

# ***Level 2 Award/ Certificate/Diploma in Practical Horticulture Skills (7573-02)***

*March 2024 Version 4.4*

## Qualification at a glance

<b>Subject area</b>	<b>Horticulture</b>
<b>City &amp; Guilds number</b>	7573-02 7573-92
<b>Age group approved</b>	16-18, 18+
<b>Entry requirements</b>	n/a
<b>Assessment</b>	Observation of practical performance and underpinning knowledge questioning
<b>Fast track</b>	Available
<b>Support materials</b>	Qualification handbook Assessment pack Answer pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in Practical Horticulture Skills	36	60	7573-02	601/1067/3
Level 2 Certificate in Practical Horticulture Skills	105	180	7573-02	601/1069/7
Level 2 Diploma in Practical Horticulture Skills	219	370	7573-02	601/1070/3

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
V3.0 Aug 2013	<ul style="list-style-type: none"> <li>• Accreditation numbers added</li> <li>• Unit 213 - credit amended</li> <li>• Unit 160 - credit amended</li> <li>• Formatting amendments</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification at a glance</li> <li>• Structure</li> <li>• Unit</li> <li>• Throughout the document</li> </ul>
V4.0 Aug 2013	Unit 234 – UAN amended	Structure
V4.1 Aug 2017	<ul style="list-style-type: none"> <li>• Added TQT and GLH details.</li> <li>• Removed QCF</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification at a glance</li> <li>• Appendix 2</li> </ul>
V4.2 Nov 2018	<ul style="list-style-type: none"> <li>• Changed the age group approved</li> <li>• Changed the Age restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification at a glance</li> <li>• Centre requirements</li> </ul>

V4.3 July 2023	<ul style="list-style-type: none"> <li>• <i>Progression opportunities updated</i></li> <li>• <i>Link to Ofqual Register removed</i></li> <li>• <i>Images removed</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduction</i></li> <li>• <i>Units</i></li> <li>• <i>Throughout document</i></li> </ul>
V4.4 March 2024	<ul style="list-style-type: none"> <li>• <i>Update of Quality Assurance Statement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Centre Requirements</i></li> </ul>

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<b>Unit 211</b>	<b>Prune and train wall shrubs and climbing plants</b>	<b>53</b>
<b>Unit 212</b>	<b>Maintain indoor plants</b>	<b>56</b>
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<b>Unit 214</b>	<b>Prune soft fruit bushes and cane fruits</b>	<b>63</b>
<b>Unit 215</b>	<b>Plant out plants in rows by hand</b>	<b>66</b>
<b>Unit 216</b>	<b>Harvest plants</b>	<b>69</b>
<b>Unit 217</b>	<b>Maintain indoor crops</b>	<b>72</b>
<b>Unit 218</b>	<b>Propagate plants indoors from seed</b>	<b>75</b>
<b>Unit 219</b>	<b>Sow seeds outdoors by hand</b>	<b>78</b>
<b>Unit 220</b>	<b>Propagate plants by stem cuttings</b>	<b>80</b>
<b>Unit 221</b>	<b>Propagate by grafting</b>	<b>84</b>
<b>Unit 222</b>	<b>Propagate plants by leaf cuttings</b>	<b>87</b>
<b>Unit 223</b>	<b>Erect a garden fence</b>	<b>90</b>
<b>Unit 224</b>	<b>Build garden walls and pillars</b>	<b>93</b>

<b>Unit 225</b>	<b>Construct a paved area in a garden</b>	<b>97</b>
<b>Unit 226</b>	<b>Maintain a rock garden</b>	<b>101</b>
<b>Unit 227</b>	<b>Maintain a garden pond</b>	<b>105</b>
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<b>Unit 234</b>	<b>Cut hedges using a pedestrian-operated, petrol-engined hedge trimmer</b>	<b>121</b>
<b>Unit 238</b>	<b>Mow turf using a pedestrian-controlled mower</b>	<b>124</b>
<b>Unit 239</b>	<b>Use a pedestrian controlled rotary cultivator</b>	<b>127</b>
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<b>Unit 242</b>	<b>Identify plant diseases and disorders</b>	<b>135</b>
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# 1 Introduction

*This document tells you what you need to do to deliver the qualification.*

<b>Area</b>	<b>Description</b>
<i>Who are the qualifications for?</i>	<i>They are aimed at a wide range of learners who work or want to work within the horticultural industry, or wish to progress to other related qualifications.</i>
<i>What do the qualifications cover?</i>	<i>They allow learners to learn, develop and practise the skills required for employment and/or career progression within horticulture.</i>
<i>Are the qualifications part of a framework or initiative?</i>	<i>No, these are stand-alone qualifications. However, they may allow progression to the Level 2 Intermediate Apprenticeship in Horticulture, or other related qualifications, or employment.</i>
<i>What opportunities for progression are there?</i>	<i>They allow learners to progress into employment or to the following City &amp; Guilds qualifications:</i> <ul style="list-style-type: none"><li>• <i>City &amp; Guilds Level 2 Award, Certificate or Diploma in Work-based Horticulture (0065)</i></li><li>• <i>City &amp; Guilds Level 2 qualifications in Centre-based Horticulture (0078-02)</i></li><li>• <i>City &amp; Guilds Level 3 qualifications in Horticulture (0065 and 0078).</i></li></ul>

## Structure

To achieve the **Level 2 Award in Practical Horticulture Skills (7573-02)**, learners must achieve a minimum of **6** credits from the units listed in the table below.

To achieve the **Level 2 Certificate in Practical Horticulture Skills (7573-02)**, learners must achieve a minimum of **18** credits from the units listed in the table below.

To achieve the **Level 2 Diploma in Practical Horticulture Skills (7573-02)**, learners must achieve a minimum of **37** credits from the units listed in the table below.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit level</b>
<b>Optional</b>				
L/504/0343	Unit 159	Laying hard surfaces for external landscaping	3	2
R/504/0344	Unit 160	Construct and maintain boundaries	2	2
Y/504/0345	Unit 161	Assess soil texture and condition	2	2
L/505/4520	Unit 201	Prepare ground or area for planting	3	2
M505/4526	Unit 202	Plant out container-grown plants	3	2
A/505/4528	Unit 203	Plant a tree	3	2
L/505/4534	Unit 204	Care for a planted area	3	2
R/505/4535	Unit 205	Plant a container for seasonal display	3	2
Y/505/4536	Unit 206	Deal with requests and provide advice to customers	3	2
D/505/4537	Unit 207	Select garden chemicals	5	2
H/505/4538	Unit 208	Apply fertiliser to plants	3	2

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit level</b>
<i>T/505/4544</i>	<i>Unit 209</i>	<i>Train and prune fruit trees</i>	<i>5</i>	<i>2</i>
<i>F/505/4546</i>	<i>Unit 210</i>	<i>Prune deciduous spring-flowering shrubs</i>	<i>5</i>	<i>2</i>
<i>R/505/4549</i>	<i>Unit 211</i>	<i>Prune and train wall shrubs and climbing plants</i>	<i>3</i>	<i>2</i>
<i>J/505/4550</i>	<i>Unit 212</i>	<i>Maintain indoor plants</i>	<i>3</i>	<i>2</i>
<i>L/505/4551</i>	<i>Unit 213</i>	<i>Prune free standing fruit trees in winter</i>	<i>5</i>	<i>2</i>
<i>Y/505/4553</i>	<i>Unit 214</i>	<i>Prune soft fruit bushes and cane fruits</i>	<i>3</i>	<i>2</i>
<i>D/505/4554</i>	<i>Unit 215</i>	<i>Plant out plants in rows by hand</i>	<i>3</i>	<i>2</i>
<i>K/505/4556</i>	<i>Unit 216</i>	<i>Harvest plants</i>	<i>3</i>	<i>2</i>
<i>T/505/4558</i>	<i>Unit 217</i>	<i>Maintain indoor crops</i>	<i>3</i>	<i>2</i>
<i>F/505/4563</i>	<i>Unit 218</i>	<i>Propagate plants indoors from seed</i>	<i>3</i>	<i>2</i>
<i>R/505/4566</i>	<i>Unit 219</i>	<i>Sow seeds outdoors by hand</i>	<i>3</i>	<i>2</i>
<i>D/505/4568</i>	<i>Unit 220</i>	<i>Propagate plants by stem cuttings</i>	<i>5</i>	<i>2</i>
<i>H/505/4569</i>	<i>Unit 221</i>	<i>Propagate by grafting</i>	<i>5</i>	<i>2</i>
<i>M/505/5210</i>	<i>Unit 222</i>	<i>Propagate plants by leaf cuttings</i>	<i>3</i>	<i>2</i>
<i>J/505/4578</i>	<i>Unit 223</i>	<i>Erect a garden fence</i>	<i>3</i>	<i>2</i>
<i>R/505/4583</i>	<i>Unit 224</i>	<i>Build garden walls and pillars</i>	<i>5</i>	<i>2</i>
<i>T/505/4589</i>	<i>Unit 225</i>	<i>Construct a paved area in a garden</i>	<i>4</i>	<i>2</i>
<i>F/505/4594</i>	<i>Unit 226</i>	<i>Maintain a rock garden</i>	<i>3</i>	<i>2</i>
<i>L/505/4596</i>	<i>Unit 227</i>	<i>Maintain a garden pond</i>	<i>3</i>	<i>2</i>



<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit level</b>
D/505/4599	Unit 228	Maintain turf	5	2
D/505/4604	Unit 230	Repair damaged turf	3	2
J/505/4614	Unit 231	Laying turf	3	2
R/505/4616	Unit 232	Maintain artificial sports surfaces	3	2
T/505/5225	Unit 234	Cut hedges using a pedestrian-operated, petrol-engined hedge trimmer	3	2
T/505/4625	Unit 238	Mow turf using a pedestrian-controlled mower	3	2
A/505/4626	Unit 239	Use a pedestrian controlled rotary cultivator	5	2
F/505/4627	Unit 240	Identify plants by botanical name	5	2
L/505/4629	Unit 241	Identify damage caused by plant pests	3	2
F/505/4630	Unit 242	Identify plant diseases and disorders	3	2
L/505/4632	Unit 243	Carry out a site survey in two dimensions	5	2
H/505/4636	Unit 244	Draw up a two dimensional site survey	5	2
K/505/4637	Unit 245	Lay out plants for planting	3	2
M/505/4638	Unit 246	Design a contemporary style garden	4	2
K/505/4640	Unit 247	Design a garden in a historical context	4	2
M/505/4641	Unit 248	Produce a basic garden design	3	2
F/505/4644	Unit 249	Produce a planting plan	3	2

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit level</b>
L/505/4646	Unit 250	Design a show garden	4	2
D/505/4649	Unit 251	Propagate by budding	5	2

### **Total Qualification Time**

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Award / Certificate / Diploma in Practical Horticulture Skills	36	60
Level 2 Certificate in Practical Horticulture Skills	105	180
Level 2 Diploma in Practical Horticulture Skills	219	370

## 2 Centre requirements

### Approval

*If your centre is approved to offer any of the following qualifications:*

- *City & Guilds Level 2 Certificate/Extended Certificate/ Diploma in Horticulture (0078-02)*
- *City & Guilds Level 3 Certificate/Subsidiary Diploma/ 90-credit Diploma/Diploma/Extended Diploma in Horticulture (0078-03)*
- *City & Guilds Level 2 Award/Certificate/Diploma in Work-Based Horticulture (0065-21 to -27)*
- *City & Guilds Level 3 Award/Certificate/Diploma in Work-Based Horticulture (0065-32 to -36)*

*you can apply for the new City & Guilds Level 2 Award, Certificate and Diploma in Practical Horticulture Skills (7573-02) 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 this qualification 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.

