



Ascentis Level 2 Certificate and Diploma in

Horticulture and Amenity Horticulture Specification

Ofqual Number:

601/6308/2 Certificate - **Withdrawn**
601/6309/4 Diploma - **Withdrawn**

Ofqual Start Date:	01/08/2015
Ofqual End Date:	31/07/2019
Ofqual Certification End Date:	31/07/2020

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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TABLE OF CONTENTS

ASCENTIS LEVEL 2 IN HORTICULTURE AND AMENITY HORTICULTURE

Introduction	4
Aims	4
Target Group	4
Ofqual Qualification Number	4
Rules of Combination	5
Recommended Guided Learning Hours	7
Total Qualification Time	7
Time Limit for the Process of Credit Accumulation and Exemptions	7
Recommended Prior Knowledge, Attainment and / or Experience	8
Age Range of Qualification	8
Opportunities for Progression	8
Mapping / Relationship to National Occupational Standards	8
Resources to Support the Delivery of the Qualification	8
Centre Recognition	8
Qualification Approval	8
Registration	8
Status in England, Wales and Northern Ireland	8
Reasonable Adjustments and Special Considerations	8
Enquiries and Appeals Procedure	8

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment and Verification	9
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UNIT SPECIFICATIONS

Group A (Mandatory) Unit Criteria	11
Group B Unit Criteria	13
Group C Unit Criteria	59
Appendix 1: Summary Record of Achievement	73
Appendix 2: Tracking Sheet	76

ASCENTIS LEVEL 2 IN HORTICULTURE AND AMENITY HORTICULTURE

Introduction

These qualifications have been designed for learners to develop the essential knowledge and skills to progress to further learning in Horticulture and Amenity Horticulture, and support learners working towards employment in this sector.

They combine practical Horticultural skills with essential, transferable underpinning knowledge which can be applied to all workplace situations in this sector, such as safe working practice and workplace responsibilities. The practical skills incorporate hand skills and use of machinery in a range of contexts, with a wide optional unit choice (including such topics as hedge laying, ornamental planting, dry stone walling, levelling, land based machinery operations, etc.).

Assessment is by portfolio, encouraging learners to demonstrate their skills and be assessed in a realistic working environment.

Aims

The aims of the qualification are to enable learners:

- 1 Establish a basis of underpinning knowledge and practical skills for further learning
- 2 Make informed choices about career pathways and possible future work roles

Target Group

Learners who are interested in pursuing a career in Horticulture or Amenity Horticulture but are not yet ready to access a Level 3 Qualification or an Apprenticeship.

Learners who feel they need to develop their Horticultural skills and knowledge before considering a higher level qualification.

The Certificate is an ideal qualification for learners who need to acquire practical skills and sector knowledge but cannot commit to longer periods of learning.

The Diploma is particularly suitable for learners who would benefit from a longer period of time learning at Level 2 before progressing, or learners who would like to explore different job roles or career pathways within the sector.

Ofqual Qualification Number:

- 601/6308/2 Ascentis Level 2 Certificate in Horticulture and Amenity Horticulture
- 601/6309/4 Ascentis Level 2 Diploma in Horticulture and Amenity Horticulture

Rules of Combination

601/6308/2 Ascentis Level 2 Certificate in Horticulture and Amenity Horticulture				
15 credits are required. 3 from the mandatory units in group A, 9 from the Horticulture units in group B and 3 from the Work Skills units in group C				
Group A (Mandatory)				
Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	2	1	8	H/504/9372
Principles of employment rights and responsibilities in the land based industries	2	2	15	J/602/5253
Group B				
Title	Level	Credit Value	GLH	Unit ref
Establishing plants or seeds in soil	2	4	30	A/502/1223
Plant Nomenclature, Terminology and ID	2	5	38	A/502/1979
Creating Alpine Rock Gardens	2	3	24	A/505/8675
Skills for Plant Propagation	2	3	24	A/506/6596
Skills for Herb Cultivation	2	3	24	A/506/6601
Levelling and preparing sites for landscaping	2	4	30	D/502/0467
Installing drainage systems	2	3	23	D/502/1229
Construct and maintain paths	2	3	23	D/502/1425
Understanding Organic Horticulture	2	3	24	D/505/3307
Growing Fruit and Vegetables	2	3	24	D/505/8832
Identify and Select Forestry and Woodland Trees for Planting	2	3	30	D/506/4694
Establishing crops or plants in growing medium	2	4	30	F/502/0946
Understanding how to Select Plants	2	3	24	F/506/5370
Practical skills in ground preparation for seeding and planting	2	2	15	F/601/7667
Clearing horticultural and landscaping sites	2	3	23	H/502/0468
Hedgelaying	2	4	30	H/502/3743
Practical Skills for Dry stonewalling	2	4	30	H/503/2801
Principles of woodlands, forestry and ecology	2	3	22	H/602/3963
Maintain the appearance of decorative amenity areas	2	7	53	J/502/0396
Maintaining plants outdoors	2	3	23	J/502/1533
Exploring Organic Horticulture	2	3	24	J/506/6598
Use and maintain non-powered and hand held powered tools and equipment	2	3	23	K/502/0438
Prepare Ground for Seeding and Planting	2	4	30	K/502/0990
Understanding the Construction of Water Gardens	2	2	16	K/505/8736
Soil Testing	2	1	8	K/601/7503
Understanding How to Protect Crops	2	3	24	L/506/5369
Practical skills in establishing seeds and plants in soil	2	2	15	L/601/7669
Practical Floristry Skills	2	3	24	M/505/8740
Health and Safety in a Practical Environment	2	1	8	R/504/9366
Use and maintain chippers and/or shredders	2	3	23	T/502/0443
Maintain drainage systems	2	3	23	T/502/1222
Construct and maintain boundaries	2	3	23	T/502/1429
Landscaping and Ornamental Planting	2	3	24	T/505/8738
Introduction to Land Based Machinery Operations	2	10	60	T/600/9596

