.	Boards/planks were laid on the edge of the site from which to work	
8.	First turf was laid/rolled out at one edge of the site	
9.	Boards were laid on to laid turf from which to work	
10.	Turf was laid stretched-bond fashion	
11.	Subsequent turves were butted up	
12.	New edges were re-cut if required	
13.	Turves were tamped into place	
14.	Tools were used correctly and safely	
15.	Site was left tidy and debris was disposed of as required by organisational policy	
16.	Safety of self and others was maintained at all times	
17.	Tools and equipment were cleaned	
18.	Tools and equipment were returned to store or verbal confirmation of process <input type="checkbox"/>	

18 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 137

Scarify turf by hand

UAN:	H/504/0185
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to scarify turf by hand

Assessment criteria

The learner can:

- 1.1 state the tasks involved in scarifying turf by hand

Learning outcome

The learner will:

- 2 be able to scarify turf by hand

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to scarify turf by hand
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave site clean and tidy

Unit 137 Scarify turf by hand

Unit test and checklist

Preparation

There will be available:-	An area of close mown turf suitable for scarifying of 3m x 2m or a minimum of 6sq m. Spring tine rake or other suitable equipment Brush Wheelbarrow or other transport equipment Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

Use personal protective equipment and at all times ensure the safety and protection of yourself and others.

Select from the tools provided.

Scarify the area indicated, a minimum of 6sq m. (*Assessor to give direction according to organisational policy.*)

Leave the area ready for the next operation.

Clean tools

When the task is completed, return tools to store or give verbal confirmation of process.

Unit 137 Scarify turf by hand

Centre/ location..... Date.....

Candidate name..... Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for scarifying turf	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Area of turf indicated was scarified effectively and at a reasonable speed in several directions	
5.	Debris was collected and disposed of as required by organisational policy	
6.	Tools were used correctly and safely	
7.	Safety of self and others was maintained	
8.	Tools and equipment were cleaned	
9.	Tools and equipment were returned to store or verbal confirmation of process	

9 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate..... Assessor.....

Unit 138 Sow grass seed by hand

UAN:	M/504/0187
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to sow grass seed by hand

Assessment criteria

The learner can:

- 1.1 state the tasks involved in sowing grass seed by hand

Learning outcome

The learner will:

2. be able to sow grass seed by hand

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to sow grass seed by hand
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 138 Sow grass seed by hand

Unit test and checklist

Preparation

There will be available:	Plot of land 3m x 2m or a minimum of 6sq m with fine tilth, clear of debris and in a suitable condition for test.
	Measuring equipment
	Garden lines
	Marker pegs
	Container for seed
	Weighing scales
	Grass seed
	Garden rake
	Appropriate dress to meet health and safety requirements
	First aid kit

Instructions

Use personal protective equipment and at all times ensure the safety and protection of yourself and others.

Area has been marked out. *(Assessor to have put in position plot corner pegs).*

Calculate the area of the plot.

Weigh out appropriate amount of seed. *(Assessor is to state amount appropriate to requirement and to supply appropriate amount to candidate).*

Sow grass seed at specified rate. *(Assessor is to state amount appropriate to requirement and to supply appropriate amount to candidate).*

Mark the plot out to enable even application.

Apply seed evenly, which may be split in to equal portions and sown in two directions.

Rake seed lightly into surface.

Any debris to be disposed to designated area. *(Assessor to give direction according to organisational policy.)*

When the task is completed, return tools, equipment and surplus seed to store or give verbal confirmation of the process.

Unit 138 Sow grass seed by hand

Centre/ location Date.....

Candidate name Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated why even distribution of seed is important when sowing seed by hand	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Calculates the area of ground to be sown	
5.	Weighs out seed for the area	
6.	Divides the seed into two halves	
7.	Area 1sq m. marked out in corner of plot with wooden pegs and sown at appropriate rate as a guide	
8.	One half quantity of seed sown in one direction across the plot; the other half in opposite direction	
9.	Cover seed by lightly raking in on 2/3 of the plot	
10.	Tools were used correctly and safely	
11.	Safety of self and others was maintained	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate..... Assessor.....

Unit 139 Remove dew from fine turf

UAN:	T/504/0188
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to remove dew from fine turf

Assessment criteria

The learner can:

- 1.1 state the tasks involved in removing dew from fine turf

Learning outcome

The learner will:

2. be able to remove dew from fine turf

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to remove dew from fine turf
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 139 Remove dew from fine turf

Unit test and checklist

Preparation

There will be available:	An area of fine turf, lawn or sports surface with dew present. Drag brush or switch Appropriate clothing to meet health and safety requirements First aid kit.
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Instructions

Use personal protective equipment and at all times ensure the safety and protection of yourself and others.

Select and use the appropriate equipment to remove the dew from the grass surface.

The area to be cleared should be either a golf green or cricket square or bowling green or tennis court or a minimum of 500sq m.

Remove any surface debris and dispose of as required by organisational policy

Prepare equipment for store.

Leave area ready for next operation or play.

When the task is completed, return the equipment to store or give verbal confirmation of the process.

Unit 139 Remove dew from fine turf

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	<input type="checkbox"/>
2.	Candidate stated one reason for removing dew from fine turf	<input type="checkbox"/>
Candidate's answer:		
3.	Correct selection of tools/equipment was made	<input type="checkbox"/>
4.	Surface cleared of unwanted debris	<input type="checkbox"/>
5.	Surface prepared so that it meets requirements of its function	<input type="checkbox"/>
6.	The quality and appearance of the surface was maintained	<input type="checkbox"/>
7.	Tools were used correctly and safely	<input type="checkbox"/>
8.	Safety of self and others was maintained	<input type="checkbox"/>
9.	Tools and equipment were cleaned	<input type="checkbox"/>
10.	Tools and equipment were returned to store or verbal confirmation of process	<input type="checkbox"/>

10 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 140 Repair area of damaged turf with seed

UAN:	Y/504/0037
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to repair area of damaged turf with seed

Assessment criteria

The learner can:

- 1.1 state the tasks involved in repairing area of damaged turf with seed

Learning outcome

The learner will:

2. be able to repair area of damaged turf with seed

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to repair area of damaged turf with seed
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 140 Repair area of damaged turf with seed

Unit test and checklist

Preparation

There will be available:	Area of damaged turf, a minimum total of 2 sq m. – cricket wicket, goal mouth, centre circle, pedestrian wear or similar.
	Steel / wire rake
	Garden fork
	Brush
	Bucket
	Wheelbarrow
	Grass seed suitable for area worked on
	Top-dressing suitable for area to be prepared
	Appropriate dress to meet health and safety requirements
	First aid kit

Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Using the tools provided, repair an area a minimum of 2 sq m. and prepare for sowing seed.</p> <p>Relieve compaction and raise area.</p> <p>Level to surrounding area with the top-dressing provided.</p> <p>Sow the grass seed provided at the given rate, work in and firm. <i>(Assessor to state sowing rate to meet requirements and provide appropriate seed mixture and sufficient for area.)</i></p> <p>Leave area tidy and fit for function.</p> <p>Dispose of debris in designated area. <i>(Assessor to give direction according to organisational policy.)</i></p> <p>Clean tools.</p> <p>When the task is completed, return tools and materials to store or give verbal confirmation of the process.</p>
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Unit 140 Repair area of damaged turf with seed