### **Quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

### **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 2 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 2 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.*

### **Learner 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**

*These qualifications are restricted to over 16's.*

### **3 Delivering the qualification**

#### ***Initial assessment and induction***

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

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

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

## **4 Assessment**

*City & Guilds has provided an assessment pack for use with this qualification.*

*Each unit is assessed through an assessment checklist (that covers the practical part of the unit) and an oral/written knowledge task.*

*Candidates must successfully complete all parts of the assessment for each unit chosen.*

### **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**

### **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*
- *information on assessment*
- *learning outcomes which are comprised of a number of assessment criteria.*



## Unit 159

## Laying hard surfaces for external landscaping

<b>UAN:</b>	L/504/0343
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to lay hard surfaces for external landscaping.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know how to lay hard surfaces for external landscaping.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state the tasks involved in laying hard surfaces for external landscaping.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to lay hard surfaces for external landscaping.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select Personal Protective Equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</i> 2.2 <i>carry out activities to lay hard surfaces for external landscaping</i> 2.3 <i>dispose of waste and debris in accordance with health and safety guidance and site requirements</i> 2.4 <i>leave the site clean and tidy.</i>

## **Unit 159**      **Laying hard surfaces for external landscaping**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 160

## Construct and maintain boundaries

<b>UAN:</b>	R/504/0344
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to construct and maintain boundaries.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know how to construct or maintain boundaries.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state the tasks involved in constructing or maintaining boundaries.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to construct or maintain boundaries.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select Personal Protective Equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</i> 2.2 <i>carry out activities to construct or maintain boundaries</i> 2.3 <i>dispose of waste and debris in accordance with health and safety guidance and site requirements</i> 2.4 <i>leave the site clean and tidy.</i>

## **Unit 160**            **Construct and maintain boundaries**

*Supporting information*

### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 161

## Assess soil texture and condition

<b>UAN:</b>	Y/504/0345
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to assess soil texture and condition.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know how to assess soil texture or condition.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state the tasks involved in assessing soil texture or condition.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to assess soil texture and condition.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select Personal Protective Equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance</i> 2.2 <i>carry out activities to assess soil texture and condition</i> 2.3 <i>dispose of waste and debris in accordance with health and safety guidance and site requirements</i> 2.4 <i>leave the site clean and tidy.</i>

## **Unit 161**          **Assess soil texture and condition**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 201

## Prepare ground or area for planting

<b>UAN:</b>	<b>L/505/4520</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to prepare ground or area for planting.

### Learning outcome

The learner will:

1. understand the conditions required of a planting site.

### Assessment criteria

The learner can:

- 1.1 explain the **importance of aeration and drainage of soil** as part of site preparation
- 1.2 identify **soil improvers** that would be used to cultivate and prepare the site
- 1.3 explain the **importance of maintaining hygiene** at a planting site
- 1.4 explain the importance of controlling **weeds** prior to planting.

### Range

#### **Importance of aeration and drainage of soil**

Root establishment; even distribution of water and nutrients.

#### **Soil improvers**

Well-rotted organic matter, drainage improvers.

#### **Importance of maintaining hygiene**

Pest and disease reduction, minimise the spread of diseases, pests and weeds.

#### **Weeds**

Perennial weeds, annual weeds.

<b>Learning outcome</b>
The learner will: 2. be able to identify conditions present on site for planting.
<b>Assessment criteria</b>
The learner can: 2.1 Identify <b>types of vegetation</b> and degree of cover present on site 2.2 assess <b>soil type</b> and <b>condition</b> .

<b>Range</b>
<b>Types of vegetation</b> Weeds (perennial/annual) excessive and competing growth.
<b>Soil type</b> Texture, drainage characteristics.
<b>Condition</b> Compaction, crumb structure, moisture content.

<b>Learning outcome</b>
The learner will: 3. be able to prepare an area in readiness for planting.
<b>Assessment criteria</b>
The learner can: 3.1 select Personal Protective Equipment (PPE) in readiness for planting 3.2 select <b>tools and equipment</b> in readiness for planting 3.3 clear <b>unwanted vegetation</b> in readiness for planting 3.4 carry out <b>secondary and final soil cultivations</b> in readiness for specified planting 3.5 apply <b>base dressing fertiliser</b> by hand.

<b>Range</b>
<b>Tools and equipment</b> Hand tools.
<b>Unwanted vegetation</b> Weeds, excessive and competing growth.
<b>Secondary and final soil cultivations</b> Forking, raking out, consolidation.
<b>Base dressing fertiliser</b> Granular fertiliser.



## **Unit 201            Prepare ground or area for planting**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 202

## Plant out container-grown plants

<b>UAN:</b>	<b>M505/4526</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to plant out container grown plants.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know requirements of newly-planted container-grown plants.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state benefits and limitations of container-grown plants</i> 1.2 <i>state reasons for immediate post-planting aftercare of container-grown plants</i> 1.3 <i>describe benefits of mulching.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare container-grown plants for planting.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select Personal Protective Equipment (PPE) for planting out container-grown plants</i> 2.2 <i>select <b>equipment</b> for planting out container-grown plants</i> 2.3 <i><b>prepare plants</b> for planting out.</i>

<b>Range</b>
<b>Equipment</b> <i>Hand tools.</i>
<b>Prepare container-grown plants</b> <i>Watering, removal of dead / diseased / damaged tissue, loosening of roots, trimming for shape.</i>

<b>Learning outcome</b>
The learner will: 3. be able to plant out container-grown plants.
<b>Assessment criteria</b>
The learner can: 3.1 set out plants 3.2 <b>plant out</b> container-grown plants.

<b>Range</b>
<b>Plant out</b> Appropriate spacing, depth, consolidation.

<b>Learning outcome</b>
The learner will: 4. be able to provide immediate aftercare to a planted area.
<b>Assessment criteria</b>
The learner can: 4.1 carry out <b>immediate post-planting aftercare</b> of planted area.

<b>Range</b>
<b>Immediate post-planting aftercare</b> As applicable to type of plants, site and season watering by hand, support, mulching, pest protection.

## **Unit 202            Plant out container-grown plants**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>A/505/4528</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills necessary to prepare a site for planting a standard tree in a domestic or landscape setting.

<b>Learning outcome</b>
The learner will:
1. know the requirements for planting a tree.
<b>Assessment criteria</b>
The learner can:
1.1 state <b>benefits and limitations</b> of container grown and bare root trees
1.2 state the <b>factors</b> that will affect the type and position of tree support used
1.3 state reasons for <b>immediate aftercare</b> once the tree has been planted.

<b>Range</b>
<b>Benefits and limitations</b>
Bare root- low cost, more choice of subjects.
Container- all year round, quicker establishment.
<b>Factors</b>
Aspect, wind direction, view point, type of tree, size of tree.
<b>Immediate aftercare</b>
Minimise pest problems, desiccation, competing growth.

<b>Learning outcome</b>
The learner will: 2. be able to prepare a tree and site for planting.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>Personal Protective Equipment (PPE)</b> for planting a tree 2.2 select <b>equipment</b> for planting a <b>tree</b> 2.3 excavate <b>planting site</b> 2.4 <b>prepare a tree</b> for planting.

<b>Range</b>
<b>Personal Protective Equipment (PPE)</b> Steel toe cap boots, gloves, eye protection, head protection (if using drival or sledgehammer).
<b>Equipment</b> Handtools.
<b>Tree</b> Clean stem standard, bare root or container-grown, condition.
<b>Planting site</b> Grass or cultivated soil, square planting pit, forking of site and base.
<b>Prepare tree</b> Any required pruning to include teasing out roots.

<b>Learning outcome</b>
The learner will: 3. be able to plant a tree.
<b>Assessment criteria</b>
The learner can: 3.1 plant a tree 3.2 provide <b>support</b> for planted tree.

<b>Range</b>
<b>Support</b> Short stake (vertical), short stake (angled), double stake.

<b>Learning outcome</b>
The learner will: 4. be able to provide immediate aftercare to a planted tree.
<b>Assessment criteria</b>
The learner can: 4.1 carry out immediate post-planting <b>aftercare</b> to a planted tree.

<b>Range</b>
<b>Aftercare</b> Mulching, watering, protection from pests and damage with strimmer guards, tree tubes, deer fencing, spiral guards.

## **Unit 203          Plant a tree**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*



## Unit 204

## Care for a planted area

<b>UAN:</b>	<b>L/505/4534</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to care for a planted area.</i>

### Learning outcome

*The learner will:*

1. *know the effects of maintenance on planted areas.*

### Assessment criteria

*The learner can:*

- 1.1 *describe the effects of soil cultivation activities on a specified planted area*
- 1.2 *describe the adverse impacts of weeds in planted areas.*

### Learning outcome

*The learner will:*

2. *be able to identify the maintenance requirements of a planted area.*

### Assessment criteria

*The learner can:*

- 2.1 *identify types of **weeds** present in a planted area*
- 2.2 *assess the condition and health of the plants in a planted area*
- 2.3 *identify **maintenance requirements** for a planted area.*

### Range

#### **Weeds**

*Weed identification by type (annual, perennial).*

#### **Maintenance requirements**

*Pruning, trimming, support.*

<b>Learning outcome</b>
<i>The learner will:</i> 3. be able to carry out required maintenance to a planted area.
<b>Assessment criteria</b>
<i>The learner can:</i> 3.1 select Personal Protective Equipment (PPE) for controlling weeds and competing growth as applicable to the area 3.2 select <b>tools and equipment</b> to control weeds and competing growth as applicable to the area 3.3 carry out soil cultivation activities to maintain a healthy root environment.

<b>Range</b>
<b>Tools and equipment</b> Hand tools.

## **Unit 204**            **Care for a planted area**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 205

## Plant a container for seasonal display

<b>UAN:</b>	<b>R/505/4535</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to plant a container for seasonal display.</i>

### **Learning outcome**

*The learner will:*

1. know the requirements of containers for seasonal displays.

### **Assessment criteria**

*The learner can:*

- 1.1 state **factors** to consider when choosing a seasonal **container**
- 1.2 state characteristics of **plants** used for seasonal container displays.

### **Range**

#### **Factors**

*Appearance, materials, size, weight, weather resistance.*

#### **Container**

*Pots, troughs, hanging baskets.*

#### **Plants**

*Plants selected for aspect, size, habit, harmoniously contrasting characteristics of plants identified by botanic name.*

<b>Learning outcome</b>
The learner will: 2. be able to select containers and plants for seasonal displays.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>containers</b> suitable for particular locations and requirements 2.2 select <b>plants</b> suitable for particular locations and requirements.

<b>Range</b>
<b>Containers</b> Pots, troughs, hanging baskets.
<b>Plants</b> Plants selected for aspect, size, habit, harmoniously contrasting characteristics of plants identified by botanic name.

<b>Learning outcome</b>
The learner will: 3. be able to plant a container for seasonal display.
<b>Assessment criteria</b>
The learner can: 3.1 select Personal Protective Equipment (PPE) to plant a container for seasonal display 3.2 select <b>tools and equipment</b> to plant a container for seasonal display 3.3 prepare a <b>container</b> for planting with seasonal plants 3.4 <b>plant a container</b> for seasonal display.

<b>Range</b>
<b>Tools and equipment</b> Hand tools.
<b>Container</b> Pots, troughs, baskets etc are applicable. Suitable growing medium to be selected, prepared and used.
<b>Plant a container</b> Planting to create a suitable display for the situation, container and plants provided.

<b>Learning outcome</b>
The learner will: 4. be able to position a container for seasonal display.
<b>Assessment criteria</b>
The learner can: 4.1 position the planted container 4.2 water the planted container.

## **Unit 205**            **Plant a container for seasonal display**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 206

## Deal with requests and provide advice to customers

<b>UAN:</b>	<b>Y/505/4536</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to deal with requests and provide advice to customers.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>understand the needs of customers.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>define the term customer care</i> 1.2 <i>explain the importance of good customer care</i> 1.3 <i>describe circumstances in which a customer may require advice</i> 1.4 <i>describe circumstances in which a customer may require assistance</i> 1.5 <i>explain the importance of referring customer queries to colleagues if unable to deal with the query.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to provide customer care.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>respond to requests for advice from <b>customers</b></i> 2.2 <i>check that customers are satisfied with the advice given</i> 2.3 <i>provide assistance to customers</i> 2.4 <i>offer assistance to customers without prompting</i> 2.5 <i>request the assistance of colleagues.</i>

<b>Range</b>
<b>Customers</b> <i>Internal, external.</i>

## **Unit 206**      **Deal with requests and provide advice to customers**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*



<b>UAN:</b>	<b>D/505/4537</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to safely select and advise upon garden chemicals.

