

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

November 2018 **Version 4.2**



Qualification at a glance

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

Title and level	GLH	TQT	City & Guilds number	Accreditation number
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

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



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1 Introduction

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

Area	Description
Who are the qualifications for?	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.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression within horticulture.
Are the qualifications part of a framework or initiative?	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.
What opportunities for progression are there?	<p>They allow learners to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> • City & Guilds Level 2 Award, Certificate or Diploma in Work-based Horticulture (0065) • City & Guilds Level 2 qualifications in Centre-based Horticulture (0078-02) • City & Guilds Level 2 qualifications in Sports & Amenity Turf Maintenance (0078-32) • City & Guilds Level 2 Certificate in Gardening (0082-01) • City & Guilds Level 3 qualifications in Horticulture (0065 and 0078).

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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit level
Optional				
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

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

Title and level	GLH	TQT
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.

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.



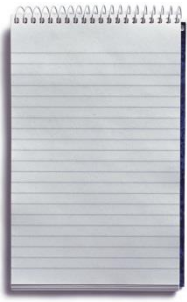
3 Delivering the qualification

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

Availability of units

These units can be found on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Unit 159

Laying hard surfaces for external landscaping

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

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

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

Unit 159 Laying hard surfaces for external landscaping

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

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

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

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

Unit 160 Construct and maintain boundaries

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

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

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

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

Unit 201

Prepare ground or area for planting

UAN:	L/505/4520
Level:	2
Credit value:	3
GLH:	18
Aim:	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.

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

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

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

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

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

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

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

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

Learning outcome

The learner will:

3. be able to plant out container-grown plants.

Assessment criteria

The learner can:

3.1 set out plants

3.2 plant out container-grown plants.
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Range

Plant out

Appropriate spacing, depth, consolidation.
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Learning outcome

The learner will:

4. be able to provide immediate aftercare to a planted area.
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Assessment criteria

The learner can:

4.1 carry out immediate post-planting aftercare of planted area.

Range

Immediate post-planting aftercare
--

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.

UAN:	A/505/4528
Level:	2
Credit value:	3
GLH:	18
Aim:	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.

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

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

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

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

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

Range
Support Short stake (vertical), short stake (angled), double stake.

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

Range
Aftercare 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

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

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.

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

Range
Tools and equipment 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

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

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.

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

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

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

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

Learning outcome
The learner will: 4. be able to position a container for seasonal display.
Assessment criteria
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

UAN:	Y/505/4536
Level:	2
Credit value:	3
GLH:	18
Aim:	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.

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

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

Range
Customers Internal, external.

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.

Unit 207

Select garden chemicals

UAN:	D/505/4537
Level:	2
Credit value:	5
GLH:	30
Aim:	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.

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

Range
Insecticides Contact, systemic.
Herbicides 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

UAN:	H/505/4538
Level:	2
Credit value:	3
GLH:	18
Aim:	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.

Unit 209

Train and prune fruit trees

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

Learning outcome
The learner will: 1. know why pruning is carried out.
Assessment criteria
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.

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

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

Learning outcome
The learner will: 3. be able to spur-prune a fruit tree.
Assessment criteria
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.

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

Range
Tools and equipment Hand tools, suitable tying material (twine, plastic ties).
Tie in 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

UAN:	F/505/4546
Level:	2
Credit value:	5
GLH:	30
Aim:	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

UAN:	R/505/4549
Level:	2
Credit value:	3
GLH:	18
Aim:	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.

Learning outcome

The learner will:

2. be able to prepare for pruning a wall shrub and climbing plant.

Assessment criteria

The learner can:

- 2.1 select Personal Protective Equipment (PPE) to be used when pruning a wall shrub and climbing plant
- 2.2 select **tools and equipment** to be used when pruning a wall shrub and climbing plant
- 2.3 identify **growth** that should be removed from wall shrubs and climbing plants
- 2.4 identify growth that should be **retained and tied in** on wall shrubs and climbing plants.