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for raking in seed when repairing area of damaged turf with seed	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Area to be repaired was identified	
5.	Compaction relieved and seedbed created	
6.	Levels with surrounding area established	
7.	Seed sown evenly and at appropriate rate	
8.	Seed lightly raked in	
9.	Area left tidy and to meet the function of surface	
10.	Tools were used correctly and safely	
11.	Safety of self and others was maintained	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 141 Edge and rake golf bunkers

UAN:	A/504/0189
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to edge and rake golf bunkers

Assessment criteria

The learner can:

- 1.1 state the tasks involved in edging and raking golf bunkers

Learning outcome

The learner will:

2. be able to edge and rake golf bunkers

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to edge and rake golf bunkers
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 141 Edge and rake golf bunkers

Unit test and checklist

Preparation

There will be available:	A golf course sand bunker (not revetted) With overhanging growth and/ or broken edge
	Bunker rake
	Half moon
	Long handled edging shears
	Spade/shovel
	Wheelbarrow
	Appropriate dress to meet health and safety requirements
	First aid kit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Trim back the bunker edges using half moon and/ or edging shears to a firm edge.

Collect all debris and dispose of debris to the designated area. (*Assessor to give guidance according to organisational policy.*)

Rake the sand to leave the surface ready for play.

Clean tools.

When the task is completed, return tools and equipment to store or give verbal confirmation of process.

Unit 141 Edge and rake golf bunkers

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidates were appropriately dressed for the task.	
2.	Candidate stated one reason for edging and one reason for raking golf bunkers	
Candidates answers:		
3.	Correct selection of tools/equipment was made	
4.	Debris if applicable removed from bunker	
5.	Loose surface and level of sand is adjusted to bunker edged	
6.	Ensuring smooth surface	
7.	Adequate sand depth over all the surface	
8.	Bunker edge is clearly defined using edging shears	
9.	Debris disposed of in designated area or verbal confirmation of process	
10.	Tools were used correctly and safely	
11.	Safety of self and others was maintained	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 142 Over-mark sports lines

UAN:	D/504/0038
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to over-mark sports lines

Assessment criteria

The learner can:

- 1.1 state the tasks involved in over-marking sports lines

Learning outcome

The learner will:

2. be able to over-mark sports lines

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to over-mark sports lines
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 142 Over-mark sports lines

Unit test and checklist

Preparation

There will be available;-	Grass playing pitches with straight, broken and curved lines. <i>Lines must be visible to enable candidate to follow without need to use a line.</i> Line marker which may be –dry, wheel to wheel, belt, pressurised aerosol etc. Marker material ready for use or self mix Lines and pegs Cleaning area Disposal facilities Appropriate clothing to meet health and safety requirements First aid kit
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Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Select and prepare the marking material for use.</p> <p>Fill and/or prepare maker for use.</p> <p>Over-mark all the following:-Minimum of 50 metres of straight line Minimum of 50m of broken line Minimum of 10m curved line</p> <p>On completion of marking, prepare the marker and materials for store. (<i>Assessor to give guidance to prevent pollution and contamination.</i>)</p> <p>Dispose of surplus material or empty containers to designated area. (<i>Assessor to give direction according to organisational policy</i>)</p> <p>Leave site and equipment clean and tidy.</p> <p>When the task is completed, return marker and materials to store or give verbal confirmation of the process.</p>

Unit 142 Over-mark sports lines

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidates were appropriately dressed for the task.	
2.	Candidate stated one reason for accuracy when over-marking sport lines	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Appropriate marking material for marker prepared	
5.	Marker prepared and filled with marking material	
6.	Lines cleared of any debris	
7.	Lines over-marked ensuring no deviation or spillage	
8.	Marker cleaned and prepared for storage	
9.	Excess marking material stored or disposed off	
10.	Debris disposed of in designated area or verbal confirmation of process	
11.	Tools were used correctly and safely	
12.	Safety of self and others was maintained	
13.	Tools and equipment were cleaned	
14.	Tools and equipment were returned to store or verbal confirmation of process	

14 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate..... Assessor.....

Unit 143 Place sports equipment

UAN:	M/504/0190
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to place sports equipment

Assessment criteria

The learner can:

- 1.1 state the tasks involved in placing sports equipment

Learning outcome

The learner will:

2. be able to place sports equipment

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to place sports equipment

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 143 Place sports equipment

Unit test and checklist

Preparation

There will be available: One type of sports equipment : goal posts (one end only) goal nets (one end only), corner / flags, tennis posts and or nets, golf tees markers or similar.

Person to assist, if required, who must not lead but follow instruction given by candidate

Tools and equipment for any connections required.

Wheelbarrow or other suitable transport equipment.

Appropriate dress to meet health and safety requirements

First aid kit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Place sports equipment in the appropriate position and in accordance with sports governing body guidelines.

If necessary, locate and prepare ground sockets.

Place equipment, make secure, safe and ready for use. Assistance is available if required but you will need to give instructions and directions to your assistant.

Clean tools.

Leave site clean and tidy.

When the task is completed, return tools and equipment to store or give verbal confirmation of the process.

Unit 143 Place sports equipment

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidates were appropriately dressed for the task.	<input type="checkbox"/>
2.	Candidate stated one reason for accurate placing of sports equipment	<input type="checkbox"/>
Candidate's answer:		
3.	Correct selection of tools/equipment was made	<input type="checkbox"/>
4.	Position of sports equipment identified according to the rules/regulations of the relevant sport	<input type="checkbox"/>
5.	Equipment erected/put into position according to the rules/regulations of the relevant sport	<input type="checkbox"/>
6.	Equipment checked for safety of players and compliance with rules/regulations of relevant sport	<input type="checkbox"/>
7.	Tools were used correctly and safely	<input type="checkbox"/>
8.	Safety of self and others was maintained	<input type="checkbox"/>
9.	Tools and equipment were cleaned	<input type="checkbox"/>
10.	Tools and equipment were returned to store or verbal confirmation of process	<input type="checkbox"/>

10 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 144 Use a wheeled rotary mower

UAN:	T/504/0191
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to use a wheeled rotary mower

Assessment criteria

The learner can:

- 1.1 state the tasks involved in using a wheeled rotary mower

Learning outcome

The learner will:

2. be able to use a wheeled rotary mower

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to use a wheeled rotary mower
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 144 Use a wheeled rotary mower