### Learning outcome

The learner will:

1. understand information present on garden chemical and pesticide packaging.

### Assessment criteria

The learner can:

- 1.1 state the importance of understanding warning and advisory symbols found on garden chemical and pesticide packaging
- 1.2 identify common **warning symbols** on garden chemical and pesticide **packaging**
- 1.3 identify common advisory symbols on garden chemical and pesticide packaging
- 1.4 explain the **importance** of following manufacturer's instructions
- 1.5 explain the importance of harvest intervals when selecting garden chemicals
- 1.6 define **terms** used in the application of garden chemicals.

### Range

#### Warning symbols

Flammable, corrosive, toxic, harmful to environment.

#### Packaging

Garden chemicals and pesticides.

#### Importance

Health and safety to self, others, environment; effectiveness, how to use the product.

#### Terms

Pesticide: insecticide, molluscicide, other pesticides, fungicide, herbicide, disinfectant, biocide, translocated, systemic, contact, residual, selective, spray, dust, granule/pellet, drench, fumigant.

<b>Learning outcome</b>
The learner will: 2. be able to select garden chemicals.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>insecticides</b> for a specific purpose 2.2 select molluscicides for a specific purpose 2.3 select fungicides for a specific purpose 2.4 select <b>herbicides</b> for a specific purpose 2.5 select disinfectants and biocides for a specific purpose.

<b>Range</b>
<b>Insecticides</b> Contact, systemic.
<b>Herbicides</b> Contact translocated, soil-acting, residual.

## **Unit 207            Select garden chemicals**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 208

## Apply fertiliser to plants

<b>UAN:</b>	<b>H/505/4538</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to apply fertiliser to plants.

### Learning outcome

The learner will:

1. understand plant requirements for fertiliser.

### Assessment criteria

The learner can:

- 1.1 describe benefits and limitations of using fertilisers
- 1.2 explain the importance of correct application rates for fertilisers.

### Learning outcome

The learner will:

2. be able to prepare concentrated liquid fertilisers for use.

### Assessment criteria

The learner can:

- 2.1 assess the condition of the plants
- 2.2 select Personal Protective Equipment (PPE) for preparing concentrated liquid fertiliser
- 2.3 select **equipment** for measuring and mixing liquid fertiliser
- 2.4 measure **ingredients** to prepare concentrated liquid fertiliser for use
- 2.5 mix ingredients to prepare concentrated liquid fertiliser.

### Range

#### Equipment

Scales, measuring jug, other containers; PPE; container for mixing; stirrer.

#### Ingredients

Soluble dry, or liquid, fertiliser; water supply.

**Learning outcome**

The learner will:

3. be able to apply liquid fertilisers to plants.

**Assessment criteria**

The learner can:

- 3.1 select Personal Protective Equipment (PPE) for applying liquid fertiliser to **plants**
- 3.2 select **equipment** for applying liquid fertiliser to **plants**
- 3.3 apply liquid fertiliser to plants
- 3.4 clean equipment
- 3.5 return equipment to store.

**Range****Plants**

Plants in containers or open-ground.

**Equipment**

Diluter and hose or measuring equipment and watering can.

**Learning outcome**

The learner will:

4. be able to apply dry fertilisers to plants.

**Assessment criteria**

The learner can:

- 4.1 select Personal Protective Equipment (PPE) for measuring dry fertilisers
- 4.2 select **equipment and materials** for measuring dry fertilisers
- 4.3 apply dry fertilisers to **plants**
- 4.4 clean all equipment
- 4.5 return all equipment to store.

**Range****Equipment and materials**

Scales, measuring jug, other containers, scoop or other applicator.

**Plants**

Containers or open ground.

## **Unit 208          Apply fertiliser to plants**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>T/505/4544</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to train and prune fruit trees.

<b>Learning outcome</b>
The learner will:
1. know why pruning is carried out.
<b>Assessment criteria</b>
The learner can:
1.1 list common types of trained fruit tree forms
1.2 state reasons for spur pruning
1.3 state the purpose of continued development or replacement pruning
1.4 describe the effects of pruning and training fruit trees to achieve effective continued habit and size.

<b>Learning outcome</b>
The learner will:
2. be able to prepare for spur-pruning and training fruit trees.
<b>Assessment criteria</b>
The learner can:
2.1 select Personal Protective Equipment (PPE) for spur-pruning and training of fruit trees
2.2 select <b>tools and equipment</b> for spur-pruning and training of fruit trees
2.3 <b>identify growth</b> that should be removed from fruit trees
2.4 identify growth that requires to be retained and tied in.

<b>Range</b>
<b>Tools and equipment</b>
Hand tools, suitable tying material (twine, plastic tie).
<b>Identify growth</b>
Assess condition and type of growth of cordon or espalier tree.

<b>Learning outcome</b>
The learner will: 3. be able to spur-prune a fruit tree.
<b>Assessment criteria</b>
The learner can: 3.1 remove plant material growing directly out from the wall or other support 3.2 remove plant material that is growing directly back towards the wall or other support 3.3 remove unhealthy growth 3.4 prune back excess growth on retained material according to the conditions.

<b>Learning outcome</b>
The learner will: 4. be able to train a fruit tree.
<b>Assessment criteria</b>
The learner can: 4.1 select Personal Protective Equipment (PPE) to train and prune fruit trees 4.2 select <b>tools and equipment</b> to train and prune fruit trees 4.3 <b>tie in</b> retained growth to supports using recognised methods 4.4 dispose of waste materials.

<b>Range</b>
<b>Tools and equipment</b> Hand tools, suitable tying material (twine, plastic ties).
<b>Tie in</b> Ensure that ties allow for firm positioning without constriction.



## **Unit 209            Train and prune fruit trees**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 210

## Prune deciduous spring-flowering shrubs

<b>UAN:</b>	<b>F/505/4546</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to prune deciduous spring-flowering shrubs.

### Learning outcome

The learner will:

1. know the requirements for pruning deciduous spring-flowering shrubs.

### Assessment criteria

The learner can:

- 1.1 describe the flowering habit of deciduous spring-flowering shrubs
- 1.2 state the **purpose** of maintenance pruning of deciduous shrubs
- 1.3 state the **reasons** why old wood should be removed as part of rejuvenation pruning
- 1.4 state the **effects** of maintenance pruning deciduous spring-flowering shrubs.

### Range

#### Purpose

Encouragement of new/ vigorous growth.

#### Reasons

Old wood; wood positioned centrally or unbalanced, continued process of rejuvenation.

#### Effects

Flower on terminal on new season wood; from established second-season growth. Flower timing/fruit formation response to pruning.

**Learning outcome**

The learner will:

2. be able to prune a deciduous spring-flowering shrub.

**Assessment criteria**

The learner can:

- 2.1 select Personal Protective Equipment (PPE) for pruning deciduous spring-flowering shrubs
- 2.2 select **tools and equipment** to prune deciduous spring-flowering shrubs
- 2.3 identify **growth** that should be removed from a deciduous spring-flowering shrub
- 2.4 identify growth that should be **retained** on a deciduous spring-flowering shrub
- 2.5 remove **unhealthy growth** from deciduous spring-flowering shrubs
- 2.6 remove **old woody** growths from deciduous spring-flowering shrubs
- 2.7 clean equipment
- 2.8 return equipment to store
- 2.9 dispose of waste materials.

**Range****Tools and equipment**

Hand tools.

**Growth**

Assess condition and type of growth on shrubs.

**Retained**

Strong, healthy material produced in the last two years.

**Unhealthy growth**

Dead, diseased, damaged.

**Old woody**

1/3 growth over 3 years from the base.

## **Unit 210**      **Prune deciduous spring-flowering shrubs**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 211

## Prune and train wall shrubs and climbing plants

<b>UAN:</b>	<b>R/505/4549</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to prune and train wall shrubs and climbing plants.

### Learning outcome

The learner will:

1. know the requirements for pruning wall shrubs and climbing plants.

### Assessment criteria

The learner can:

- 1.1 state effects of pruning
- 1.2 state the purpose of pruning **wall shrubs and climbing plants**
- 1.3 describe the **flowering habit** of the wall shrub and climbing plant.

### Range

#### Wall shrubs and climbing plants

Wall shrubs: Pyracantha, Chaenomeles, climbing rose.

Climbing plants: Solanum, Wisteria, Jasminum.

#### Flowering habit

Flower terminal on new season wood; from established second-season growth.

<b>Learning outcome</b>
The learner will: 2. be able to prepare for pruning a wall shrub and climbing plant.
<b>Assessment criteria</b>
The learner can: 2.1 select Personal Protective Equipment (PPE) to be used when pruning a wall shrub and climbing plant 2.2 select <b>tools and equipment</b> to be used when pruning a wall shrub and climbing plant 2.3 identify <b>growth</b> that should be removed from wall shrubs and climbing plants 2.4 identify growth that should be <b>retained and tied in</b> on wall shrubs and climbing plants.

<b>Range</b>
<b>Tools and equipment</b> Hand tools, suitable tying material (string, twist ties).
<b>Growth</b> Dead, diseased, damaged or growing in wrong direction.
<b>Retained and tied in</b> New growth to replace old stems.

<b>Learning outcome</b>
The learner will: 3. be able to prune a wall shrub and a climbing plant.
<b>Assessment criteria</b>
The learner can: 3.1 remove plant material growing directly out from the wall or other support 3.2 remove plant material that is growing directly back towards the wall or other support 3.3 remove unhealthy growth from wall shrubs and climbing plants 3.4 prune back excess growth on retained material 3.5 <b>tie in</b> retained growth to appropriate wires and other supports 3.6 <b>tie in</b> knots firmly 3.7 dispose of all waste materials.

<b>Range</b>
<b>Tie in</b> Ties allow for firm positioning without constriction.

## **Unit 211            Prune and train wall shrubs and climbing plants**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>J/505/4550</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to maintain indoor plants.</i>

<b>Learning outcome</b>
<i>The learner will:</i>
1. <i>know how to maintain condition and health of indoor plants.</i>
<b>Assessment criteria</b>
<i>The learner can:</i>
1.1 <i>state <b>maintenance requirements</b> for indoor plants</i>
1.2 <i>state reasons for effective nutrition of indoor plants</i>
1.3 <i>state <b>reasons for correct pruning technique</b> of indoor plants.</i>

<b>Range</b>
<b>Maintenance requirements</b>
<i>Identify presence of pests, diseases and weeds on plants in pots or border soils.</i>
<b>Reasons for correct pruning technique</b>
<i>Encourage flowering and maintain condition of plant.</i>



**Learning outcome**

The learner will:

2. be able to maintain indoor plants.

**Assessment criteria**

The learner can:

- 2.1 select Personal Protective Equipment (PPE) for plant maintenance
- 2.2 select **tools and equipment** for plant maintenance
- 2.3 dead-head and remove dead foliage from plants
- 2.4 prune unbalanced and congested growth
- 2.5 water indoor plants.

**Range****Tools and equipment**

Hand tools; plants in pots or border soils; watering equipment – cans, hose and lance or installed irrigation as applicable.

**Learning outcome**

The learner will:

3. be able to maintain the health of indoor plants.

**Assessment criteria**

The learner can:

- 3.1 **control** pests and diseases
- 3.2 **control** weeds
- 3.3 apply **feed** to indoor plants.

**Range****Control (3.1)**

Remove material affected by pest or disease problems.

**Control (3.2)**

Remove weeds in plants in pots or border soils.

**Feed**

Dry or liquid feed; can and rose or diluter, scales or other measuring device.