Remove unwanted plant growth to maintain development	2	5	38	Y/502/1214
Group C				
Title	Level	Credit Value	GLH	Unit ref
Work Experience	2	1	8	A/504/9362
Recognising and Respecting Diversity in the Workplace	2	1	8	A/504/9507
Recognising Prejudice and Discrimination	2	1	8	A/504/9510
Recognising Leadership Skills	2	2	16	D/600/3730
Understanding Opportunities in Work Based Learning and Apprenticeships	2	1	8	F/504/9377
Rights and Responsibilities in the Workplace	2	1	8	F/504/9511
Building Working Relationships with Colleagues	2	2	20	K/504/9454
Solving Problems in the Workplace	2	2	16	L/504/9513
Personal Presentation in the Workplace	2	1	8	M/504/9505
Understanding Change in the Workplace	2	2	16	M/504/9519
Understanding Structures in the Workplace	2	2	16	M/504/9522
Communication in the Workplace	2	2	16	R/504/9464

601/6309/4 Ascentis Level 2 Diploma in Horticulture and Amenity Horticulture

39 credits are required. 3 from the mandatory units in group A, 24 from the Horticulture units in group B and 12 from the Work Skills units in group C

Group A (Mandatory)

Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	2	1	8	H/504/9372
Principles of employment rights and responsibilities in the land based industries	2	2	15	J/602/5253

Group B

Title	Level	Credit Value	GLH	Unit ref
Establishing plants or seeds in soil	2	4	30	A/502/1223
Plant Nomenclature, Terminology and ID	2	5	38	A/502/1979
Creating Alpine Rock Gardens	2	3	24	A/505/8675
Skills for Plant Propagation	2	3	24	A/506/6596
Skills for Herb Cultivation	2	3	24	A/506/6601
Levelling and preparing sites for landscaping	2	4	30	D/502/0467
Installing drainage systems	2	3	23	D/502/1229
Construct and maintain paths	2	3	23	D/502/1425
Understanding Organic Horticulture	2	3	24	D/505/3307
Growing Fruit and Vegetables	2	3	24	D/505/8832
Identify and Select Forestry and Woodland Trees for Planting	2	3	30	D/506/4694
Establishing crops or plants in growing medium	2	4	30	F/502/0946
Understanding how to Select Plants	2	3	24	F/506/5370
Practical skills in ground preparation for seeding and planting	2	2	15	F/601/7667
Clearing horticultural and landscaping sites	2	3	23	H/502/0468
Hedgelaying	2	4	30	H/502/3743
Practical Skills for Dry stonewalling	2	4	30	H/503/2801
Principles of woodlands, forestry and ecology	2	3	22	H/602/3963