Unit test and checklist

Preparation

There will be available:	<p>A pedestrian controlled wheeled rotary mower fitted with engine in running order. It may be self propelled or pushed and may or may not collect clippings. Candidate must be familiar with machine and have received instructions in its use from a competent person.</p> <p>An area of grass a minimum of 50sq. m. which needs to be reduced in height and contains at least one obstacle Manufacturer's handbook. Clean cloths. A clean, level well lit area for machine preparation. Spanners and tools as required by the manufacturer Oil and fuel for engine topping up, if required. Appropriate clothing to meet health and safety requirements. First aid kit. NB: Risk assessments should be carried out and tools and machines must be used under supervision. Units should be delivered in accordance with relevant existing legislation on Health and Safety ie PUWER</p>
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Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Prepare the engine and machine for use. <i>Candidate to follow manufactures instructions</i></p> <p>Set the height of cut to meet requirements. <i>Assessor to give a setting which requires adjustment from the previous setting</i></p> <p>Mow a minimum of 50sq m from the area indicated and include mowing around one obstacle.</p> <p>When the mowing is completed, stop engine and make machine safe.</p> <p>Dispose of clippings if they have been collected. <i>(Assessor to give direction for disposal according to organisational policy.)</i></p> <p>Clean the machine following manufacturer's instructions and safety requirements.</p> <p>When the task is completed, return machine to store or give verbal confirmation of the process.</p>

Unit 144 Use a wheeled rotary mower

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated why setting the required height of cut is important when using a wheeled rotary mower	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Ignition switch was off and plug cap removed before checking blades	
5.	Mower tilted back and condition of blades reported on	
6.	Cutting height set as specified (accepted tolerance +/- 6mm.)	
7.	Grass area to be mown examined and any debris removed	
8.	Machine started correctly	
9.	Grass area cut to produce an acceptable finish	
10.	Machine stopped and made safe	
11.	Cut grass raked up or grass box emptied	
12.	Tools were used correctly and safely	
13.	Safety of self and others was maintained	
14.	Tools and equipment were cleaned	
15.	Tools and equipment were returned to store or verbal confirmation of process	

15 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 145 Use a nylon cord strimmer

UAN:	H/504/0039
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to use a nylon cord strimmer

Assessment criteria

The learner can:

- 1.1 state the tasks involved in using a nylon cored strimmer

Learning outcome

The learner will:

- 2 be able to use a nylon cored strimmer

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to use a nylon cored strimmer

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 145 Use a nylon cord strimmer

Unit test and checklist

Preparation

There will be available:-	A pedestrian carried nylon cord strimmer, fitted with engine in running order. Candidate must be familiar with machine and have received in its use from a competent person. An area of grass a minimum of 50sq. m. which needs to be reduced in height and contains at least one obstacle. Manufacturer's handbook. Clean cloths. A clean, level, well-lit area for machine preparation. Spanners and tools as required by the manufacturer. Oil and fuel for engine topping up, if required. Appropriate dress to meet health and safety requirements. First aid kit.
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NB: Risk assessments should be carried out and tools and machines must be used under supervision. Units should be delivered in accordance with relevant existing legislation on Health & Safety ie PUWER

Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Prepare the engine and machine for use following manufacturer's instructions.</p> <p>Adjust the length of cord to meet requirements. <i>(Assessor to indicate length but adjustment must be made to demonstrate procedure.)</i></p> <p>Height of cut to meet requirements. <i>(Assessor to give an indication of height of growth to be left).</i></p> <p>Cut a minimum of 50sq. m. from the area indicated, including cutting around one obstacle.</p> <p>When task completed, stop engine and make machine safe.</p> <p>Clean machine following the manufacturer's instructions and safety requirements.</p> <p>Dispose of waste material. <i>(Assessor to give direction according to organisational policy.)</i></p> <p>When the task is completed, return machine to store or give verbal confirmation of the process.</p>

Unit 145 Use a nylon cord strimmer

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated the tasks involved in using a nylon cord strimmer	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Ignition switch was off and plug cap removed before checking machine	
5.	Length of nylon cord adjusted to meet requirements	
6.	Grass area to be mown examined and any debris removed	
7.	Machine started correctly	
8.	Grass area cut to produce an acceptable finish	
9.	Machine stopped and made safe	
10.	Cut grass raked up and disposed of according to organisational policy	
11.	Tools were used correctly and safely	
12.	Safety of self and others was maintained	
13.	Tools and equipment were cleaned	
14.	Tools and equipment were returned to store or verbal confirmation of process	

14 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 146

Use an air cushion mower

UAN:	A/504/0192
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to use an air cushion mower

Assessment criteria

The learner can:

- 1.1 state the tasks involved in using an air cushion mower

Learning outcome

The learner will:

2. be able to use an air cushion mower

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to use an air cushion mower
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 146 Use an air cushion mower

Unit test and checklist

Preparation

There will be available: A pedestrian-controlled, air cushion mower fitted with engine, in running order. It will be supported on an air cushion and may not collect clippings. Candidate must be familiar with machine and have received instructions in its use from a competent person.

An area of grass a minimum of 50sq. m. which needs to be reduced in height and contains at least one obstacle.
Manufacturer's handbook. Clean cloths.
A clean, level, well-lit area for machine preparation.
Spanners and tools as required by the manufacturer.
Oil and fuel for engine if required.
Appropriate clothing to meet health and safety requirements.
First aid kit.

NB Risk assessment should be carried out and tools and machines must be used under supervision. Units should be delivered in accordance with relevant existing legislation on Health & Safety ie PUWER

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Prepare the engine and machine for use following manufacturer's instructions

Set the height of cut to meet requirements. (*Assessor to give a setting which requires adjustment from the previous setting*)

Mow a minimum of 50sq m from the area indicated and include mowing around one obstacle.

When task completed, stop engine and make machine safe.

Clean machine following manufacturer's instructions and safety requirements.

When the task is completed, return machine to store or give verbal confirmation of process.

Unit 146 Use an air cushion mower

Centre/ location Date

Candidate name Assessor

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one benefit of using an air cushion mower	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Ignition switch was off and plug cap removed before checking blades	
5.	Mower tilted back and condition of blades reported on	
6.	Cutting height set as specified (accepted tolerance +/- 6mm.)	
7.	Grass area to be mown examined and any debris removed	
8.	Machine started correctly	
9.	Grass area cut to produce an acceptable finish	
10.	Cut grass raked up or grass box emptied	
11.	Machine stopped and made safe	
12.	Tools were used correctly and safely	
13.	Safety of self and others was maintained	
14.	Tools and equipment were cleaned	
15.	Tools and equipment were returned to store or verbal confirmation of process	

15 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate Assessor

Unit 147 Use a cylinder mower

UAN:	F/504/0193
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to use a cylinder mower

Assessment criteria

The learner can:

- 1.1 state the tasks involved in using a cylinder mower

Learning outcome

The learner will:

2. be able to use a cylinder mower

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to use a cylinder mower

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 147 Use a cylinder mower

Unit test and checklist

Preparation

There will be available:	<p>A pedestrian controlled cylinder mower fitted with engine in running order. It should be self propelled and may or may not collect clippings. Candidate must be familiar with machine and have received instructions in its use from a competent person.</p> <p>An area of grass a minimum of 50sq. m which needs to be reduced in height and contains at least one obstacle.</p> <p>Manufacturer's handbook.</p> <p>Clean cloths.</p> <p>A clean, level well lit area for machine preparation.</p> <p>Spanners and tools as required by the manufacturer.</p> <p>Oil and fuel for engine topping up, if required.</p> <p>Appropriate clothing to meet health and safety requirements.</p> <p>First aid kit</p> <p>NB: Risk assessments should be carried out and tools and machines must be used under supervision. Units should be delivered in accordance with relevant existing legislation on Health & Safety ie PUWER</p>
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Instructions

<p>Use personal protective equipment and at all times ensure the protection and safety of yourself and others.</p> <p>Prepare the engine and machine for use, following the manufacturer's instructions.</p> <p>Set the height of cut to meet requirements. <i>(Assessor to give a setting that requires adjustment from the previous setting.)</i></p> <p>Mow a minimum of 50sq m from the area indicated and include mowing around one obstacle, each run to be adjoining in alternate directions. <i>(Runs may be straight or follow contour of site but must be of even width, not over/under lapping.)</i></p> <p>When task completed, stop engine and make machine safe.</p> <p>Dispose of clippings/ machine cleanings. <i>(Assessor to give direction for disposal according to organisational policy)</i></p> <p>If clippings not emptied, give verbal procedure when box/bag would be emptied.</p> <p>Clean the machine following manufacturer's instructions and safety requirements.</p> <p>When the task is completed, return machine to store or give verbal confirmation of the process.</p>

Unit 147 Use a cylinder mower

Centre/ location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for boxing off clippings when using a cylinder mower	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Ignition switch was off and plug cap removed before checking blades	
5.	Cylinder bottom blade clearance adjusted	
6.	Cutting height set as specified (accepted tolerance +/- 6mm.)	
7.	Grass area to be mown examined and any debris removed	
8.	Machine started correctly	
9.	Grass area cut to produce an acceptable finish	
10.	Grass box emptied	
11.	Machine stopped and made safe	
12.	Tools were used correctly and safely	
13.	Safety of self and others was maintained	
14.	Tools and equipment were cleaned	
15.	Tools and equipment were returned to store or verbal confirmation of process	

15 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate.....Assessor.....

Unit 148 Use a leaf-litter blower

UAN:	L/504/0195
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to use a leaf-litter blower

Assessment criteria

The learner can:

- 1.1 state the tasks involved in using a leaf-litter blower

Learning outcome

The learner will:

2. be able to use a leaf-litter blower

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities use a leaf-litter blower
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 148 Use a leaf-litter blower

Unit test and checklist

Preparation

There will be available: A pedestrian carried leaf/litter blower fitted with an engine, in running order. Candidate must be familiar with machine and have received instruction in its use from a competent person.

An area of grass, or hard surface a minimum of 50sq. m. which needs to be cleared of leaves or litter

Manufacturer's handbook. Clean cloths.

A clean, level well lit area for machine preparation.

Spanners and tools, as required by the manufacturer.

Oil and fuel for engine topping up, if required.

Appropriate clothing to meet health and safety requirements.

First aid kit

NB. Risk assessment should be carried out and tools and machines must be used under supervision.

Units should be delivered in accordance with relevant existing legislation on Health & Safety ie PUWER

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Prepare the engine and machine for use following manufacturer's instructions.

Material may be directed into area for collection or returned to mown area. *(If for collection, the assessor is to indicate where collection is to be made).*

Clear a minimum of 50 sq. m from the area indicated.

When task completed, stop engine and make machine safe.

Dispose of machine cleanings/collected material. *(Assessor to give direction according to organisational policy)* or give verbal confirmation of dealing with collected material.

Clean the machine following manufacturer's instructions and safety requirements.

When the task is completed, return machine to store or give verbal confirmation of the process.

Unit 148 Use a leaf-litter blower

Centre/ location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one precaution to be taken when using a leaf-litter blower	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Ignition switch was off and plug cap removed before checking machine	
5.	Area to be cleared was identified	
6.	Machine started correctly	
7.	Machine operated to an efficient standard.	
8.	Debris cleared from area effectively and disposed of	
9.	Machine stopped and made safe	
10.	Tools were used correctly and safely	
11.	Safety of self and others was maintained	
12.	Tools and equipment were cleaned	
13.	Tools and equipment were returned to store or verbal confirmation of process	

13 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate.....Assessor.....

Unit 149 Maintain hand tools

UAN:	D/504/0198
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to maintain hand tools

Assessment criteria

The learner can:

- 1.1 state the tasks involved in maintaining hand tools

Learning outcome

The learner will:

2. be able to maintain hand tools

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to maintain hand tools

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 149 Maintain hand tools

Unit test and checklist

Preparation

There will be available: Workshop adequately lit and work bench with vice.

2 different hand tools requiring maintenance, eg spade, hand-shears, half moon, hoe.

Hand files- coarse medium fine,
(Electric equipment will NOT be used)

Scraper, Hammer and Wire brush

Clean Cloth

Oil

Appropriate clothing to meet health and safety requirements

First aid Kit

NB. Risk assessments should be carried out and tools and machines must be used under supervision

Units should be delivered in accordance with relevant existing legislation on Health & Safety ie PUWER

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Select two different types of tool to maintain.

Identify any matters requiring attention.

Use the equipment and tools to deal with reported matters.

Prepare maintained items for store.

Return maintained items to store.

Leave work area clean and tidy.

When the task is completed, return tools and equipment to store or give verbal confirmation of the process.

Unit 149 Maintain hand tools

Centre/ location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for applying oil to tools before preparing them for storage	
Candidate's answer:		
3.	Correct selection of maintenance tools/equipment was made	
4.	Tools were prepared for maintenance	
5.	Identify and report maintenance requirements	
6.	Carry out effective maintenance procedures to the two tools selected	
7.	Prepare tools for storage	
8.	Debris was collected and disposed of as required by organisational policy	
9.	Tools were used correctly and safely	
10.	Safety of self and others was maintained	
11.	Tools and equipment were cleaned	
12.	Tools and equipment were returned to store or verbal confirmation of process	

12 criteria achieved successfully = Pass

Result Pass/ Not yet achieved

Feedback to candidate

Signed: Candidate.....Assessor.....

Unit 150 Identify trees and shrubs

UAN:	Y/504/0846
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know tree and shrub species

Assessment criteria

The learner can:

- 1.1 identify trees and shrubs by nationally accepted common or botanical names

Unit 150 Identify trees and shrubs

Unit test and checklist

Preparation

There will be available: Samples of 15 trees and shrubs from which the candidate will identify any 10. These may be growing in situ or in containers, or clearly identifiable cut samples; photographs are **not** acceptable. The plants may be all trees, all shrubs or any combination; all should be familiar to the candidate. They may be identified at any time of year but must be clearly identifiable. Multiple species/varieties should not be used unless they are very distinct in character.

The assessor should note that this is a Level 1 assessment.

other Identification test answer sheet and pen or pencil, and clipboard or suitable material for resting paper on.

Instructions for candidate

From the 15 plants presented to you by your assessor, identify any 10 by common or botanical name.