<b>Learning outcome</b>
<i>The learner will:</i> 4. be able to re-pot indoor plants.
<b>Assessment criteria</b>
<i>The learner can:</i> 4.1 select <b>materials</b> required for re-potting indoor plants 4.2 re-pot indoor plants 4.3 dispose of waste materials.

<b>Range</b>
<b>Materials</b> <i>Hand tools, pots, containers, growing media.</i>

## **Unit 212          Maintain indoor plants**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 213

## Prune free standing fruit trees in winter

<b>UAN:</b>	<b>L/505/4551</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to prune free-standing fruit trees in winter.

### Learning outcome

The learner will:

1. know why pruning is carried out.

### Assessment criteria

The learner can:

- 1.1 state reasons for pruning free-standing fruit trees
- 1.2 state the reason for continuing development of the framework of an established free-standing fruit tree
- 1.3 state the purpose of regular winter pruning of free-standing fruit trees.

### Learning outcome

The learner will:

2. be able to prepare for winter pruning a free-standing fruit tree.

### Assessment criteria

The learner can:

- 2.1 select **Personal Protective Equipment (PPE)** for pruning free-standing fruit trees
- 2.2 select **tools and equipment** for pruning a free-standing fruit tree in winter
- 2.3 identify **unwanted growth** that should be removed from free-standing fruit trees in winter
- 2.4 identify growth that should be retained on free-standing fruit trees in winter.

### Range

#### **Personal Protective Equipment (PPE)**

Gloves, safety glasses, hard hat.

#### **Tools and equipment**

Hand tools, secateurs, loppers, pruning saw.

#### **Unwanted growth**

*Dead, damaged and diseased wood, weak and crossing branches, excess growth on leaders and laterals, epicormic growth.*

**Learning outcome**

*The learner will:*

3. *be able to winter prune a free-standing fruit tree.*

**Assessment criteria**

*The learner can:*

3.1 *prune laterals on a free-standing fruit tree*

3.2 *remove unwanted growth and crossing branches from a free-standing fruit tree*

3.3 *remove excess spurs and epicormic growth from a free-standing fruit tree.*

## **Unit 213            Prune free standing fruit trees                                  in winter**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 214

## Prune soft fruit bushes and cane fruits

<b>UAN:</b>	<b>Y/505/4553</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to prune soft fruit bushes and cane fruits.</i>

### Learning outcome

*The learner will:*

1. *know the reasons for pruning soft fruit bushes and canes.*

### Assessment criteria

*The learner can:*

- 1.1 *state reasons for pruning soft fruit bushes and cane fruits*
- 1.2 *describe **maintenance requirements** to continue healthy growth*
- 1.3 *identify growth that should be retained on **soft fruit bushes**.*

### Range

#### **Maintenance requirements**

*Formative pruning, leading shoots; laterals and spurs; old wood to be replaced by new leading shoots (as applicable to bush being pruned).*

#### **Soft fruit bushes**

*Established bush fruit crops in need of routine pruning, eg blackcurrant, redcurrants, gooseberries, blueberries.*

<b>Learning outcome</b>
The learner will: 2. be able to prune and train soft fruit bushes.
<b>Assessment criteria</b>
The learner can: 2.1 select suitable Personal Protective Equipment (PPE) for pruning soft fruit bushes 2.2 select <b>tools and equipment</b> for pruning <b>soft fruit bushes</b> 2.3 remove <b>unwanted growth</b> from <b>soft fruit bushes</b> .

<b>Range</b>
<b>Tools and equipment</b> Hand tools and equipment (secateurs, loppers, pruning saws), biocides wipes.
<b>Soft fruit bushes</b> Established bush fruit crops, blackcurrants, red currants, gooseberries, blueberries, in need of routine pruning.
<b>Unwanted growth</b> Diseased, weak, dead, damaged.

<b>Learning outcome</b>
The learner will: 3. be able to prune and train soft fruit canes.
<b>Assessment criteria</b>
The learner can: 3.1 select <b>Personal Protective Equipment (PPE)</b> for pruning soft fruit canes 3.2 select <b>equipment</b> for pruning soft fruit canes 3.3 identify growth to be retained on <b>soft fruit canes</b> 3.4 remove <b>growth</b> on soft fruit canes 3.5 tie in retained growth in positions and spacing suitable for variety and location.

<b>Range</b>
<b>Personal protective equipment</b> Hand, foot and eye protection.
<b>Equipment</b> Hand tools and equipment (secateurs, loppers, pruning saws), biocides wipes.
<b>Soft fruit canes</b> Established soft fruit cane crops; blackberries, raspberries.
<b>Growth</b> Excess, weak, unhealthy, diseases, dead, damaged.



## **Unit 214**      **Prune soft fruit bushes and cane fruits**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 215

## Plant out plants in rows by hand

<b>UAN:</b>	<b>D/505/4554</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to plant out plants in rows by hand.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>understand the reasons for planting plants in rows.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>explain the importance of planting in rows</i> 1.2 <i>explain the importance of accurate spacing between rows.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare site for planting.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select personal protective equipment (PPE) for site preparation and planting out</i> 2.2 <i>select <b>tools and equipment</b> for site preparation</i> 2.3 <i><b>prepare site</b> to receive plants.</i>

<b>Range</b>
<b>Tools and equipment</b> <i>Hand tools.</i> <b>Prepare site</b> <i>Raking out, consolidation.</i>

**Learning outcome**

The learner will:

3. be able to plant out plants in rows.

**Assessment criteria**

The learner can:

3.1 select **tools and equipment** for planting out in rows

3.2 **prepare plants** for planting out in rows

3.3 plant out plants in rows.

**Range****Equipment**

Rake, trowel, hand tools.

**Prepare plants**

Trimming, root teasing, post removal, watering.

**Learning outcome**

The learner will:

4. be able to provide aftercare to planted material.

**Assessment criteria**

The learner can:

4.1 carry out **immediate aftercare** to planted material

4.2 dispose of all waste.

**Range****Immediate aftercare**

Watering, support, pruning.

## **Unit 215      *Plant out plants in rows by hand***

### *Supporting information*

#### ***Evidence requirements***

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### ***Special considerations***

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>K/505/4556</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills necessary to harvest plants.

<b>Learning outcome</b>
The learner will:
1. understand the requirements for harvesting.
<b>Assessment criteria</b>
The learner can:
1.1 describe harvesting methods
1.2 explain reasons for selection and rejection of harvested crops
1.3 explain reasons for packing harvested crops.

<b>Learning outcome</b>
The learner will:
2. be able to prepare for harvesting.
<b>Assessment criteria</b>
The learner can:
2.1 select Personal Protective Equipment (PPE) used for harvesting
2.2 select <b>tools and equipment</b> for harvesting
2.3 select crops ready for harvesting.

<b>Range</b>
<b>Tools and equipment</b>
Hand tools, mechanical tools.

<b>Learning outcome</b>
The learner will: 3. be able to harvest crops.
<b>Assessment criteria</b>
The learner can: 3.1 carry out harvesting <b>activities</b> 3.2 carry out required <b>on-site packing activities</b> .

<b>Range</b>
<b>Activities</b> Picking individual stems, fruits or vegetables or harvesting of the whole plant.
<b>On-site packing activities</b> Using boxes, buckets, bags or other appropriate containers or transport.

<b>Learning outcome</b>
The learner will: 4. be able to grade and pack crops.
<b>Assessment criteria</b>
The learner can: 4.1 carry out grading and packing activities.

## **Unit 216**      **Harvest plants**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>T/505/4558</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to maintain indoor crops.

<b>Learning outcome</b>
The learner will: 1. understand maintenance requirements of indoor crops.
<b>Assessment criteria</b>
The learner can: 1.1 explain maintenance requirements of <b>indoor crops</b> 1.2 identify <b>activities</b> required to maintain the development of indoor crops 1.3 state reasons for effective <b>nutrition</b> of indoor crops 1.4 state reasons for <b>control of competing growth</b> where it occurs in indoor crops.

<b>Range</b>
<b>Indoor crops</b> Crops in containers, border soils or other appropriate situations.
<b>Activities</b> Watering, feeding, routine trimming and tying, removal of dead, damaged, diseased material, identify presence of pests, diseases and disorders, weeds.
<b>Nutrition</b> Maintain healthy growth, encourage flowering.
<b>Control of competing growth</b> Reduce competition for water, nutrients and light.



**Learning outcome**

The learner will:

2. be able to maintain the development of indoor crops.

**Assessment criteria**

The learner can:

- 2.1 select Personal Protective Equipment (PPE) to maintain the development of indoor crops
- 2.2 select **tools and equipment** to maintain the development of indoor crops
- 2.3 remove **unwanted growth** from where it occurs in indoor crops
- 2.4 remove pest diseases and weeds from **indoor crops**
- 2.5 control pest diseases and weeds on indoor crops
- 2.6 provide support and training if required on indoor crops
- 2.7 feed indoor crops using **liquid or dry feeds**
- 2.8 water indoor crops.

**Range****Tools and equipment**

Hand tools: watering equipment – cans, hose and lance or installed irrigation as applicable.

**Unwanted growth**

Side shoots, excess foliage, excess flowers, excess fruits.

**Indoor crops**

Plants in containers, border soils or other appropriate situations. Some level of pest, disease or weed presence.

**Liquid or dry feeds**

Dry or liquid feed; can and rose or diluter, scales or other measuring device.

## **Unit 217          Maintain indoor crops**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 218

## Propagate plants indoors from seed

<b>UAN:</b>	<b>F/505/4563</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to propagate plants indoors from seeds.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>understand the process of propagation by sowing seeds indoors.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state <b>reasons</b> for sowing seeds indoors</i> 1.2 <i>describe requirements for a suitable <b>propagation environment</b></i> 1.3 <i>explain the importance of density and depth in seed sowing.</i>

<b>Range</b>
<b>Reasons</b> <i>Using seeds, indoor sowing, cost.</i>
<b>Propagation environment</b> <i>Hygiene, temperature, humidity, light levels.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare containers for seed sowing.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select Personal Protective Equipment (PPE) for seed sowing indoors</i> 2.2 <i>select <b>equipment and materials</b> for sowing seeds indoors</i> 2.3 <i>prepare work area and fill containers for seed sowing.</i>

<b>Range</b>
<b>Equipment and materials</b> <i>Single or multiple containers, hand tools and PPE-gloves.</i>

**Learning outcome**

The learner will:

3. be able to sow seeds indoors by hand.

**Assessment criteria**

The learner can:

3.1 sow **seeds** indoors by hand

3.2 carry out **immediate aftercare**

3.3 place containers into suitable germination environment.

**Range****Seeds**

Small, medium and large seeds.

**Immediate aftercare**

Labelling, covering, watering as applicable to seed sown.

**Learning outcome**

The learner will:

4. be able to carry out post-sowing maintenance tasks.

**Assessment criteria**

The learner can:

4.1 maintain a suitable germination **environment**

4.2 dispose of all damaged and diseased material.

**Range****Environment**

Watering, monitoring temperature.

## **Unit 218          Propagate plants indoors from seed**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>R/505/4566</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to sow seeds outdoors by hand.

<b>Learning outcome</b>
The learner will:
1. understand the requirements of seed sown outdoors.
<b>Assessment criteria</b>
The learner can:
1.1 state benefits and limitations for sowing seeds outdoors by hand
1.2 state requirements of a suitable seed bed
1.3 explain the importance of depth and spacing in seed sowing
1.4 describe the aftercare requirements of seed sown outdoors.

<b>Learning outcome</b>
The learner will:
2. be able to sow seeds by hand.
<b>Assessment criteria</b>
The learner can:
2.1 select Personal Protective Equipment (PPE) to be used for sowing seeds by hand
2.2 <b>select tools and equipment</b> for sowing seed drills
2.3 prepare final tilth for sowing seeds
2.4 prepare a seed drills and sow seeds
2.5 cover and label row
2.6 broadcast sow seed
2.7 rake in
2.8 tidy site.

<b>Range</b>
<b>Tools and equipment</b>
Hand tools.