Range**Tools and equipment**

Hand tools, suitable tying material (string, twist ties).

Growth

Dead, diseased, damaged or growing in wrong direction.

Retained and tied in

New growth to replace old stems.

Learning outcome

The learner will:

3. be able to prune a wall shrub and a climbing plant.

Assessment criteria

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 **tie in** retained growth to appropriate wires and other supports
- 3.6 **tie in** knots firmly
- 3.7 dispose of all waste materials.

Range**Tie in**

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.

Unit 212

Maintain indoor plants

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

Learning outcome

The learner will:

1. know how to maintain condition and health of indoor plants.

Assessment criteria

The learner can:

- 1.1 state **maintenance requirements** for indoor plants
- 1.2 state reasons for effective nutrition of indoor plants
- 1.3 state **reasons for correct pruning technique** of indoor plants.

Range

Maintenance requirements

Identify presence of pests, diseases and weeds on plants in pots or border soils.

Reasons for correct pruning technique

Encourage flowering and maintain condition of plant.

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.

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

Range
Materials Hand tools, pots, containers, growing media.

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

UAN:	L/505/4551
Level:	2
Credit value:	5
GLH:	30
Aim:	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

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

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.

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

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

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

Range
Personal protective equipment Hand, foot and eye protection. Equipment Hand tools and equipment (secateurs, loppers, pruning saws), biocides wipes. Soft fruit canes Established soft fruit cane crops; blackberries, raspberries. Growth 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

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

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

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

Range
Tools and equipment Hand tools. Prepare site Raking out, consolidation.

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.

Unit 216

Harvest plants

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

Learning outcome
The learner will: 1. understand the requirements for harvesting.
Assessment criteria
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.

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

Range
Tools and equipment Hand tools, mechanical tools.

Learning outcome

The learner will:

3. be able to harvest crops.

Assessment criteria

The learner can:

3.1 carry out harvesting activities
--

3.2 carry out required on-site packing activities .
--

Range

Activities

Picking individual stems, fruits or vegetables or harvesting of the whole plant.
--

On-site packing activities

Using boxes, buckets, bags or other appropriate containers or transport.
--

Learning outcome

The learner will:

4. be able to grade and pack crops.

Assessment criteria

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.

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

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

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

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

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

Range
Reasons Using seeds, indoor sowing, cost.
Propagation environment Hygiene, temperature, humidity, light levels.

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

Range
Equipment and materials Single or multiple containers, hand tools and PPE-gloves.

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.

Unit 219

Sow seeds outdoors by hand

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

Learning outcome
The learner will: 1. understand the requirements of seed sown outdoors.
Assessment criteria
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.

Learning outcome
The learner will: 2. be able to sow seeds by hand.
Assessment criteria
The learner can: 2.1 select Personal Protective Equipment (PPE) to be used for sowing seeds by hand 2.2 select tools and equipment 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.

Range
Tools and equipment 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

UAN:	D/505/4568
Level:	2
Credit value:	5
GLH:	30
Aim:	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.

Learning outcome

The learner will:

2. be able to prepare for propagation by stem cuttings.

Assessment criteria

The learner can:

- 2.1 select Personal Protective Equipment (PPE) for propagation by stem cuttings
- 2.2 prepare **equipment and materials** for propagation by stem cuttings
- 2.3 prepare a site suitable for propagation by stem cuttings.

Range**Equipment and materials**

Containers, growing medium, rooting aids, hand tools, indoor work-site, work bench, waste disposal area.

Learning outcome

The learner will:

3. be able to propagate plants by soft wood cuttings.

Assessment criteria

The learner can:

- 3.1 prepare soft wood cuttings
- 3.2 insert soft wood cuttings
- 3.3 carry out **immediate aftercare** of soft wood cuttings.

Range**Immediate aftercare**

Labelling, watering, placement in suitable propagation environment.

Learning outcome

The learner will:

4. be able to propagate plants by semi-ripe stem cuttings.