You may write the name of the plants into the spaces on the answer sheet, or give the names to your assessor who will write the names down for you.

Unit 150 Identify trees and shrubs

Centre/location:.....Date.....

Candidate name.....Assessor.....

Answer sheet

Specimen number	Common name	Genus	Species/variety	Mark
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
			Total mark awarded out of 10	

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 151 Identify weeds

UAN:	D/504/0847
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know weed species

Assessment criteria

The learner can:

- 1.1 identify weeds by nationally accepted common or botanical names

Unit 151 Identify weeds

Unit test and checklist

Preparation

There will be available: Samples of 15 weeds from which the candidate will identify any 10. These may be growing in situ or in containers, or clearly identifiable collected samples; photographs are NOT acceptable. The weeds may be from any horticultural situations including lawns, borders etc; all should be familiar to the candidate. They may be identified at any time of year but must be clearly identifiable. Multiple species/varieties should not be used unless they are very distinct in character. The assessor should note that this is a Level 1 assessment.

Identification test answer sheet and pen or pencil, and clipboard or other suitable material for resting paper on.

Instructions for candidate

From the 15 weeds presented to you by your assessor, identify any 10 by common or botanical name.

You may write the name of the plants into the spaces on the answer sheet, or give the names to your assessor who will write the names down for you.

Unit 151 Identify weeds

Centre/location:.....Date.....

Candidate name.....Assessor.....

Answer sheet

Specimen number	Common name	Genus	Species/variety	Mark
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
			Total mark awarded out of 10	

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 152 Identify annuals and herbaceous perennials

UAN:	H/504/0848
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know annuals and herbaceous perennials species

Assessment criteria

The learner can:

- 1.1 identify annuals and herbaceous perennials by nationally accepted common or botanical names

Unit 152 Identify annuals and herbaceous perennials

Unit test and checklist

Preparation

There will be available: are NOT candidate. They they are Level 1 assessment.	Samples of 15 annuals/herbaceous perennials from which the candidate will identify any 10. These may be growing in situ or in containers, or clearly identifiable 'collected' samples; photographs acceptable. The plants may be all annuals, all herbaceous perennials or any combination; all should be familiar to the candidate. They may be identified at any time of year but must be clearly identifiable. Multiple species/varieties should not be used unless very distinct in character. The assessor should note that this is a Level 1 assessment. Identification test answer sheet and pen or pencil, and clipboard or other suitable material for resting paper on.
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Instructions for candidate

From the 15 plants presented to you by your assessor, identify any 10 by common or botanical name.

You may write the name of the plants into the spaces on the answer sheet, or give the names to your assessor who will write the names down for you.

Unit 152 Identify annuals and herbaceous perennials

Centre/location:.....Date.....

Candidate name.....Assessor.....

Answer sheet

Specimen number	Common name	Genus	Species/variety	Mark
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Result: Pass/ Not yet achieved

Feedback to candidate:
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Signed: Candidate..... Assessor.....

Unit 153 Identify indoor plants

UAN:	K/504/0849
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know indoor plant species

Assessment criteria

The learner can:

- 1.1 identify indoor plants by nationally accepted common or botanical names

Unit 153 Identify indoor plants

Unit test and checklist

Preparation

There will be available: any identifiable may be in any Multiple	Samples of 15 indoor plants from which the candidate will identify 10. These may be growing in situ or in containers, or clearly collected samples; photographs are NOT acceptable. The plants all seasonal plants, tropical plants or any other appropriate plants, combination; all should be familiar to the candidate. They may be identified at any time of year but must be clearly identifiable. species/varieties should not be used unless they are very distinct in character. The assessor should note that this is a Level 1 assessment. Identification test answer sheet and pen or pencil, and clipboard or other suitable material for resting paper on.
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Instructions for candidate

From the 15 plants presented to you by your assessor, identify any 10 by common or botanical name.

You may write the name of the plants into the spaces on the answer sheet, or give the names to your assessor who will write the names down for you.

Unit 153 Identify indoor plants

Centre/location:.....Date.....

Candidate name.....Assessor.....

Answer sheet

Specimen number	Common name	Genus	Species/variety	Mark
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
			Total number of marks of out 10	

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate..... Assessor.....

Unit 154 Establish an even gradient or level between two fixed points

UAN:	D/504/0136
Level:	1
Credit value:	3
GLH:	25
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to maintain hand tools

Assessment criteria

The learner can:

- 1.1 state the tasks involved in maintaining hand tools

Learning outcome

The learner will:

2. be able to maintain hand tools

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to maintain hand tools

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 154 Establish an even gradient or level between two fixed points

Unit test and checklist

Preparation

There will be available:	An area of level or evenly sloping cultivated ground with a minimum straight line of 6 m and a fixed datum at each end. Garden line. Set of 3 boning rods or profile boards. 5 Wooden pegs and lump/club or heavy hammer. Tape measure. Tools for trimming or excavation, eg spade, shovel, rake. Appropriate clothing to meet health and safety requirements. First aid kit.
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Notes

If boning rods are used, 2 stewards will be required, but they must not give instruction to the candidate.

If a site is re-used for successive candidates, it must be reinstated sufficiently to allow a valid successive assessment

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, produce an even fall between the two fixed points given.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy, as required by the assessor.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 154 Establish an even gradient or level between two fixed points

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for accuracy when establishing an even gradient or level between two fixed points	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Five pegs were spaced evenly along the trench to set the level/gradient	
5.	Tools were used correctly and safely	
6.	The fall/level was trimmed/excavated evenly to within +/- 1 cm along the length	
7.	Site was left tidy	
8.	Debris was disposed of as required by organisational policy	
9.	Safety of self and others was maintained at all times	
10.	Tools and equipment were cleaned	
11.	Tools and equipment were returned to store or verbal confirmation of the process	

11 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 155 Mix mortar or concrete

UAN:	D/504/0203
Level:	1
Credit value:	2
GLH:	15
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to mix mortar or concrete

Assessment criteria

The learner can:

- 1.1 state the tasks involved in mixing mortar or concrete

Learning outcome

The learner will:

2. be able to mix mortar or concrete

Assessment criteria

2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

2.2 carry out activities to mix mortar or concrete

2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

2.4 leave the site clean and tidy

Unit 155 Mix mortar or concrete

Unit test and checklist

Preparation

There will be available:-

- Suitable site for mixing
- Shovel
- Buckets or gauge boxes for measuring
- Cement, concreting sand and aggregate for concrete or Cement, builder's sand and plasticizer for mortar (Note for ease and effective resource management, lime may be substituted for cement in the mix)
- Water
- Mixing/spot boards (Concrete mixer, if used)
- Appropriate clothing to meet health and safety requirements
- First aid kit

Notes

The candidate may mix by hand or with a concrete mixer

Instructions

Gauging by shovel is not allowed.

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, mix mortar or concrete to the ratio stated by the assessor.