## **Unit 219            Sow seeds outdoors by hand**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 220

## Propagate plants by stem cuttings

<b>UAN:</b>	<b>D/505/4568</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to propagate plants by stem cuttings.

### Learning outcome

The learner will:

1. understand the purpose of propagating plants by stem cuttings.

### Assessment criteria

The learner can:

- 1.1 state reasons for propagating plants by stem cuttings
- 1.2 explain the **importance of node, internode and heel** when propagating plants by stem cuttings
- 1.3 explain the **importance of plant material selection** for successful propagation by stem cuttings
- 1.4 explain the **importance of seasonality and maturity** of the plant in choice of cuttings type.

### Range

#### **Importance of node, internode and heel**

Related to cambium, resilience of plant, natural barrier, food storage ability of plant, size.

#### **Importance of plant material selection**

Position on plant, age of the material (juvenility).

#### **Importance of seasonality and maturity**

Condition of the material selected compared to the type of cutting used.



<b>Learning outcome</b>
The learner will: 2. be able to prepare for propagation by stem cuttings.
<b>Assessment criteria</b>
The learner can: 2.1 select Personal Protective Equipment (PPE) for propagation by stem cuttings 2.2 prepare <b>equipment and materials</b> for propagation by stem cuttings 2.3 prepare a site suitable for propagation by stem cuttings.

<b>Range</b>
<b>Equipment and materials</b> Containers, growing medium, rooting aids, hand tools, indoor work-site, work bench, waste disposal area.

<b>Learning outcome</b>
The learner will: 3. be able to propagate plants by soft wood cuttings.
<b>Assessment criteria</b>
The learner can: 3.1 prepare soft wood cuttings 3.2 insert soft wood cuttings 3.3 carry out <b>immediate aftercare</b> of soft wood cuttings.

<b>Range</b>
<b>Immediate aftercare</b> Labelling, watering, placement in suitable propagation environment.

<b>Learning outcome</b>
The learner will: 4. be able to propagate plants by semi-ripe stem cuttings.
<b>Assessment criteria</b>
The learner can: 4.1 prepare <b>semi-ripe stem cuttings</b> 4.2 insert semi-ripe stem cuttings 4.3 carry out <b>immediate aftercare</b> of semi ripe cuttings.

<b>Range</b>
<b>Semi-ripe stem cuttings</b> Nodal or heel cuttings may be used (not a mixture). <b>Immediate aftercare</b> Labelling, watering, placement in suitable propagation environment.

**Learning outcome**

The learner will:

5. be able to propagate plants by hardwood (ripe) stem cuttings.

**Assessment criteria**

The learner can:

5.1 prepare hardwood stem cuttings

5.2 **insert** hardwood stem cuttings

5.3 carry out **immediate aftercare** of hardwood stem cuttings

5.4 dispose of all waste.

**Range****Insert**

Hardwood stem cuttings may be inserted in containers indoors or in a suitable outdoor environment. .

**Immediate aftercare**

Labelling, watering, protection if required.

## **Unit 220**

## **Propagate plants by stem cuttings**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 221

## Propagate by grafting

<b>UAN:</b>	<b>H/505/4569</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the knowledge and skills to propagate plants by grafting.</i>

### **Learning outcome**

*The learner will:*

1. *know the process of propagating by grafting.*

### **Assessment criteria**

*The learner can:*

- 1.1 *state reasons for propagating by grafting*
- 1.2 *explain the importance of making accurate cuts to stock and scion to ensure good cambium contact*
- 1.3 *explain the **importance** of good hygiene during the process*
- 1.4 *describe **post propagation after care.***

### **Range**

#### **Importance**

*Absence of air; clean and hygienic.*

#### **Post-propagation aftercare**

*Removal of tie if applicable; maintenance of suitable temperature and humidity; heading back.*

**Learning outcome**

The learner will:

2. be able to prepare rootstocks.

**Assessment criteria**

The learner can:

- 2.1 select Personal Protective Equipment (PPE) to be used when preparing **rootstocks**
- 2.2 select **tools and equipment** to be used when preparing **rootstocks**
- 2.3 prepare **rootstocks**.

**Range****Tools and equipment**

Grafting knife; secateurs.

**Rootstocks**

Plant material may be any suitable for grafting.

**Learning outcome**

The learner will:

3. be able to prepare scion material.

**Assessment criteria**

The learner can:

- 3.1 select Personal Protective Equipment (PPE) to be used when preparing scion material
- 3.2 prepare scion material using appropriate **tools and equipment**
- 3.3 prepare appropriate scion material for grafting.

**Range****Tools and equipment**

Grafting knife; secateurs.

**Learning outcome**

The learner will:

4. be able to graft.

**Assessment criteria**

The learner can:

- 4.1 make appropriate cuts to the scion
- 4.2 make appropriate cuts to the rootstocks
- 4.3 match scion and root stock cambiums
- 4.4 tie the scion to the root stock
- 4.5 apply grafting wax to seal the union.

## **Unit 221          Propagate by grafting**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 222

## Propagate plants by leaf cuttings

<b>UAN:</b>	<b>M/505/5210</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to propagate plants by leaf cuttings.

### Learning outcome

The learner will:

1. know the purpose of propagating plants by leaf cuttings.

### Assessment criteria

The learner can:

- 1.1 state reasons for propagating plants by leaf lamina and leaf petiole cuttings
- 1.2 state the **environmental conditions** necessary for successful rooting and development of new plants.

### Range

#### Environmental conditions

Temperature, humidity, aeration and drainage of the medium.

### Learning outcome

The learner will:

2. be able to prepare leaf lamina and leaf petiole cuttings.

### Assessment criteria

The learner can:

- 2.1 select Personal Protective Equipment (PPE) to be used when propagating plants by leaf cuttings
- 2.2 select **tools and equipment** for propagation by leaf cuttings
- 2.3 select plants for propagation by leaf lamina and leaf petiole cuttings
- 2.4 prepare propagules from the chosen plant material for leaf lamina cuttings
- 2.5 prepare suitable cuttings from the chosen plant material for leaf petiole cuttings.

### Range

**Tools and equipment**

Hand tools, knife or cutting scissors, tile or cutting board

**Learning outcome**

The learner will:

3. be able to propagate plants by leaf cuttings.

**Assessment criteria**

The learner can:

- 3.1 select Personal Protective Equipment (PPE) for propagation by leaf lamina and leaf petiole cuttings
- 3.2 select tools and materials for propagation by leaf lamina and leaf petiole cuttings
- 3.3 insert the leaf lamina cuttings in or on growing medium as appropriate
- 3.4 insert the leaf petiole cuttings in the growing medium as appropriate.

**Range****Tools and materials**

Hand tools (knife, cutting scissors, dibber) wire, or pebbles for weights, containers, propagation medium.

**Learning outcome**

The learner will:

4. be able to provide immediate aftercare to leaf cuttings.

**Assessment criteria**

The learner can:

- 4.1 **label** completed containers
- 4.2 **water** completed containers
- 4.3 place containers in a suitable **propagation environment**
- 4.4 dispose of all waste.

**Range****Label**

Labelled with plant name and date.

**Water**

Watering by hand (fine rose) or by immersion.

**Propagation environment**

Suitable propagation area, heated bench and under polythene tent, or other suitable environment.



## **Unit 222          Propagate plants by leaf cuttings**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 223

## Erect a garden fence

<b>UAN:</b>	<b>J/505/4578</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to erect a garden fence.</i>

### **Learning outcome**

*The learner will:*

1. *understand the requirements for erecting a garden fence.*

### **Assessment criteria**

*The learner can:*

- 1.1 *explain the importance of gaining permission before proceeding with any work*
- 1.2 *identify services that can be found across the site*
- 1.3 *identify potential hazards when erecting a garden fence*
- 1.4 *state how hazards will be controlled before starting any works*
- 1.5 *describe procedures for dealing with overgrown vegetation.*

### **Learning outcome**

*The learner will:*

2. *be able to prepare the site and self for putting up a fence.*

### **Assessment criteria**

*The learner can:*

- 2.1 *identify area for putting up a garden fence*
- 2.2 *select Personal Protective Equipment (PPE) to be used for fencing works*
- 2.3 *select materials, tools and equipment to be used for fencing works*
- 2.4 *locate all the services on a given site and ensure they are marked*
- 2.5 *clear the site of existing fence*
- 2.6 *clear site of unwanted vegetation.*

**Learning outcome**

The learner will:

3. be able to mark out the proposed fence layout accurately and to the agreed boundary.

**Assessment criteria**

The learner can:

- 3.1 mark out area where the fence is to be erected
- 3.2 set pin and lines to denote boundary.

**Learning outcome**

The learner will:

4. be able to erect the fencing according to the instructions provided.

**Assessment criteria**

The learner can:

- 4.1 select Personal Protective Equipment (PPE) to be used for erecting fencing
- 4.2 select tools and equipment to be used for fencing works
- 4.3 excavate holes
- 4.4 separate top soil and subsoil for disposal
- 4.5 prepare concrete
- 4.6 install posts
- 4.7 fix fence panels to the posts, whilst maintaining the integrity of the line
- 4.8 check posts are plumb both ways
- 4.9 make any necessary adjustments.

**Learning outcome**

The learner will:

5. be able to tidy the site and seek approval for work.

**Assessment criteria**

The learner can:

- 5.1 identify where topsoil can be recycled
- 5.2 sort all other waste as required to minimise removal to land fill sites
- 5.3 clean all tools and equipment
- 5.4 return all tools and equipment to store
- 5.5 check the finished fence meets client requirements
- 5.6 dispose of all waste.

## **Unit 223          Erect a garden fence**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 224

## Build garden walls and pillars

<b>UAN:</b>	<b>R/505/4583</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	To develop the skills gained at level 1, encouraging the Learner to achieve a plumb and level section of wall with two pillars and including a corner.

### Learning outcome

The learner will:

1. know the requirements for building brick walls and pillars.

### Assessment criteria

The learner can:

- 1.1 identify services that may be found running across the site
- 1.2 identify potential hazards when building a brick wall or pillar
- 1.3 state hazards which will be controlled before works commence
- 1.4 list the **sequence of tasks** required to complete the work.

### Range

#### Sequence of tasks

All the tasks in a logical order.

<b>Learning outcome</b>
The learner will: 2. be able to prepare the site and self for building a brick wall and pillar.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>Personal Protective Equipment (PPE)</b> for use in brick wall and pillar construction 2.2 select <b>tools, materials and equipment</b> used in brick wall and pillar construction 2.3 move concrete mixers, bulk materials, bricks, wet mortar 2.4 dig out the foundations to the appropriate dimensions 2.5 mix concrete used for building foundations 2.6 pour the concrete to the appropriate levels and tamp to expel air.

<b>Range</b>
<b>Personal Protective Equipment (PPE)</b> Steel capped boots, well fitting work clothing, heavy duty gloves. <b>Tools, materials and equipment</b> Hand tools, wheelbarrow, concrete mixer, ballast, sand, cement and plasticiser, stone saw with correct blade for brick cutting.

<b>Learning outcome</b>
The learner will: 3. be able to mark out the site and set up profile boards.
<b>Assessment criteria</b>
The learner can: 3.1 construct profile boards 3.2 mark out the pillars, corner and wall 3.3 install profile boards 3.4 attach string lines in appropriate positions.

<b>Learning outcome</b>
The learner will: 4. be able to construct garden brick wall and pillars.
<b>Assessment criteria</b>
The learner can: 4.1 maintain a tidy and safe site during construction 4.2 correctly position a damp proof course 4.3 cut bricks length-ways accurately using a bench or pedestrian stone saw 4.4 position queen closers and wall ties appropriately in the build 4.5 maintain an 'English Bond' throughout to given specification

- 4.6 ensure copings are properly fitted at the correct height
- 4.7 finish all mortar joints to 'bucket handle'.

**Learning outcome**

The learner will:  
5. be able to tidy the site and seek approval for work.