Maintain the appearance of decorative amenity areas	2	7	53	J/502/0396
Maintaining plants outdoors	2	3	23	J/502/1533
Exploring Organic Horticulture	2	3	24	J/506/6598
Use and maintain non-powered and hand held powered tools and equipment	2	3	23	K/502/0438
Prepare Ground for Seeding and Planting	2	4	30	K/502/0990
Understanding the Construction of Water Gardens	2	2	16	K/505/8736
Soil Testing	2	1	8	K/601/7503
Understanding How to Protect Crops	2	3	24	L/506/5369
Practical skills in establishing seeds and plants in soil	2	2	15	L/601/7669
Practical Floristry Skills	2	3	24	M/505/8740
Health and Safety in a Practical Environment	2	1	8	R/504/9366
Use and maintain chippers and/or shredders	2	3	23	T/502/0443
Maintain drainage systems	2	3	23	T/502/1222
Construct and maintain boundaries	2	3	23	T/502/1429
Landscaping and Ornamental Planting	2	3	24	T/505/8738
Introduction to Land Based Machinery Operations	2	10	60	T/600/9596
Remove unwanted plant growth to maintain development	2	5	38	Y/502/1214
Group C				
Title	Level	Credit Value	GLH	Unit ref
Work Experience	2	1	8	A/504/9362
Recognising and Respecting Diversity in the Workplace	2	1	8	A/504/9507
Recognising Prejudice and Discrimination	2	1	8	A/504/9510
Recognising Leadership Skills	2	2	16	D/600/3730
Understanding Opportunities in Work Based Learning and Apprenticeships	2	1	8	F/504/9377
Rights and Responsibilities in the Workplace	2	1	8	F/504/9511
Building Working Relationships with Colleagues	2	2	20	K/504/9454
Solving Problems in the Workplace	2	2	16	L/504/9513
Personal Presentation in the Workplace	2	1	8	M/504/9505
Understanding Change in the Workplace	2	2	16	M/504/9519
Understanding Structures in the Workplace	2	2	16	M/504/9522
Communication in the Workplace	2	2	16	R/504/9464

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Certificate in Horticulture and Amenity Horticulture is 107.

The recommended guided learning hours for Level 2 Diploma in Horticulture and Amenity Horticulture is 284.

Total Qualification Time

The total qualification time for Level 2 Certificate in Horticulture and Amenity Horticulture is 150.

The total qualification time for Level 2 Diploma in Horticulture and Amenity Horticulture is 390.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18 and 19+

Opportunities for Progression

The primary purpose of this qualification is to give you the skills you need to progress to the next level of vocational learning in horticulture. This qualification does not directly qualify you to work independently in horticulture settings, but will support you in working towards employment. The knowledge, understanding and skills you gain will help you to work in horticulture in entry level roles.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

GROUP A (MANDATORY) UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Responsible Work Practice

Unit Reference Number: H/504/9372

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the requirements of the workplace.	1.1. Describe responsibilities of employees and organisations in relation to health and safety.
	1.2. Explain why organisations set out requirements in relation to conduct and behaviour at work.
	1.3. Describe the facilities available for employees in relation to their health and safety, physical and mental wellbeing and employee rights.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Describe the different attitudes and behaviours that apply within and outside the workplace.
	2.2. Explain how positive attitudes and behaviours contribute to effective working practice.
3. Understand the characteristics of effective work practice.	3.1. Explain how employees can represent a positive image of their organisation when dealing with customers or others outside of the workplace.
	3.2. Explain the importance of maintaining an appropriate attitude and appearance in the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Principles of employment rights and responsibilities in the land based industries

Unit Reference Number: J/602/5253

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the principles of employment rights and responsibilities when working in the land based industry	1.1. Outline the employers' and employees' statutory rights and responsibilities under Employment Law
	1.2. State how employment in the land based sector can be affected by other legislation
	1.3. State the procedures and documentation required within the workplace which recognise and protect the relationship between an employee and employer
	1.4. Explain the range of sources for information and advice available on employment rights and responsibilities
	1.5. Describe own role and how it relates to the organisation and the industry
	1.6. Describe the organisation's principles and codes of practice and how they work within them
2. Know where to obtain information on careers and training for a specific sector in the land based industries	2.1. Outline potential career pathways available within the area of work
	2.2. State where and how to obtain information and advice on relevant industry, occupation, training and careers.
3. Know the types of representative bodies	3.1. Describe the different types, roles and responsibilities of representative bodies relevant to the industry and organisation
4. Know and form views of public concern	4.1. State how own work could cause issues of public concern that would affect the organisation

Assessment Method

N/A

Equivalences

N/A

GROUP B UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Establishing Plants or Seeds in Soil

Unit Reference Number: A/502/1223

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain equipment.	1.1. Select appropriate equipment for this area of work.
	1.2. Use equipment according to instructions.
	1.3. Prepare, maintain and store equipment in a safe and effective working condition throughout.
2. Be able to select and transport plants and/or seeds.	2.1. Select plants and/or seeds as requested.
	2.2. Identify a representative sample of plants.
	2.3. Handle, prepare and transport plants and seeds in a way that maintains their health and condition.
3. Be able to establish plants and/or seeds in soil.	3.1. Position and plant the plants and/or seeds according to instructions / drawings.
	3.2. Provide aftercare to meet the planting specifications.
4. Be able to work safely and minimise environmental damage.	4.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	4.2. Dispose of waste safely and correctly.
5. Know the requirements for establishing healthy plants.	5.1. Describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions.
	5.2. State what pH is and how to test for it.
	5.3. Explain the importance of timing and seasonality on planting to encourage establishment and growth.
	5.4. Describe how to handle and transport plants in a way which minimises damage and maintains health.
	5.5. Explain the importance of planting seeds and or plants to the correct depth and position.
	5.6. Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting.
	5.7. Describe the different types of backfill materials relevant to different types of plants and situations.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	5.8. Describe the range of protection methods which may be used for different plants e.g. anti-desiccants, tree guards and shelters.
	5.9. Identify the types of records required and explain the importance of accurate record keeping.
6. Know how to deal with damage and pollution.	6.1. State the correct methods of dealing with accidental damage and pollution.
	6.2. Describe how to minimise damage and unnecessary waste when working.
7. Know the types of equipment required and how to maintain them.	7.1. Describe the equipment which will be necessary for establishing plants and seeds in soil.
	7.2. Describe methods of maintaining the equipment ready for use.
8. Know the current health and safety legislation and environmental good practice.	8.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Plant Nomenclature, Terminology and Identification