Work tidily to avoid unnecessary mess and waste.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 155 Mix mortar or concrete

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason why the proportions of ingredients must be accurately gauged when mixing mortar or concrete	
Candidate's answer:		
3.	Correct selection of tools/equipment was made	
4.	Materials measured out accurately	
5.	Materials dry-mixed thoroughly	
6.	Water added gradually and materials thoroughly mixed	
7.	Suitable consistency of mixture prepared and achieved	
8.	Work carried out avoiding unnecessary mess and waste	
9.	Debris was disposed of as required by organisational policy	
10.	Tools and equipment were cleaned and site was left clean and tidy	
11.	Tools and equipment were returned to store or verbal confirmation of the process	
12.	Safety of self and others was maintained at all times	

12 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 156 Build a simple brick wall

UAN:	H/504/137
Level:	1
Credit value:	3
GLH:	25
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to build a sample brick wall

Assessment criteria

The learner can:

- 1.1 state the tasks involved in building a sample brick wall

Learning outcome

The learner will:

2. be able to build a sample brick wall

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to build a sample brick wall
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 156 Build a simple brick wall

Unit test and checklist

Preparation

There will be available:	Concrete footing, flat and level Bricks, common, standard size, about 40 Mortar, ready mixed and in sufficient quantity Builder's line and bobbins Bat gauge, bolster, lump hammer and gauge rod Builder's square Shovel Spot board Bricklayer's trowel and pointing trowel Water supply Plan of the wall Appropriate clothing to meet health and safety requirements First aid kit
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Notes

The candidate should be given the plan of the wall to study, well in advance of the assessment
Lime mortar may be used to facilitate easy demolition

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, build a wall in accordance with the details and dimensions on the plan, ie five course high with one return.

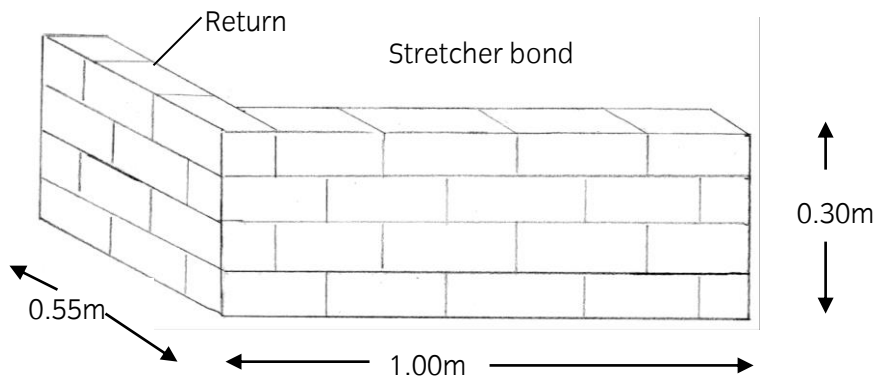
Finish all joints as the work proceeds, ensuring that they are pointed in the style / manner requested by the assessor.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 156 Build a simple brick wall



Unit 156 Build a simple brick wall

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for keeping bricks clean when building a simple brick wall	
Candidate's answer:		
3.	The wall was erected in line with the plan	
4.	The wall was straight across its face to within +/- 5mm	
5.	The wall was level along the length of each course to within +/- 5mm	
6.	The wall was vertical on the face to within +/- 5mm	
7.	The wall had joints of 10mm thickness throughout	
8.	The wall was square on the quoin to within 5°	
9.	The joints were pointed in accordance with instructions, with all bricks clean	
10.	Tools and equipment were cleaned	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were returned to store or verbal confirmation of the process	

12 criteria achieved successfully = Pass

Result: Pass / Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 157 Set out right angle on the ground

UAN:	A/504/0340
Level:	2
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to set out a right angle on the ground

Assessment criteria

The learner can:

- 1.1 state the tasks involved in setting out a right angle on the ground

Learning outcome

The learner will:

2. be able to set out a right angle on the ground

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to set out a right angle on the ground
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 157 Set out right angle on the ground

Unit test and checklist

Preparation

There will be available:-

- Area of grass or uncultivated area
- Garden line
- Ranging poles
- 450mm long steel pins or round pegs and mallet
- About 10m string or cord
- Tape measure, which must be long if a surveyor's chain is not used (Surveyor's chain)
- Appropriate clothing to meet health and safety requirements
- First aid kit

Notes

A base line and point A should be pre-prepared for the candidate

This is a level 2 unit

Instructions

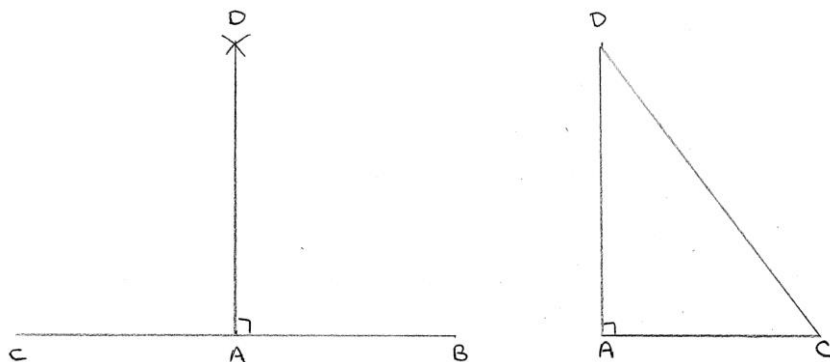
Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the equipment provided, set a right angle at point A by

- the intersecting arcs method
- using a surveyors chain or long measuring tape and the 3,4,5 triangle method

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process



Unit 157 Set out right angle on the ground

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one occasion when accurate setting out a right angle on the ground is used	
Candidate's answer:		
Intersecting arcs		
3.	The base line was extended in line past point A	
4.	Pegs B and C were inserted equidistant from point A	
5.	Loops were tied in each end of the cord and 2 intersecting arcs were scribed; one from peg B and one from peg C to establish point D	
6.	Ranging poles were inserted at points A, D and the line AD extended with another ranging pole	
3,4,5, Triangle with surveyor's chain		
7.	Surveyor's chain was thrown out appropriately to avoid tangling	
8.	Links 24,25 angled around Peg A and pinned in place	
9.	Peg B positioned on the base line with links 56, 57 angled around it with the chain taut between A and B	
10.	Connect link 96 with link 1 and insert peg C at this point	
OR 3,4,5, Triangle with a long measuring tape		
7.	The 0 end of the tape is secured at point A	
8.	Peg B is inserted 3 units from 0 along the base line	
9.	The point in the tape that is tape is at 12 units from 0 is held at point A	
10.	Peg D is held against the tape at 8 units from 0 and inserted at the point at which all sides of the tape are taut	
11.	Tools and equipment were cleaned	
12.	Safety of self and others was maintained at all times	
13.	Tools and equipment were returned to store or verbal confirmation of the process	

13 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 158 Build or repair and dry stone wall

UAN:	J/504/0342
Level:	2
Credit value:	3
GLH:	25
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to build or repair a dry stone wall

Assessment criteria

The learner can:

- 1.1 state the tasks involved in building or repairing a dry stone wall

Learning outcome

The learner will:

2. be able to build or repair a dry stone wall

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to build or repair a dry stone wall
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 158

Build or repair and dry stone wall

Unit test and checklist

Preparation

There will be available:-	Supply of walling stone of various sizes, including stones suitable for coping/top stones, filling and 'throughs' and some that are unsuitable Template/ batter frame, if wall is being built from scratch Garden lines Tools for excavation Shovel Appropriate clothing to meet health and safety requirements First aid kit
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Notes

The candidate may repair a section of existing wall, where layers require removal to the base, or build a 1.5 metre section of a new wall.