**Assessment criteria**

The learner can:  
5.1 stream all waste as required to minimise removal to land fill  
5.2 check that finished build meets specification  
5.3 clean all tools and equipment  
5.4 return all **tools and equipment** to the store  
5.5 dispose of all waste.

**Range**

**Tools and equipment**  
Hand tools, wheelbarrow, concrete mixer, ballast, sand, cement and plasticiser and stone saw with correct blade for brick cutting.

## **Unit 224            Build garden walls and pillars**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*



## Unit 225

## Construct a paved area in a garden

<b>UAN:</b>	<b>T/505/4589</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	33
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to construct a paved area in a garden.</i>

### Learning outcome

The learner will:

1. know the requirements for constructing a paved area in a garden.

### Assessment criteria

The learner can:

- 1.1 state the purpose for having a paved area in a garden
- 1.2 list the sequence of tasks to be followed to paving an area or site
- 1.3 identify the hazards and risks for job and site.

### Learning outcome

The learner will:

2. be able to prepare the site.

### Assessment criteria

The learner can:

- 2.1 select **Personal Protective Equipment (PPE)** for constructing a paved area
- 2.2 select **tools, materials and equipment** used for paving and excavations
- 2.3 move equipment and materials
- 2.4 cut slabs using a bench or pedestrian stone saw
- 2.5 install pegs to show extent and foundation depth of paved area
- 2.6 excavate soil and tip locally, separating and reusing topsoil.

### Range

#### **Personal Protective Equipment (PPE)**

Steel capped boots, well fitting work clothing, heavy gloves.

#### **Tools, materials and equipment**

Hand tools, wheelbarrow, concrete mixer, ballast, sand and cement, slab cutter, paving slabs, wet mortar, compactor plate, stone saw with correct blade for slab cutting pre-fitted, fuel for saw, tipping area for

<p>spoil. Ground protection, timber posts, nails and nylon or similar string.</p>
<p><b>Learning outcome</b></p>
<p>The learner will: 3. be able to prepare to lay and compact to agreed levels.</p>
<p><b>Assessment criteria</b></p>
<p>The learner can: 3.1 load wheelbarrow safely for type of stone 3.2 move wheelbarrow safely 3.3 fill the foundation to the required depth 3.4 compact sub-base using compactor plate 3.5 <b>check</b> levels across the area.</p>

<p><b>Range</b></p>
<p><b>Check</b> Dumpy level or straight edge and spirit level.</p>

<p><b>Learning outcome</b></p>
<p>The learner will: 4. be able to mix concrete and mortar to required consistency.</p>
<p><b>Assessment criteria</b></p>
<p>The learner can: 4.1 mix a 6:1 sharp sand to ordinary Portland 4.2 use mixer and bulk materials safely.</p>

<p><b>Learning outcome</b></p>
<p>The learner will: 5. be able to lay paving slabs to the agreed fall and pattern and point the joints.</p>
<p><b>Assessment criteria</b></p>
<p>The learner can: 5.1 set levels to desired fall for the site 5.2 lay slabs using box and cross method 5.3 maintain accurate slab alignment and joint width throughout 5.4 firm slabs into place using a rubber mallet 5.5 adjust the final level of the slab using appropriate equipment 5.6 produce a wet 4:1 building sand to cement pointing mix 5.7 finish joints using a rubbing iron.</p>

<b>Learning outcome</b>
<i>The learner will:</i> 6. be able to tidy site and return tools to store.
<b>Assessment criteria</b>
<i>The learner can:</i> 6.1 maintain the site 6.2 dispose of debris and leave site tidy 6.3 clean <b>tools and equipment</b> 6.4 return <b>tools and equipment</b> to store 6.5 inspect paving to ensure that it is weather protected for 24 hours.

<b>Range</b>
<b>Tools and equipment</b> <i>Hand tools, wheelbarrow, concrete mixer, ballast, sand and cement, slab cutter, paving slabs, wet mortar, compactor plate, stone saw with correct blade for slab cutting pre-fitted, fuel for saw, tipping area for spoil, ground protection, timber posts, nails and nylon or similar string.</i>

## **Unit 225      Construct a paved area in a garden**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>F/505/4594</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to maintain a rock garden or alpine feature in a horticultural setting.

<b>Learning outcome</b>
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The learner will:
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- |  |
|--|
| 1. know the maintenance requirements of a rock garden. |
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 1.1 state annual maintenance requirements of a <b>rock garden</b>   |
| 1.2 state how to <b>re-site dislodged rocks</b>                     |
| 1.3 state reasons for controlling annual and perennial weeds        |
| 1.4 describe the benefits of mulching rock gardens                  |
| 1.5 describe the <b>pruning</b> requirements of rock garden plants. |
| 1.6 list pests, diseases and disorders of rock garden plants.       |

<b>Range</b>
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<b>Rock garden</b>
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Rocks, aggregate, small trees, dwarf shrubs, conifers, heathers, rock garden and alpines plants and bulbs.
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<b>Re-site dislodged rocks</b>
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Safety with due regard to manual handling.
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<b>Pruning</b>
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Trimming back, trailing plants after flowering.
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<b>Learning outcome</b>
The learner will: 2. be able to carry out required maintenance to a rock garden.
<b>Assessment criteria</b>
The learner can: 2.1 assess the condition of rocks in the rock garden 2.2 report the condition of rocks in the rock garden 2.3 select <b>Personal Protective Equipment (PPE)</b> to carry out maintenance to rock gardens 2.4 select <b>tools and equipment</b> to carry out plant maintenance to an area 2.5 carry out plant maintenance activities to the area 2.6 mulch a section of the rock garden.

<b>Range</b>
<b>Personal Protective Equipment (PPE)</b> Steel capped boots, well-fitting work clothing, heavy gloves.
<b>Tools and equipment</b> Wheelbarrow, sack trolley, rollers, levers and a selection of hand tools.

<b>Learning outcome</b>
The learner will: 3. be able to plant rock garden plants.
<b>Assessment criteria</b>
The learner can: 3.1 select <b>Personal Protective equipment (PPE)</b> for planting rock gardens 3.2 <b>prepare the soil</b> for planting 3.3 select <b>appropriate plants</b> for identified planting positions 3.4 move existing plants to new positions 3.5 carry out planting activities 3.6 apply aggregate to the surface after planting 3.7 water plants recently planted.

<b>Range</b>
<b>Personal Protective Equipment (PPE)</b> Steel capped boots. Well fitting work clothing, gloves.
<b>Prepare the soil</b> To the existing soil add horticultural grit, cultivate and if appropriate add fertiliser.
<b>Appropriate plants</b> Decorative merits, habit, eventual size for the identified planting position.

<b>Learning outcome</b>
<i>The learner will:</i> 4. be able to tidy the site and dispose of waste appropriately.
<b>Assessment criteria</b>
<i>The learner can:</i> 4.1 <b>tidy</b> the site 4.2 dispose of waste in line with organisational requirements and industry good practice 4.3 clean and return all tools and equipment to the store.

<b>Range</b>
<b>Tidy</b> <i>Remove weeds and plant debris, replenish and rake over aggregate, sweep paths, remove other debris.</i>

## **Unit 226            Maintain a rock garden**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*



<b>UAN:</b>	<b>L/505/4596</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	<i>This units aims to provide the learner with the skills and knowledge required to maintain a garden pond.</i>

### Learning outcome

The learner will:

1. know the maintenance requirements of a garden pond.

### Assessment criteria

The learner can:

- 1.1 describe annual maintenance requirements of a **garden pond**
- 1.2 state **routine maintenance** required to maintain a garden pond
- 1.3 describe the process to **restore** a garden pond
- 1.4 recognise **pond life species** commonly present in a garden pond.

### Range

#### Garden Pond

A natural or artificial pond in need of care which includes plants, pumps/filters, fish and other pond life.

#### Routine maintenance

Tasks required to maintain the pond, plants and wildlife in optimum condition.

#### Restore

Removing plants, capturing and preserving fish and wildlife. Emptying the pond, cleaning the pond, pumps and filters; replenishing water, conditioning the water, returning fish and other pond life.

#### Pond life species

Fish, amphibians, invertebrates and plants present in the garden pond.

<b>Learning outcome</b>
The learner will: 2. be able to prepare for routine maintenance of a garden pond.
<b>Assessment criteria</b>
The learner can: 2.1 assess the condition of the garden pond 2.2 identify routine maintenance activities required following an assessment of a garden pond 2.3 identify potential hazards associated with <b>routine maintenance</b> of a garden pond 2.4 identify risks associated with <b>routine maintenance</b> of a garden pond 2.5 prepare temporary storage for plants, fish and other pond life if necessary 2.6 make the pond <b>safe</b> before carrying out maintenance.

<b>Range</b>
<b>Routine maintenance</b> Activities required to maintain the pond, plants and wildlife in optimum condition.
<b>Safe</b> Isolate electricity supply to pump/filters, disconnect before undertaking maintenance to pond; ensure safety signage in place during maintenance if there is public access to pond.

<b>Learning outcome</b>
The learner will: 3. be able to carry out annual maintenance of a garden pond.
<b>Assessment criteria</b>
The learner can: 3.1 select <b>Personal Protective Equipment (PPE)</b> for maintenance of a garden pond 3.2 recover the pump and filters 3.3 clean the pump and filters as specified in the manufacturer's hand book 3.4 remove the plants and store appropriately 3.5 carry out <b>required maintenance</b> to plants according to the season 3.6 return plants to pond following maintenance work 3.7 remove fish in readiness for maintenance work 3.8 store fish, preserving life and condition 3.9 remove surplus oxygenating plants as necessary allowing adequate time for pond life on discarded plants to return to water 3.10 return fish to pond following maintenance work. 3.11 provide <b>nutrition</b> for fish if required

3.12 apply **pond treatments** as necessary.

**Range**

**Personal Protective Equipment (PPE)**

Chest waders, overalls, gloves or as specified for the activity in the risk assessment for the routine maintenance operation.

**Required maintenance**

Division, re-containerising at an appropriate time of year for the plant.

**Nutrition**

Proprietary fish food appropriate to season and fish type.

**Pond treatments**

pH adjustment, water treatments, algae control, preventative or curative treatment for fish.

**Learning outcome**

The learner will:

4. be able to clean the site after maintenance activities.

**Assessment criteria**

The learner can:

4.1 clean the site after carrying out routine maintenance activities

4.2 dispose of waste in line with organisational requirements and industry good practice

4.3 clean tools and equipment

4.4 return tools and equipment to store

4.5 return **pond treatments** to a secure location after use

4.6 dispose of pond treatment containers and packaging in line with organisational requirements and industry good practice.

**Range**

**Pond treatments**

pH adjustment, water treatments, algae control, preventative or curative treatment for fish.

## **Unit 227          Maintain a garden pond**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>D/505/4599</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	41
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to maintain turf.</i>

<b>Learning outcome</b>
<i>The learner will:</i>
1. <i>know the purpose of turf maintenance.</i>
<b>Assessment criteria</b>
<i>The learner can:</i>
1.1 <i>describe reasons for turf scarification</i>
1.2 <i>describe reasons for turf aeration.</i>

<b>Learning outcome</b>
<i>The learner will:</i>
2. <i>be able to prepare a pedestrian-controlled machine for turf maintenance.</i>
<b>Assessment criteria</b>
<i>The learner can:</i>
2.1 <i>select Personal Protective Equipment (PPE) appropriate for preparing a <b>pedestrian-controlled machine</b> for turf maintenance</i>
2.2 <i>check condition of pedestrian-controlled machine before use</i>
2.3 <i>carry out pre-start checks of pedestrian-controlled machine before use</i>
2.4 <i>adjust the working depth of the machine.</i>

<b>Range</b>
<b>Pedestrian-controlled machine</b>
<i>Petrol-engined aerator or scarifier in good working order; hand tools as applicable to carry out checks and adjustments; operator manual; suitable fuel/oil.</i>

**Learning outcome**

The learner will:

3. be able to use a pedestrian-controlled machine for turf maintenance.