Unit Reference Number: A/502/1979

Credit Value of Unit: 5

GLH of Unit: 38

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1. Understand the terminology used in naming plants.</p>	1.1. Define the terms family, genus, species, cultivar variety and hybrid using the bi-nomial system.
	1.2. Explain the purpose and importance of botanical names and discuss why botanical names are reclassified.
	1.3. Explain how descriptive botanical names can aid identification e.g. nana and pendula.
	1.4. Define terms relating to plants characteristics: (i) monocotyledons (ii) dicotyledons (iii) evergreen (iv) deciduous (v) hardy (vi) tender.
	1.5. Define terms relating to plant lifecycles e.g. (i) annuals, (ii) biennials, (iii) herbaceous perennials, (iv) woody perennial.
<p>2. Understand how the parts of plants can aid identification.</p>	2.1. Explain how a plant's characteristics aid identification.
	2.2. Explain how plant anatomy and plant morphology aid identification e.g. (i) flowers (ii) seeds and fruit (iii) stems (iv) leaves (v) roots (vi) habit.
<p>3. Identify and name plants using botanical names.</p>	3.1. Use a range of reference materials to aid identification of plants.
	3.2. Use a plant's characteristics to aid identification e.g. (i) habit (ii) leaves (iii) stems (iv) flowers (v) buds.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>3.3. Identify and botanically name a total of 60 plants (from the following categories).</p> <ul style="list-style-type: none"> (i) annuals and short-lived perennials (ii) houseplants (iii) herbaceous perennials (iv) trees and shrubs (v) grasses (vi) food crops (vii) weeds. <p>3.4. Use the correct format when writing botanical names.</p>
4. Be able to work safely and minimise environmental damage.	4.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Creating Alpine Rock Gardens
Unit Reference Number: A/505/8675

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the growing requirements of alpine plants.	1.1. Identify the environmental conditions normally experienced by alpine plants in their native habitat.
	1.2. Describe methods of growing alpines to provide for their cultural needs, for example, rock gardens and troughs.
	1.3. Describe five maintenance requirements of alpine plants.
2. Understand the design and construction of a rock garden.	2.1. Describe factors to be considered in rock garden design
	2.2. Describe site preparation, for example, drainage and weed removal.
	2.3. Demonstrate how to place rocks to give a natural effect and to provide appropriate situations for alpine plants.
	2.4. Identify and describe a minimum of ten suitable alpine plants for planting in a rockery.
3. Know how to create an alpine trough.	3.1. Identify suitable containers, for example, stone troughs and pans.
	3.2. Explain how to make and apply hypertufa.
	3.3. Describe suitable composts and mulches.
	3.4. Identify and describe a minimum of ten suitable alpine plants for rockery and trough.
	3.5. Plant and site an alpine trough.

Assessment Method

N/A

Equivalences

F/500/5105

UNIT SPECIFICATIONS

Unit Title: Skills for Plant Propagation
Unit Reference Number: A/506/6596

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the term propagation.	1.1. Describe what is meant by the term propagation. 1.2. Describe the range of methods of propagation.
2. Understand the use of seed in plant propagation.	2.1. Describe the advantages and disadvantages in using seed in plant propagation. 2.2. Describe the range of seeds available and the advantages and disadvantages of each. 2.3. Prepare containers with suitable growing medium for sowing seed. 2.4. Sow seed to correct density and depth and record its provenance.
3. Know how to prick out seedlings singly.	3.1. Select and prepare containers with suitable growing medium for pricking out seedlings. 3.2. Prick out singly to correct spacing. 3.3. Label the containers and place in a suitable location.
4. Know how to propagate by stem cuttings.	4.1. Demonstrate how to take off cutting material from stock plants. 4.2. Prepare containers with suitable growing medium for stem cuttings. 4.3. Prepare cuttings and insert into growing medium. 4.4. Label the containers and place in a suitable location.
5. Know how to pot up rooted cuttings, plugs or large seedlings.	5.1. Clean and prepare young plants for potting. 5.2. Pot up rooted cuttings, plugs or large seedlings. 5.3. Label plants correctly and place in a suitable location.
6. Know how to irrigate planted containers.	6.1. Water containers of seeds, seedlings, stem cuttings and rooted cuttings or plugs correctly.
7. Be able to maintain a clean and tidy work area.	7.1. Clean and store equipment as required. 7.2. Dispose of waste correctly. 7.3. Keep work area clean and tidy.