(1.5metre wall throughs should be at 0.5 metre and 1 metre. Where only one through is used it should be at 1 metre. The throughs can be trimmed at the Assessor's discretion and according to local practice.

This is a level 2 unit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, build the dry stone wall in accordance with the dimensions on the template, setting taut lines and preparing the foundation, or repair the section of dry stone wall indicated to you, removing all defective stones and securing the remaining coping to avoid further deterioration.

Ensure the foundation stones are of sufficient size, secure, in line and at the correct angle to support the stones above.

Select suitable stones to build the wall, raising the lines, ensuring the correct batter is achieved and filling the centre as work progresses.

Select suitable stones and lay 1 or 2 courses of 'throughs' as directed by the assessor.

Complete the wall and lay the coping/top stones in line with local custom

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 158 Build or repair and dry stone wall

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for the use of 'throughs' when building or repairing dry stone wall	
Candidate's answer:		
3.a	The foundation was prepared by setting taut lines, excavating the foundation, using suitable large stones in the base which are at least to the set lines	
or		
3.b	Defective stones were removed from the section of wall to be repaired and stacked safely in suitable size grades to aid re-building and ensuring the remaining coping is secured. The foundation was checked for security and alignment and adjusted if necessary.	
4.	Suitable stones were selected and the wall constructed in line with template	
5.	Centre of the wall was filled as work progressed	
6.	Suitable stones for 'throughs' were selected, laid appropriately and trimmed if required.	
7.	The wall was constructed to the correct lines and batter	
8.	Coping/top stones were laid securely, in line with local custom	
9.	The site was tidied and debris/surplus stones disposed of/ stored in the designated area	
10.	Tools and equipment were cleaned	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were returned to store or verbal confirmation of the process	

12 criteria achieved successfully = Pass

Result: Pass / Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 159 Laying hard surfaces for external landscaping

UAN:	L/504/0343
Level:	2
Credit value:	3
GLH:	25
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to lay hard surfaces for external landscaping

Assessment criteria

The learner can:

- 1.1 state the tasks involved in laying hard surfaces for external landscaping

Learning outcome

The learner will:

- 2 be able to lay hard surfaces for external landscaping

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to lay hard surfaces for external landscaping
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 159 Laying hard surfaces for external landscaping

Unit test and checklist

Preparation

There will be available:-	Prepared foundation of hardcore, flat and level and a minimum 2 square metres in area Arrissing tool and wooden float Buckets for measuring Builder's square Cement, sharp sand, aggregate and water Cross cut joiner's saw and timber for formwork Fine aggregate for blinding hardcore Hammers, club/lump and claw and 100mm nails (Oil for moulds) Plastic membrane for damp-proofing Shovel Site for mixing concrete Tamping board and comb Wooden pegs, spirit level and straight edge Appropriate clothing to meet health and safety requirements First aid kit
Notes	Mould oil is not required if the damp-proof membrane is brought over the formwork Concrete may be mixed by hand or mixer and may be ready mixed if unit 56 'Mortar mixing' has already been achieved.
This unit is level 2	

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others. Prepare the hardcore surface by blinding ready for laying concrete. Using the tools and materials provided, construct the formwork for a concrete pad, to the dimensions indicated by the assessor. Lay a damp-proof course Ensure the concrete is thoroughly mixed to the correct consistency Place the concrete in the formwork and tamp to a level finish and float finish at least half the area Dispose of any waste and debris to the designated area. Leave the site and equipment clean and tidy. When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 159 Laying hard surfaces for external landscaping

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

- 1. Candidate was appropriately dressed for the task
- 2. Candidate stated one reason for accuracy when erecting formwork prior to laying hard surfaces for external landscaping

Candidate's answer:

- 3. Secure formwork was erected with the internal dimensions to those required for the concrete pad
- 4. Top of formwork was level in all directions
- 5. The damp-proof membrane was laid in the formwork
- 6. The damp-proof course was brought over the formwork or mould oil used on the inside of the formwork
- 7. The candidate ensured the concrete was mixed thoroughly to the correct consistency
- 8. The concrete was placed in the formwork and tamped level, ensuring there are no air pockets
- 9. At least half the concrete was float finished
- 10. Tools and equipment were cleaned and site left tidy
- 11. Safety of self and others was maintained at all times
- 12. Tools and equipment were returned to store or verbal confirmation of the process

12 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 160 Construct and maintain boundaries

UAN:	R/504/0344
Level:	2
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to construct or maintain boundaries

Assessment criteria

The learner can:

- 1.1 state the tasks involved in constructing or maintaining boundaries

Learning outcome

The learner will:

2. be able to construct or maintain boundaries

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to construct or maintain boundaries
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 160

Construct and maintain boundaries

Unit test and checklist

Preparation

There will be available:- 4 posts, with weather caps, if required
3 fencing panels
Spirit level and post level
Line and pegs
Shovel, trenching spade or equivalent for excavation
Drivall, sledge hammer or maul for posts
Shovel
Metal U sections or nails for securing the panels unless concrete posts are used
Claw hammer and/or screwdriver
Chocks, metal feet or concrete for securing the posts
Templates may be used for height and distance apart of posts
Appropriate clothing to meet health and safety requirements
First aid kit

Notes

Any type of panel fence maybe used, eg lap, woven
Posts may be dug in and chocked, set in metal feet or set in concrete. Where concrete is used it may be ready mixed or a dry mix used.
A minimum of three panels and 4 posts must erected
The assessor or a colleague may assist the candidate, but must be under the candidate's instruction

This is a level 2 unit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Using the tools provided, set a taut line and erect 4 posts and 3 panels of a fence, securing the posts as directed by the assessor.

Ensure the posts are vertical and secure.

Ensure the panels are horizontal and secure them using the materials supplied.

Check the levels and verticals.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process.

Unit 160 Construct and maintain boundaries

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason for accurate positioning of posts when constructing and maintaining boundaries	
Candidate's answer:		
3.	A taut line was set out	
4.	4 posts were set firm, correctly aligned and vertical	
5.	The height and spacing of the posts were accurate	
6.	The panels were erected and secured appropriately	
7.	The panels were level	
8.	Any necessary finishing, eg fitting of post caps was carried out	
9.	All debris was removed to the designated area	
10.	Tools and equipment were cleaned and the site left safe and tidy	
11.	Safety of self and others was maintained at all times	
12.	Tools and equipment were returned to store or verbal confirmation of the process	

12 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 161 Assess soil texture and condition

UAN:	Y/504/0345
Level:	2
Credit value:	2
GLH:	20
Relationship to NOS:	Relates to Horticulture NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra SSC, the Sector Skills Council for Land and Environment.