**Assessment criteria**

The learner can:

- 3.1 assess work area to ensure it is safe for activity
- 3.2 use **Personal Protective Equipment (PPE)** when operating pedestrian-controlled machine for turf maintenance
- 3.3 use a **pedestrian-controlled machine** to carry out turf maintenance
- 3.4 carry out post-use maintenance of the machine.

**Range****Personal Protective Equipment (PPE)**

As stated in manufacturer's/operator's handbook.

**Pedestrian-controlled machine**

Petrol-engined aerator or scarifier in good working order.

## **Unit 228          Maintain turf**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 230

## Repair damaged turf

<b>UAN:</b>	<b>D/505/4604</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	28
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the knowledge and skills to repair damaged turf.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know about turf damage.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state benefits and limitations of using turf or seed to repair damaged turf areas</i> 1.2 <i>state factors that cause damaged turf areas.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare damaged turf for repair.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select Personal Protective Equipment (PPE) to carry out preparation to damaged areas</i> 2.2 <i>select <b>tools, equipment and materials</b> to carry out preparation to damaged areas</i> 2.3 <i>carry out site and surface preparation for turf repair.</i>

<b>Range</b>
<b>Tools, equipment and materials</b> <i>Fork, turfing iron, half-moon, turf knife, rake; levelling pegs; pre-seeding fertiliser; sharp sand; root-zone or other suitable substrate to restore levels, besom, boards.</i>



<b>Learning outcome</b>
The learner will: 3. be able to repair damaged turf.
<b>Assessment criteria</b>
The learner can: 3.1 carry out repairs to reinstate the area of damaged turf 3.2 carry out immediate post-repair treatment to damaged turf 3.3 <b>protect</b> the repaired area from damage until established.

<b>Range</b>
<b>Protect</b> Temporary barrier, signs, tape, bird nets string.

## **Unit 230          Repair damaged turf**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 231

## Laying turf

<b>UAN:</b>	<b>J/505/4614</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to lay turf.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know how to select healthy turf.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>describe factors to be considered when selecting healthy turf.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>know how to maintain the condition of turf before and after laying.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>describe storage and maintenance requirements of cut turf</i> 2.2 <i>describe activities to maintain laid turf in the month following laying.</i>

<b>Learning outcome</b>
The learner will: 3. be able to prepare ground to receive turf.
<b>Assessment criteria</b>
The learner can: 3.1 select Personal Protective Equipment (PPE) to carry out final surface preparation 3.2 select <b>tools, equipment and materials</b> to carry out final surface preparation 3.3 carry out final surface preparation in readiness for turf laying 3.4 apply fertiliser.

<b>Range</b>
<b>Tools, equipment and materials</b> Landscape or garden rake; levelling pegs if appropriate; pre-seeding fertiliser; sharp sand if applicable.

<b>Learning outcome</b>
The learner will: 4. be able to identify the condition of turf.
<b>Assessment criteria</b>
The learner can: 4.1 identify condition of delivered turf 4.2 identify weeds, pests and diseases of turf.

<b>Learning outcome</b>
The learner will: 5. be able to lay and establish turf.
<b>Assessment criteria</b>
The learner can: 5.1 select Personal Protective Equipment (PPE) for laying turf 5.2 select <b>tools, equipment and materials</b> for laying turf 5.3 lay turf to required levels and ground formation 5.4 minimise wastage of turf 5.5 trim laid turf to meet existing edges or area profile 5.6 carry out immediate post-laying maintenance of laid turf.

<b>Range</b>
<b>Tools, equipment and materials</b> Rake, half-moon, turf knife for trimming; standing boards; line; straight edge; tamper if appropriate; shovel, brush; suitable top-dressing for infilling joints.



## **Unit 231          Laying turf**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 232

## Maintain artificial sports surfaces

<b>UAN:</b>	<b>R/505/4616</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the knowledge and skills to maintain artificial sports surfaces.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know the requirements for maintaining artificial sports surfaces.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state the purpose of maintaining artificial sports surfaces</i> 1.2 <i>describe methods used for maintaining artificial sports surfaces.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to maintain the condition of artificial sports surfaces.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select tools and equipment for maintaining artificial sports surfaces</i> 2.2 <i>maintain artificial sports turf surfaces</i> 2.3 <i>clean tools and equipment</i> 2.4 <i>return tools and equipment to store.</i>

## **Unit 232            Maintain artificial sports surfaces**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*



## Unit 234

## Cut hedges using a pedestrian-operated, petrol-engined hedge trimmer

<b>UAN:</b>	<b>T/505/5225</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to cut hedges using a pedestrian operated, petrol engine hedge trimmer.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know considerations for hedge maintenance in publicly-accessible areas.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state potential hazards for hedge cutting</i> 1.2 <i>describe suitable risk control measures for hedge cutting</i> 1.3 <i>describe seasonal factors in hedge trimming for a range of common hedges.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare a hand-held petrol-engined hedge trimmer.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>select <b>Personal Protective Equipment (PPE)</b> for preparing a hand-held petrol-engined hedge trimmer</i> 2.2 <i>carry out visual checks of a hand-held petrol-engined hedge trimmer</i> 2.3 <i>report on the condition of a hand-held petrol-engined hedge trimmer</i> 2.4 <i>carry out pre-start checks and routine maintenance of a hand-held petrol-engined hedge trimmer.</i>

<b>Range</b>
<b>Personal Protective Equipment (PPE)</b>

*Gloves, eye protection head protection, suitable clothing.*

**Learning outcome**

*The learner will:*

*3. be able to use a hand-held petrol-engined hedge trimmer.*

**Assessment criteria**

*The learner can:*

*3.1 assess work area and ensure it is safe for activity*

*3.2 select Personal Protective Equipment (PPE) appropriate for using a hand-held petrol-engined hedge trimmer.*

*3.3 carry out hedge-cutting using a hand-held petrol-engined hedge trimmer*

*3.4 dispose of arisings in line with organisational requirements.*

*3.5 carry out post-use maintenance for a hand-held petrol-engined hedge trimmer.*

**Unit 234**      **Cut hedges using a  
pedestrian-operated, petrol-  
engined hedge trimmer**

*Supporting information*

**Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

**Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 238

## Mow turf using a pedestrian-controlled mower

<b>UAN:</b>	<b>T/505/4625</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to mow turf using a pedestrian-controlled mower.

<b>Learning outcome</b>
The learner will: 1. understand how to mow turf.
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of mowing turf 1.2 state the benefits and limitations of boxing-off clippings 1.3 explain the importance of cutting frequency and cutting height for turf.

<b>Learning outcome</b>
The learner will: 2. be able to prepare a pedestrian-controlled mower.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>Personal Protective Equipment (PPE)</b> for using a pedestrian-controlled mower 2.2 carry out <b>visual check</b> and routine maintenance 2.3 report on the condition of the pedestrian-controlled mower 2.4 carry out <b>pre-start checks</b> of pedestrian-controlled mower 2.5 adjust the height of cut of pedestrian-controlled mower.

<b>Range</b>
<b>Personal Protective Equipment (PPE)</b> Steel capped boots, non snag clothing, gloves, face shield (rotary), ear protection.
<b>Visual check</b> Petrol-engined rotary, cylinder or reciprocating knife mower in good working order.
<b>Pre-start checks</b>

*Defined in operator manual.*

**Learning outcome**

*The learner will:*

- 3. be able to use a pedestrian-controlled mower.*

**Assessment criteria**

*The learner can:*

- 3.1 assess work area and ensure it is safe for activity*
- 3.2 select Personal Protective Equipment (PPE) to be used when operating pedestrian-controlled mower*
- 3.3 check initial cut and make adjustments*
- 3.4 mow area using a pedestrian-controlled mower*
- 3.5 carry out post-use maintenance of the pedestrian-controlled mower*
- 3.6 dispose of waste in line with organisational requirements.*

**Unit 238**      **Mow turf using a pedestrian-controlled mower**

*Supporting information*

**Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

**Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 239

## Use a pedestrian controlled rotary cultivator

<b>UAN:</b>	<b>A/505/4626</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to use a pedestrian controlled rotary cultivator.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know the purpose of using a pedestrian-controlled rotary cultivator to cultivate soil.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state uses of a pedestrian controlled rotary cultivator</i> 1.2 <i>state effects caused by inappropriate use of a pedestrian-controlled rotary cultivator.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare a pedestrian controlled rotary cultivator to cultivate soil.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>carry out visual checks of the rotary cultivator</i> 2.2 <i>carry out <b>pre-start checks</b> on the rotary cultivator</i> 2.3 <i>report on the condition of the rotary cultivator</i> 2.4 <i>adjust the working depth of the rotary cultivator.</i>

<b>Range</b>
<b>Pre-start checks</b> <i>Hand tools to carry out checks and adjustments; operator manual; suitable fuel/oil, PPE, fill up oil and fuel as required.</i>

**Learning outcome**

*The learner will:*

3. *be able to use a pedestrian controlled rotary cultivator to cultivate soil.*

**Assessment criteria**

*The learner can:*

- 3.1 *assess work area and ensure it is safe for activity*
- 3.2 *select Personal Protective Equipment (PPE) for using a pedestrian controlled cultivator*
- 3.3 *cultivate an area using a pedestrian controlled cultivator*
- 3.4 *carry out post maintenance of the machine.*



## **Unit 239            Use a pedestrian controlled rotary cultivator**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 240

## Identify plants by botanical name

<b>UAN:</b>	<b>F/505/4627</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to identify plants by botanical name.

<b>Learning outcome</b>
The learner will: 1. know how to identify plants using botanical names.
<b>Assessment criteria</b>
The learner can: 1.1 state the reasons for knowing botanic names of plants when identifying them 1.2 define the term genus 1.3 define the term species 1.4 define the term cultivar 1.5 define the term variety 1.6 define the term common name.

<b>Learning outcome</b>
The learner will: 2. be able to identify plants by botanical name.
<b>Assessment criteria</b>
The learner can: 2.1 identify plants from <b>distinct groups</b> using botanical names.

<b>Range</b>
<b>Distinct groups</b> Trees; shrubs; herbaceous perennials; annuals/biennials; weeds, aquatic, alpine, conifers, ornamental grasses, indoor plants, bedding, patio and hanging basket plants.



**Unit 240      *Identify plants by botanical name***

*Supporting information*

***Evidence requirements***

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

***Special considerations***

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 241

## Identify damage caused by plant pests

<b>UAN:</b>	<b>L/505/4629</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to identify damage caused by plant pests.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know about plant pests.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>list the main groups of plant pests</i> 1.2 <i>state how each of the main plant pest groups causes damage to plants</i> 1.3 <i>describe the symptoms of pest damage.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to identify damage caused by plant pests.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>identify damage caused by plant pests</i> 2.2 <i>identify the plant pest causing damage by common name.</i>

## **Unit 241      *Identify damage caused by plant pests***

### *Supporting information*

#### ***Evidence requirements***

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### ***Special considerations***

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 242

## Identify plant diseases and disorders

<b>UAN:</b>	<b>F/505/4630</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to identify plant diseases and disorders.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know about diseases and disorders of plants.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>define the term 'plant disease'</i> 1.2 <i>define the term 'plant disorder'</i> 1.3 <i>explain the importance of knowing about plant diseases and disorders</i> 1.4 <i>describe symptoms of common plant diseases and disorders.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to identify diseases and disorders of plants by common name.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>identify diseases and disorders using common names.</i>

## **Unit 242      *Identify plant diseases and disorders***

### *Supporting information*

#### ***Evidence requirements***

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### ***Special considerations***

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*



## Unit 243

## Carry out a site survey in two dimensions

<b>UAN:</b>	<b>L/505/4632</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	29
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to carry out a site survey in two dimensions.

<b>Learning outcome</b>
The learner will: 1. understand the reasons for carrying out a site survey.
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of surveying all relevant dimensional factors 1.2 explain the importance of accuracy in site surveying.

<b>Learning outcome</b>
The learner will: 2. be able to select equipment for site surveying.
<b>Assessment criteria</b>
The learner can: 2.1 select suitable <b>equipment</b> for a site survey in two dimensions 2.2 check the safety and condition of equipment.