Assessment criteria

The learner can:

- 4.1 prepare **semi-ripe stem cuttings**
- 4.2 insert semi-ripe stem cuttings
- 4.3 carry out **immediate aftercare** of semi ripe cuttings.

Range**Semi-ripe stem cuttings**

Nodal or heel cuttings may be used (not a mixture).

Immediate aftercare

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

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

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

UAN:	M/505/5210
Level:	2
Credit value:	3
GLH:	18
Aim:	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

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

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.

UAN:	R/505/4583
Level:	2
Credit value:	5
GLH:	30
Aim:	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.

Learning outcome
The learner will: 2. be able to prepare the site and self for building a brick wall and pillar.
Assessment criteria
The learner can: 2.1 select Personal Protective Equipment (PPE) for use in brick wall and pillar construction 2.2 select tools, materials and equipment 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.

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

Learning outcome
The learner will: 3. be able to mark out the site and set up profile boards.
Assessment criteria
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.

Learning outcome
The learner will: 4. be able to construct garden brick wall and pillars.
Assessment criteria
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

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

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 spoil. Ground protection, timber posts, nails and nylon or similar string.

Learning outcome
The learner will: 3. be able to prepare to lay and compact to agreed levels.
Assessment criteria
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 check levels across the area.

Range
Check Dumpy level or straight edge and spirit level.

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

Learning outcome
The learner will: 5. be able to lay paving slabs to the agreed fall and pattern and point the joints.
Assessment criteria
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.

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

Range
Tools 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 spoil, ground protection, timber posts, nails and nylon or similar string.

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.

UAN:	F/505/4594
Level:	2
Credit value:	3
GLH:	24
Aim:	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.

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

Range
Rock garden Rocks, aggregate, small trees, dwarf shrubs, conifers, heathers, rock garden and alpines plants and bulbs.
Re-site dislodged rocks Safety with due regard to manual handling.
Pruning Trimming back, trailing plants after flowering.

Learning outcome

The learner will:

2. be able to carry out required maintenance to a rock garden.

Assessment criteria

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 **Personal Protective Equipment (PPE)** to carry out maintenance to rock gardens
- 2.4 select **tools and equipment** 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.

Range**Personal Protective Equipment (PPE)**

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

Tools and equipment

Wheelbarrow, sack trolley, rollers, levers and a selection of hand tools.

Learning outcome

The learner will:

3. be able to plant rock garden plants.

Assessment criteria

The learner can:

- 3.1 select **Personal Protective equipment (PPE)** for planting rock gardens
- 3.2 **prepare the soil** for planting
- 3.3 select **appropriate plants** 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.

Range**Personal Protective Equipment (PPE)**

Steel capped boots. Well fitting work clothing, gloves.

Prepare the soil

To the existing soil add horticultural grit, cultivate and if appropriate add fertiliser.

Appropriate plants

Decorative merits, habit, eventual size for the identified planting position.

Learning outcome
The learner will: 4. be able to tidy the site and dispose of waste appropriately.
Assessment criteria
The learner can: 4.1 tidy 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.

Range
Tidy Remove weeds and plant debris, replenish and rake over aggregate, sweep paths, remove other debris.

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.

Unit 227

Maintain a garden pond

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

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.

Learning outcome
The learner will: 2. be able to prepare for routine maintenance of a garden pond.
Assessment criteria
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 routine maintenance of a garden pond 2.4 identify risks associated with routine maintenance of a garden pond 2.5 prepare temporary storage for plants, fish and other pond life if necessary 2.6 make the pond safe before carrying out maintenance.

Range
Routine maintenance Activities required to maintain the pond, plants and wildlife in optimum condition.
Safe 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.

Learning outcome
The learner will: 3. be able to carry out annual maintenance of a garden pond.
Assessment criteria
The learner can: 3.1 select Personal Protective Equipment (PPE) 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 required maintenance 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 nutrition 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.