Learning outcome

The learner will:

- 1 know how to assess soil texture or condition

Assessment criteria

The learner can:

- 1.1 state the tasks involved in assessing soil texture or condition

Learning outcome

The learner will:

2. be able to assess soil texture and condition

Assessment criteria

- 2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance
- 2.2 carry out activities to assess soil texture and condition
- 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements
- 2.4 leave the site clean and tidy

Unit 161 Assess soil texture and condition

Unit test and checklist

Part A

The candidate will be able to identify the horizons in a profile pit or auger sample, and comment on the structure and drainage characteristics

Preparation

There will be available: A prepared sample or a field site suitable for using an auger
The profile pit or sampling site should be in a meadow, woodland or other established and uncultivated site, able to demonstrate a litter horizon as well as topsoil and subsoil horizons

Appropriate clothing to meet health and safety requirements
First aid kit

Notes

This is a level 2 unit. Parts A and B must be completed to achieve the unit.

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

On the soil sample or profile pit shown to you, point out the different soil horizons

Assess the soil structure, evidence of soil organisms and the drainage characteristics and discuss with the assessor how the structure can be managed to maintain or improve the structure by cultivations and/or soil ameliorants.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 161 Assess soil texture and condition

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist –Part A

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated one reason why it is useful to be aware of the condition of soil	
Candidate's answer:		
3.	The litter, topsoil and subsoil horizons were identified	
4.	The candidate provided an appropriate assessment of the structure	
5.	The candidate provided an appropriate assessment of soil organisms	
6.	The candidate provided an appropriate assessment of the drainage characteristics	
7.	A suitable soil management programme was recommended	
8.	Safety of self and others was maintained at all times	

8 criteria achieved successfully = Pass

Result: Pass/ Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Unit 161 Assess soil texture and condition

Unit test and checklist

Part B

The candidate will be able to determine the texture of a variety of soils

Preparation

There will be available:- Samples of 6 different soils, each predominately displaying one of the following;
clay, sand, silt, calcareous, loam, organic

Appropriate 12 part soil key or algorithm/flowchart
Water supply for wetting the samples and washing hands
Appropriate clothing to meet health and safety requirements (disposable gloves may be worn for the task)
First aid kit

Notes

This is a level 2 unit

Instructions

Use personal protective equipment and at all times ensure the protection and safety of yourself and others.

Carry out a texture test of the soil samples given to you using the key or chart provided for reference. Accurately determine the soil texture of 5 out of the 6 soils.

Dispose of any waste and debris to the designated area.

Leave the site and equipment clean and tidy.

When this task is completed, return the tools and equipment to the store or give verbal confirmation of the process

Unit 161 Assess soil texture and condition

Centre/location.....Date.....

Candidate name.....Assessor.....

Assessment checklist

1.	Candidate was appropriately dressed for the task	
2.	Candidate stated the tasks involved in assessing the condition of the soil	
Candidate's answer:		
3.	At least 5 out of the 6 samples to be accurately identified	
4.	Tools and equipment were cleaned	
5.	Safety of self and others was maintained at all times	
6.	Tools and equipment were returned to store or verbal confirmation of the process	

6 criteria achieved successfully = Pass

Result: Pass / Not yet achieved

Feedback to candidate:

Signed: Candidate.....Assessor.....

Appendix 1 Answers to core unit questions

Test No 101 Prepare ground for sowing or planting under supervision

1. Give **two** reasons why the prepared surface should be even/level.
A: **two** from: ensures even distribution of water; prevents uneven drying out; ensures that all plants have uniform growing conditions
2. Give **one** problem that can happen if the tilth is too fine.
A: **one** from: surface soil can cap; surface soil can blow away; too little air space available
3. Give **one** problem that can occur if the tilth is too coarse.
A: **one** from: too much air space; seeds may fail to germinate; new roots may fail to establish
4. Give **two** reasons for correct consolidation of the soil.
A: **two** from: ensures that roots are in good contact with soil; removes large air pockets; improves stability; prevents settlement.

Test No 102 Plant container grown subjects

1. Give **one** reason why damaged material should be removed before planting.
A: **one** from: to prevent disease/dieback; easier to remove damage before the plant is in situ.
2. Give **one** soil or weather condition when planting should not take place.
A: **one** from: frozen soil; lying snow; drought.
3. Give **one** problem that can happen if plants are planted too shallow.
A: **one** from: plants dry out/die; plants are unstable.
4. Give **one** problem that can happen if plants are planted too deep.
A: **one** from: plant roots die from water-logging / lack of air; stem rots due to contact with soil.
5. Give **one** reason why plants must be firmed in properly after planting.
A: **one** from: ensures that roots are in good contact with soil; removes large air pockets; improves stability; prevents settlement.

Test No 103

Prepare soil and apply an organic mulch

1. Give **one** reason for mulching.

A: **one** from: conserve soil moisture; prevent annual weed growth; moderate soil temperature; add nutrients

2. Give **one** soil condition when mulching should not take place.

A: **one** from: snow cover; very dry; frozen

3. Other than the material you have just, applied name **two** suitable mulches.

A: any **two** suitable materials other than that used, eg farm-yard manure, compost, leaf mould, spent hops, spent mushroom compost; bark chippings, composted bark.

4. Why must you not leave tools lying around on the ground? Give **one** reason.

A: **one** from: potential danger to self/others; theft of tools; loss of tools.

5. Give **one** reason why tools must be cleaned before storage.

A: **one** from: prolongs life of tools; maintains condition of tools; makes next use easier

Test No 104 Water a bed, border or area of plants in containers

1. Give **two** indications that plants need watering.

A: **two** from: wilting; change of leaf colour; pot visibly dry when 'knocked out'; no damp mark on the standing out area beneath container.

2. Give **two** problems that can happen if water is applied with too much force.

A: **two** from: plants knocked over; plant tissue damaged; soil/compost washed away; soil/compost structure damaged.

3. Give **two** problems that can occur if too much water is applied.

A: **two** from: soil/compost structure damaged; nutrients are washed away; waterlogging; disease at roots

Appendix 2 Record of Units Achieved

Candidate Name _____

Centre Name _____

Centre number _____

Unit no.	Unit title	Date achieved

Date Award completed: _____

Assessor signature / date _____

Learner signature / date _____

IQA signature / date _____

Unit no	Unit title	Date achieved	Unit no	Unit title	Date achieved

Date complete: _____

Certificate Diploma (circle as appropriate)

Learner signature / date _____

Assessor signature / date _____

IQA signature/ date _____



Appendix 3 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.

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 such 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 GOLA/e-volve assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres 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: centresupport@cityandguilds.com
Single subject qualifications 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: singlesubjects@cityandguilds.com
International awards 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: intops@cityandguilds.com
Walled Garden 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: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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 Land Based Services (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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