Assessment Method

Portfolio of evidence and practical demonstration/assignment.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Skills for Herb Cultivation
Unit Reference Number: A/506/6601

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Recognise and be able to use herbs.	1.1. Describe the properties of a range of herbs. 1.2. Describe the culinary and medicinal uses of a range of herbs.
2. Understand the main factors in selecting herbs for a specific site.	2.1. Describe the characteristics of a range of herbs identifying: a) factors that encourages growth b) location and associated benefits c) environmental influences.
3. Be able to cultivate a range of herbs.	3.1. Choose and use the appropriate methods of propagation for a range of herbs. 3.2. Design a maintenance programme for herbs including weeding, pruning and winter protection. 3.3. Explain how to harvest and preserve herbs including drying and freezing.

Assessment Method

Portfolio of evidence and practical demonstration/assignment.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Levelling and preparing sites for landscaping

Unit Reference Number: D/502/0467

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain equipment for levelling and preparing sites	1.1. Select appropriate equipment for this area of work
	1.2. Use equipment according to instructions
	1.3. Prepare, maintain and store equipment in a safe and effective working condition throughout.
2. Be able to level and prepare sites for landscaping.	2.1. Position reference marks correctly and according to specification.
	2.2. Position contours, levels and excavations within specified tolerances.
	2.3. Reinststate the site to specified levels.
	2.4. Keep working area clean according to client requirements.
	2.5. Complete work according to the agreed schedule and specification.
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice
	3.2. Carry out work in a manner which minimises environmental damage
	3.3. Dispose of waste safely and correctly
4. Know the importance of site preparation for landscaping.	4.1. Describe the importance of levelling and preparing sites effectively for all of: <ul style="list-style-type: none"> (i) green-field (ii) urban derelict (iii) reclaimed land (iv) existing gardens
	4.2. Describe the importance of position reference marks relating to site specification.
	4.3. Describe the procedures on a range of contrasting sites covering: green-field, urban, derelict, re-claimed and existing site.
	4.4. State the importance of working within specified tolerances
	4.5. State the types of damage which may occur to services and how to minimise this
	4.6. Explain why it is important to complete work to agreed schedule and specification

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
5. Know how to reinstate the ground to the required level	5.1. Describe how to reinstate ground to specified levels and why this is important
	5.2. State why it is important to clear debris effectively, safely, tidily and legally
6. Know the types of equipment required and how to maintain them	6.1. Describe the equipment which will be necessary for levelling and preparing sites for landscaping
	6.2. Describe methods of maintaining the equipment ready for use
7. Know the current health and safety legislation and environmental good practice.	7.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	7.2. Describe how environmental damage can be minimised
	7.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Installing drainage systems

Unit Reference Number: D/502/1229

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to install drainage systems	1.1. Position reference marks according to specification
	1.2. Install drainage system to specification: <ul style="list-style-type: none"> • sub surface systems • surface channels • sustainable drainage system
	1.3. Adopt practices to minimise damage to existing structures and services.
	1.4. Restore surface to near original condition
2. Be able to select, use and maintain equipment for installing drainage	2.1. Select appropriate equipment for this area of work
	2.2. Use equipment according to instructions
	2.3. Prepare, maintain and store equipment in a safe and effective working condition
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	3.2. Carry out work in a manner which minimises environmental damage
	3.3. Dispose of waste safely and correctly
	3.4. Describe the safety aspects of working in trenches
4. Know the principles of drain installation	4.1. Explain why soil drainage is beneficial for plant growth
	4.2. State the importance of setting accurate levels and falls
	4.3. Describe why the type, size, depth and spacing of drainage pipes/tiles, varies with the soil texture
5. Know the types of equipment required and how to maintain them	5.1. Describe the equipment which will be necessary for installing drainage
	5.2. Describe methods of maintaining the equipment in a fit state for use
6. Know the current health and safety legislation and environmental practice.	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements.
	6.2. Describe how environmental damage can be minimised
	6.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Construct and maintain paths