<b>Range</b>
<b>Equipment</b> Ranging poles, surveying pins, metric tapes, all as applicable to the conditions involved.

<b>Learning outcome</b>
The learner will: 3. be able to survey a site in two dimensions.
<b>Assessment criteria</b>
The learner can: 3.1 set out the base lines for a site survey 3.2 take survey measurements of the site.

<b>Learning outcome</b>
The learner will: 4. be able to record and sketch survey information.
<b>Assessment criteria</b>
The learner can: 4.1 record measurements using a <b>recognised method</b> 4.2 create a sketch of the site to ensure that the booked measurements can be easily transferred.

<b>Range</b>
<b>Recognised method</b> May be using surveyor's book or site survey sketch.

<b>Learning outcome</b>
The learner will: 5. be able to assess other relevant site information.
<b>Assessment criteria</b>
The learner can: 5.1 record <b>on-site details</b> 5.2 record <b>off-site details</b> .

<b>Range</b>
<b>On-site details</b> Orientation/aspect, main access, photograph areas of shade/sun, presence of services. <b>Off-site details</b> Views, noise, shade.

## **Unit 243**      **Carry out a site survey in two dimensions**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 244

## Draw up a two dimensional site survey

<b>UAN:</b>	<b>H/505/4636</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to draw up a two dimensional site survey.

<b>Learning outcome</b>
The learner will: 1. Understand the requirements of a site survey plan.
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>importance of following recognised conventions</b> in a site survey plan 1.2 explain the importance of accuracy in drawing a site survey plan.

<b>Range</b>
<b>Importance of following recognised conventions</b> For understanding others, customers, contractors, designers.

<b>Learning outcome</b>
The learner will: 2. be able to prepare for drawing up a two-dimensional site survey.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>materials</b> for drawing a two-dimensional site survey 2.2 prepare drawing table for drawing a two-dimensional site survey.

<b>Range</b>
<b>Materials</b> Pens, pencils, eraser; scale ruler, adjustable set square, T-square (if applicable), flexible or French curves, draughting tape or clips; A2 or A3 drawing paper, which may be scaled if preferred.

<b>Learning outcome</b>
<i>The learner will:</i> 3. be able to draw up a two-dimensional site survey using an appropriate scale.
<b>Assessment criteria</b>
<i>The learner can:</i> 3.1 use a suitable scale for the survey plan 3.2 orientate the drawing appropriately 3.3 use <b>recognised methods</b> to draw up the survey 3.4 use recognised conventions to show features on the drawing.

<b>Range</b>
<b>Recognised methods</b> Surveyors sketch book, drawings.

## **Unit 244**      **Draw up a two dimensional site survey**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 245

## Lay out plants for planting

<b>UAN:</b>	<b>K/505/4637</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the knowledge and skills to layout plants for planting.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>understand the importance of positioning and spacing of plants.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>explain the importance of knowing the eventual dimensions of plants to ensure correct spacing</i> 1.2 <i>state the purpose of positioning and spacing plants in a planting scheme</i> 1.3 <i>describe conditions required for effective establishments of plants.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare a suitable area for planting.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>assess the area for planting</i> 2.2 <i>prepare an area for planting.</i>

<b>Learning outcome</b>
The learner will: 3. be able to select plants for planting.
<b>Assessment criteria</b>
The learner can: 3.1 select plants for the area to be planted 3.2 check health and condition of <b>plants</b> .

<b>Range</b>
<b>Plants</b> Woody or non-woody plants, containerised or bare root plants.

<b>Learning outcome</b>
The learner will: 4. be able to place and position plants correctly.
<b>Assessment criteria</b>
The learner can: 4.1 position plants in a suitable layout for the area.



## **Unit 245          Lay out plants for planting**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 246

## Design a contemporary style garden

<b>UAN:</b>	<b>M/505/4638</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to design a contemporary style garden.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>understand the principles of garden design.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>define the principles of garden design</i> 1.2 <i>explain how to apply the <b>principles</b> of garden design to a contemporary garden</i> 1.3 <i>describe how all of the elements are used to create a contemporary garden style.</i>

<b>Range</b>
<b>Principles</b> <i>Symmetry, asymmetry, unity, scale, proportion, texture, form, balance.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>know what a contemporary garden is.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>define the word contemporary in terms of garden design</i> 2.2 <i>identify components that characterise a contemporary garden.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 3. <i>be able to produce a design for a contemporary garden.</i>
<b>Assessment criteria</b>
<i>The learner can:</i>

3.1 produce a scale plan in the context of a contemporary garden.

## **Unit 246                      Design a contemporary style garden**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 247

## Design a garden in a historical context

<b>UAN:</b>	<b>K/505/4640</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to design a garden in a historical context.</i>

### **Learning outcome**

*The learner will:*

1. *understand the principles of garden design.*

### **Assessment criteria**

*The learner can:*

- 1.1 *define the principles of garden design*
- 1.2 *explain how to apply the principles of garden design to a design for a historical garden.*

### **Range**

#### **Principles**

*Symmetry, asymmetry, unity, scale, proportion, texture, form, balance.*

**Learning outcome**

The learner will:

2. know about historical gardens.

**Assessment criteria**

The learner can:

- 2.1 identify **historical garden styles**
- 2.2 identify **components** that characterise a historical garden
- 2.3 describe how elements are used to create a historical garden style.

**Range****Historical garden styles**

Moghul, Moorish, Medieval, Renaissance (Italian, French, Dutch, English), landscape, Victorian.

**Components**

Hard landscape elements: brickwork, paving aggregates, stone, metal, water features.

Soft landscape elements: plants.

**Learning outcome**

The learner will:

3. be able to produce a design for a historical garden.

**Assessment criteria**

The learner can:

- 3.1 produce a scale plan in context of a historical garden.

## **Unit 247          Design a garden in a historical context**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 248

## Produce a basic garden design

<b>UAN:</b>	<b>M/505/4641</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to produce a basic garden design.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 1. <i>know the requirements of a garden design.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 1.1 <i>state the purpose of a garden design</i> 1.2 <i>define the <b>principles</b> of garden design</i> 1.3 <i>state what information needs to be included in the garden design.</i>

<b>Range</b>
<b>Principles</b> <i>Symmetry, asymmetry, unity, scale, proportion, texture, form, balance, rhythm, line, focalisation, transition.</i>

<b>Learning outcome</b>
<i>The learner will:</i> 2. <i>be able to prepare a garden design.</i>
<b>Assessment criteria</b>
<i>The learner can:</i> 2.1 <i>develop ideas to produce a garden design to a given brief</i> 2.2 <i>identify areas of planting, and hard landscape features within a plan</i> 2.3 <i>produce a garden design containing <b>specified elements</b>.</i>

<b>Range</b>
<b>Specified elements</b> <i>Paving, pergola, garden feature, planted areas, turfed areas.</i>





## **Unit 248          Produce a basic garden design**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>F/505/4644</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to produce a planting plan.

**Learning outcome**

The learner will:

1. understand the principles of a planting design.

**Assessment criteria**

The learner can:

- 1.1 state **characteristics** that will influence selection of plants
- 1.2 explain the importance of using complementary plants effectively in a planting plan
- 1.3 explain the importance of positioning and grouping plants appropriately when planting
- 1.4 explain the importance of using full botanical names when identifying plants.

**Range****Characteristics**

Foliage, flower, colourful stems, scent, berries.

**Learning outcome**

The learner will:

2. be able to produce a planting plan for a section of garden.

**Assessment criteria**

The learner can:

- 2.1 **research** plants to be included in a planting plan for a section of garden
- 2.2 produce a planting plan for a section of garden.

**Range****Research**

Details of height, spread, decorative merits, preferred growing

*conditions.*

## **Unit 249          Produce a planting plan**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

<b>UAN:</b>	<b>L/505/4646</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	28
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to design a show garden.

<b>Learning outcome</b>
The learner will:
1. know how to interpret a garden brief.
<b>Assessment criteria</b>
The learner can:
1.1 state the purpose of a design brief
1.2 interpret a design brief
1.3 produce preliminary sketches.

<b>Learning outcome</b>
The learner will:
2. be able to produce documentation required to submit a scale plan for a show garden.
<b>Assessment criteria</b>
The learner can:
2.1 produce a scale plan from a sketch for a show garden
2.2 complete a hazard and risk assessment
2.3 produce approximate costing's for the build.

<b>Learning outcome</b>
The learner will:
3. be able to produce a 3D drawing of a garden design.
<b>Assessment criteria</b>
The learner can:
3.1 produce a 3D sketch the garden design.

**Learning outcome**

*The learner will:*

4. *be able to produce documentation required to submit a design for a show garden.*

**Assessment criteria**

*The learner can:*

- 4.1 *identify the documentation required when submitting an application for a show garden*
- 4.2 *complete the documentation required for submission*
- 4.3 *produce a plan for breakdown and disposal.*

## **Unit 250          Design a show garden**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## Unit 251

## Propagate by budding

<b>UAN:</b>	<b>D/505/4649</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	<i>The aim of this unit is to provide the learner with the skills and knowledge required to propagate by budding.</i>

### **Learning outcome**

*The learner will:*

1. *understand the process of propagating by budding.*

### **Assessment criteria**

*The learner can:*

- 1.1 *state reasons for propagating by budding*
- 1.2 *explain the **importance** of making accurate cuts to rootstock and scion to ensure good cambium contact*
- 1.3 *explain the **importance** of good hygiene during the process*
- 1.4 *describe **post propagation aftercare**.*

### **Range**

#### **Importance**

*Absence of air; clean and hygienic.*

#### **Post-propagation aftercare**

*Removal of tie if applicable; maintenance of suitable temperature, humidity as applicable; heading back.*



<b>Learning outcome</b>
The learner will: 2. be able to prepare rootstocks.
<b>Assessment criteria</b>
The learner can: 2.1 select Personal Protective Equipment (PPE) to be used when preparing rootstocks 2.2 select <b>tools and equipment</b> to be used when preparing rootstocks 2.3 prepare rootstocks.

<b>Range</b>
<b>Tools and equipment</b> Budding knife, secateurs; sharpening stone.

<b>Learning outcome</b>
The learner will: 3. be able to prepare scion material.
<b>Assessment criteria</b>
The learner can: 3.1 select Personal Protective Equipment (PPE) to be used when preparing scion material 3.2 prepare scion material using appropriate <b>tools and equipment</b> 3.3 prepare appropriate scion material for budding.

<b>Range</b>
<b>Tools and equipment</b> Budding knife, secateurs.

<b>Learning outcome</b>
The learner will: 4. be able to bud.
<b>Assessment criteria</b>
The learner can: 4.1 make appropriate cuts to the scion 4.2 make appropriate cuts to the rootstocks 4.3 match scion and root stock cambiums 4.4 tie the scion to the rootstock 4.5 secure bud with tie or patch.

## **Unit 251          Propagate by budding**

### *Supporting information*

#### **Evidence requirements**

*You must provide your assessor with evidence for all the learning outcomes and assessment criteria.*

#### **Special considerations**

*The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation, health and safety and the values and principles for good practice in horticulture.*

## **Appendix 1 Relationships to other qualifications**

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

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

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

## **Appendix 2 Sources of general information**

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

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

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

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

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

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

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

The **centre homepage** section of the City & Guilds website also contains useful information 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 e-assessments.

**Centre Guide – Delivering International Qualifications** 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

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**UK learners****E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)****General qualification information**

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**International learners****E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)***General qualification information*

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**Centres****E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)***Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results*

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**Single subject qualifications****E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)***Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change*

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**International awards****E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)***Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports*

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**Walled Garden****E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)***Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems*

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**Employer****E: [business@cityandguilds.com](mailto:business@cityandguilds.com)***Employer solutions, Mapping, Accreditation, Development Skills, Consultancy*

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**Publications***Logbooks, Centre documents, Forms, Free literature*

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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 is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.**

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### **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**[www.cityandguilds.com](http://www.cityandguilds.com)**