Unit 228

Maintain turf

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

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

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

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

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

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

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

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

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

Learning outcome
The learner will: 3. be able to repair damaged turf.
Assessment criteria
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 protect the repaired area from damage until established.

Range
Protect 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

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

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

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

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

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

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

Learning outcome
The learner will: 5. be able to lay and establish turf.
Assessment criteria
The learner can: 5.1 select Personal Protective Equipment (PPE) for laying turf 5.2 select tools, equipment and materials 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.

Range
Tools, equipment and materials 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

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

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

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

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

UAN:	T/505/5225
Level:	2
Credit value:	3
GLH:	26
Aim:	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.

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

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

Range
Personal Protective Equipment (PPE) 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

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

Learning outcome
The learner will: 1. understand how to mow turf.
Assessment criteria
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.

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

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

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

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

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

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

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

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

Learning outcome
The learner will: 1. know how to identify plants using botanical names.
Assessment criteria
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.

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

Range
Distinct groups Trees; shrubs; herbaceous perennials; annuals/biennials; weeds, aquatic, alpiners, 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

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

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

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

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

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

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

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

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

UAN:	L/505/4632
Level:	2
Credit value:	5
GLH:	29
Aim:	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.

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

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

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

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

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

Range
Recognised method May be using surveyor's book or site survey sketch.

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

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

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

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

Range
Importance of following recognised conventions For understanding others, customers, contractors, designers.

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

Range
Materials 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.

Learning outcome

The learner will:

- | |
|---|
| 3. be able to draw up a two-dimensional site survey using an appropriate scale. |
|---|

Assessment criteria

The learner can:

- | |
|---|
| 3.1 use a suitable scale for the survey plan |
| 3.2 orientate the drawing appropriately |
| 3.3 use recognised methods to draw up the survey |
| 3.4 use recognised conventions to show features on the drawing. |

Range

Recognised methods

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

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

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

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

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

Range
Plants Woody or non-woody plants, containerised or bare root plants.

Learning outcome
The learner will: 4. be able to place and position plants correctly.
Assessment criteria
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

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

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 contemporary garden 1.3 describe how all of the elements are used to create a contemporary garden style.

Range
Principles Symmetry, asymmetry, unity, scale, proportion, texture, form, balance.

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

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

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

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

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

Learning outcome

The learner will:

1. know the requirements of a garden design.

Assessment criteria

The learner can:

- 1.1 state the purpose of a garden design
- 1.2 define the **principles** of garden design
- 1.3 state what information needs to be included in the garden design.

Range

Principles

Symmetry, asymmetry, unity, scale, proportion, texture, form, balance, rhythm, line, focalisation, transition.

Learning outcome

The learner will:

2. be able to prepare a garden design.

Assessment criteria

The learner can:

- 2.1 develop ideas to produce a garden design to a given brief
- 2.2 identify areas of planting, and hard landscape features within a plan
- 2.3 produce a garden design containing **specified elements**.

Range

Specified elements

Paving, pergola, garden feature, planted areas, turfed areas.

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.

Unit 249

Produce a planting plan

UAN:	F/505/4644
Level:	2
Credit value:	3
GLH:	18
Aim:	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.

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

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

Learning outcome
The learner will: 2. be able to produce documentation required to submit a scale plan for a show garden.
Assessment criteria
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.

Learning outcome
The learner will: 3. be able to produce a 3D drawing of a garden design.
Assessment criteria
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

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

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.

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 Budding knife, secateurs; sharpening stone.

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 budding.

Range
Tools and equipment Budding knife, secateurs.

Learning outcome
The learner will: 4. be able to bud.
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 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
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see 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**.

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

UK learners
General qualification information E: learnersupport@cityandguilds.com

International learners
General qualification information E: intcg@cityandguilds.com

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

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

International awards
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports E: intops@cityandguilds.com

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

Employer
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy E: business@cityandguilds.com

Publications
Logbooks, Centre documents, Forms, Free literature

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