Unit Reference Number: D/502/1425

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to construct and maintain paths	1.1. Keep the route and dimensions of the path within tolerances specified for the site 1.2. Lay and support surface materials correctly and securely 1.3. Ensure drainage is effective 1.4. Lay paths efficiently, effectively and securely using both: <ul style="list-style-type: none"> • fluid component • hard component 1.5. Carry out maintenance of the path efficiently, effectively and securely using both: <ul style="list-style-type: none"> • fluid component • hard component 1.6. Ensure the appearance and condition of path is fit for purpose following construction or maintenance
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2. Carry out work in a manner which minimises environmental damage 2.3. Dispose of waste safely and correctly
3. Be able to select, use and maintain relevant equipment	3.1. Select and use equipment according to instructions 3.2. Prepare, maintain and store equipment in a safe and effective working condition throughout
4. Know how to construct and maintain paths	4.1. Describe the standards of construction for different types of paths 4.2. State the advantages and disadvantages of different types of paths and situations in which they are appropriate: <ul style="list-style-type: none"> • Fluid components • Hard components

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	4.3. Describe construction methods required and how to ensure routes and dimensions are within agreed tolerances
	4.4. Describe the principles of drainage for paths and how to ensure its effectiveness
	4.5. Describe the potential hazards presented by services on site and how to avoid these
	4.6. Describe the type of problems that may occur and the actions required
5. Know the types of equipment required and how to maintain them	5.1. Describe the methods of maintaining the range of equipment used
6. Know relevant health and safety legislation and environmental good practice	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements
	6.2. Describe how environmental damage can be minimised
	6.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Organic Horticulture
Unit Reference Number: D/505/3307

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure of the horticultural industry and the current status of organic methods.	1.1. Describe the main products and services of the horticultural industry. 1.2. Outline the provision of the main organic horticultural products and services in the UK.
2. Understand the current legislative and regulatory framework in which organic horticulture operates.	2.1. Describe the role of the main organisations involved in the regulation of organic horticulture. 2.2. Describe how the production and quality of organic produce or services are regulated.
3. Know the advantages to the environment of organic horticultural methods.	3.1. List three advantages to the environment by the use of organic horticultural methods. 3.2. Describe the implementation of two of the above.
4. Understand how the principles of organic horticulture can be integrated into mainstream horticulture.	4.1. Outline the key principles of sustainable horticulture. 4.2. Describe at least two ways in which the principles of sustainable horticulture could be integrated into mainstream horticulture.
5. Understand the economic underpinning of the organic approach.	5.1. Describe two factors that have underpinned the organic approach to horticulture.
6. Understand the potential for growth of organic products and services within the horticulture industry.	6.1. Explain at least three potential areas of growth in the organic horticulture sector.

Assessment Method

N/A

Equivalences

M/500/5407

UNIT SPECIFICATIONS

Unit Title: How to Grow Fruit and Vegetables
Unit Reference Number: D/505/8832

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles and practices of crop rotation.	1.1. Describe the principles and practices of crop rotation.
	1.2. Produce a plan of a four-year crop rotation cycle.
2. Understand the factors involved in siting a vegetable production area.	2.1. Define the factors to be considered in the siting and layout of a vegetable production area.
	2.2. Describe the use of alternative systems of vegetable production.
3. Know how to grow a range of vegetables seeds.	3.1. Describe the process of growing vegetable seeds.
	3.2. Define the effects of planting density on crop production.
	3.3. Describe how continuity of cropping may be achieved.
	3.4. Describe the production of a crop from each of the following crop groups: a) Vegetable crops b) Root crops c) Alliums d) Potatoes e) Legumes.
4. Understand key factors for growing tree fruit plants.	4.1. Define the key factors relating to the siting of tree fruit plants for fruit production.
	4.2. Describe the range of tree fruit plants and their cultural forms.
5. Be able to plant and maintain tree fruit plants.	5.1. Describe the planting methods for types of tree fruit plants.
	5.2. Define key aspects of the maintenance of tree fruit plants.
	5.3. Describe methods of pruning and training top fruit.
6. Know how to grow a range of soft fruit plants.	6.1. Define key factors in siting soft fruit plants for fruit production.
	6.2. Describe the growth habits of different soft fruits.
	6.3. Describe the planting methods for soft fruit plants.
	6.4. Define four key aspects of the maintenance of soft fruit plants.
	6.5. Describe methods of pruning and training soft fruit plants.

Assessment Method

N/A

Equivalences

L/500/5107

UNIT SPECIFICATIONS

Unit Title: Identify and Select Forestry and Woodland Trees for Planting

Unit Reference Number: D/506/4694

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Identify a range of forestry and woodland trees to genus and species	1.1. Identify 30 forestry and woodland tree species in all seasons
2. Understand the selection of trees to meet forestry requirements in the UK	2.1. State and explain the range of plant stock available for forestry planting in the UK
3. Be able to select appropriate trees to meet UK forestry requirements	3.1. List trees that provide timber of different commercial properties
	3.2. List trees which are native to the British Isles.
	3.3. List trees appropriate for use on acidic, calcareous, permanently wet, dry or freely drained soils
	3.4. List trees that are appropriate for use on poor sites, sites of high elevation, coastal sites, brownfield sites and out of use agricultural sites

Assessment Method

Internal assessment, internal and external moderation

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Establishing crops or plants in growing medium

Unit Reference Number: F/502/0946

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare for setting out crops or plants	1.1. Describe how to prepare the growing media for planting
	1.2. Describe the types of growing media and their relationship to the crop/plant growth and development
	1.3. State the indicators used to identify plant material that is unsuitable for planting
2. Know how to set out crops or plants	2.1. Describe the methods of preparing plant material for planting
	2.2. Describe how production requirements influence planting operations
	2.3. State how the correct spacing, depth, orientation and firmness of crops/plants differ according to the production requirements
	2.4. Describe the correct handling methods for crops and plants to maintain quality
3. Know how to establish crops/plants	3.1. Describe the methods of establishing crops and plants
	3.2. Describe the types of pests, diseases, weeds and environmental conditions which may affect production
	3.3. Describe the types of protection used for pests, disease, weeds and environmental conditions
	3.4. State the crops or plant requirements for nutrients and moisture in order to establish successfully
4. Know the types of equipment required and how to maintain them	4.1. Describe the equipment which will be necessary for establishing crops and plants
	4.2. Describe methods of maintaining the equipment ready for use
5. Know the current health and safety legislation and environmental good practice	5.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	5.2. Describe the correct methods for disposing of organic and inorganic waste.
6. Be able to set out crops or plants	6.1. Prepare the growing medium ready for planting
	6.2. Identify and reject plant material which is unsuitable for planting
	6.3. Position the plants or crop in the growing medium in accordance with requirements

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	6.4. Handle plants or crop in a way which optimises growth and development and minimises damage
7. Be able to establish crops or plants	7.1. Use a suitable method of establishing the crops or plants
	7.2. Apply suitable protection to the crops or plants
8. Be able to select, use and maintain equipment	8.1. Select appropriate equipment for this area of work
	8.2. Use equipment according to instructions
	8.3. Prepare, maintain and store equipment in a safe and effective working condition throughout
9. Be able to work safely and minimise environmental damage	9.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	9.2. Dispose of waste safely and correctly
	9.3. Provide accurate information for recording purposes

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding How to Select Plants
Unit Reference Number: F/506/5370

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand plant categories and their uses.	1.1. Define the terms: shrub, tree, ground cover, wall shrub, annual, perennial, biennial, half hardy, herbaceous, corm, bulb, tuber and rhizome.
	1.2. Describe the aesthetic practical and environmental uses of the above.
2. Know how to select plants to produce particular effects.	2.1. Explain the importance of considering the wide range of plant characteristics when selecting plants.
	2.2. Explain the importance of considering the wide range of site characteristics when selecting plants, for example, habit, height, spread, flowering period and foliage.
	2.3. Identify at least three plants that will provide at least three different features.
	2.4. Identify at least three plants suitable for cut flowers
	2.5. Identify at least three herbaceous or evergreen perennials to provide continuity of display over a year.
	2.6. Choose a range of hardy annuals suitable for a summer/autumn border.
	2.7. Choose a range of bedding plants suitable for a seasonal border.
	2.8. Choose four plants suitable for display containers in three different situations.
3. Know how to select plants for a specified location.	3.1. Select plants that would encourage optimum bio-diversity within a specified location and site.

Assessment Method

N/A

Equivalences

J/500/5106 Understanding how to Select Plants

UNIT SPECIFICATIONS

Unit Title: Practical skills in ground preparation for seeding and planting

Unit Reference Number: F/601/7667

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain equipment	1.1. Select appropriate equipment for this area of work
	1.2. Use equipment according to instructions
	1.3. Prepare, maintain and store equipment in a safe and effective working condition throughout
2. Be able to prepare ground for seeding and planting	2.1. Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions
	2.2. Add the materials specified for the operation. (it may be compost, fertiliser or sand)
	2.3. Produce the required tilth for the specified finish.
	2.4. Clear debris from the site effectively, safely, tidily and legally
	2.5. Complete work to the agreed schedule
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	3.2. Carry out work in a manner which minimises environmental damage
	3.3. Dispose of waste safely and correctly

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Clearing horticultural and landscaping sites

Unit Reference Number: H/502/0468

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to clear sites effectively.	1.1. Locate the correct site for clearing and confirm what is to be cleared. 1.2. Ensure the site is safe and secure for the work to be conducted.
2. Be able to select, use and maintain equipment for clearing horticultural and landscaping sites	2.1. Select appropriate equipment for this area of work 2.2. Use equipment according to instructions 2.3. Prepare, maintain and store equipment in a safe and effective working condition throughout
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2. Carry out work in a manner which minimises environmental damage 3.3. Dispose of waste safely and correctly
4. Know the appropriate methods for site clearance.	4.1. Describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites. 4.2. State why it is important to confirm what should be cleared 4.3. Describe the different clearing methods that can be used
5. Know the types of equipment required and how to maintain them	5.1. Describe the equipment which will be necessary for clearing horticultural and landscaping sites 5.2. Describe methods of maintaining the equipment ready for use
6. Know the current health and safety legislation and environmental good practice.	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work. 6.2. Describe how environmental damage can be minimised 6.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Hedgelaying

Unit Reference Number: H/502/3743

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the health and safety issues in relation to hedgelaying.	1.1. Describe own responsibilities under the current and relevant legislation. 1.2. Identify two items of PPE (Personal Protective Equipment) and explain why they are important.
2. Know a range of hand tools used for hedgelaying and how to care for them.	2.1. Identify the hand tools to be used and describe their purpose. 2.2. Identify the importance of sharp, correct tools. 2.3. Explain why tools should be cleaned.
3. Know about the methodology of hedgelaying.	3.1. Identify one reason a farmer would have a hedge laid and identify the benefit to a conservationist. 3.2. Identify when hedgelaying should normally take place and why this is important. 3.3. Identify when hedgelaying should take place for very old hedges and describe the benefits of this. 3.4. Describe what is involved in the methodology of hedgelaying and identify two tools which are used. 3.5. Define a pleacher. 3.6. Explain the technique that should be used with a billhook or axe. 3.7. Explain the importance of the stump, or 'heel' which is removed, sloping away from the centre of the stem. 3.8. Describe the consequence of cutting the stump too high.
4. Know how to lay a hedge.	4.1. Apply all health and safety requirements. 4.2. Identify 5-10 metres of hedge to be laid. 4.3. Prepare the hedge; clearing out rubbish, cutting out brush. 4.4. Cut the pleachers using the correct technique. 4.5. Lay the hedge using the correct technique.
5. Understand the importance of maintaining laid hedges.	5.1. Describe two consequences of leaving a planted hedge and one effect of this. 5.2. Identify the advantage of trimming the hedge as it develops and the result of this. 5.3. Identify two consequences of dense outer growth through too much trimming. 5.4. Identify, at the base of a hedge, how to recognise the time to lay the hedge.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	5.5. Describe the shape that should be aimed for when a hedge is trimmed and why this is important.
6. Know how the characteristics of hedgelaying reflect geology.	6.1. Identify a style of hedge that uses stakes and the purpose of the stakes and how they should be used. 6.2. Identify a regional style and how it would look. 6.3. Describe how a regional style may differ from a local style.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Practical Skills for Dry Stone Walling
Unit Reference Number: H/503/2801

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to dismantle a wall.	1.1. Carry out an environmental impact assessment.
	1.2. Clear debris and remove any lying stone to suitable locations.
	1.3. Safely remove top stones and place at correct distance from wall.
	1.4. Take down a wall and grade stone, placing it in appropriate locations.
	1.5. Repair any environmental damage.
	1.6. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy and safe.
2. Be able to lay foundations.	2.1. Identify line of wall and remove debris and obstructions.
	2.2. Correctly identify and select appropriate hand tools or machinery.
	2.3. Set out and excavate line of wall accurately.
	2.4. Select and lay suitable stones to correct depth, width, line and level.
	2.5. Make sure the foundation is secure.
	2.6. Repair any environmental damage.
	2.7. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy and safe.
3. Be able to construct a wall.	3.1. Construct and set up batter frames to the correct dimensions for the wall.
	3.2. Correctly identify and select appropriate hand tools.
	3.3. Select suitable size stones and lay securely with the correct orientation for each course.
	3.4. Lay each course to the correct line and level with appropriate joints and batter.
	3.5. Ensure appropriate filling is used and is of suitable size.
	3.6. Lay through stones at appropriate heights and centres.
	3.7. Securely fix copings.
	3.8. Repair any environmental damage.
	3.9. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy and safe.

Assessment Method

In line with Awarding Organisation guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Principles of woodlands, forestry and ecology

Unit Reference Number: H/602/3963

Credit Value of Unit: 3

GLH of Unit: 22

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how woodland/forestry cover has changed from 1600 A.D. to the present day	1.1. Identify four major influences that have changed the woodland cover of England and Wales since 1600 A.D. to the present day
2. Understand woodland structure and how a woodland develops	2.1. Define a minimum of two stages related to vegetation development in a woodland
	2.2. Describe a minimum of four operations commonly used in woodland management
	2.3. Describe the horizontal structure of a woodland
	2.4. Describe the vertical structure of a woodland
	2.5. Identify the four layers of the vertical structure
	2.6. Give four examples of plant species found in each of the vegetation layers
3. Understand the principles of common silvicultural systems of tree management	3.1. Describe two common silvicultural methods of growing trees
	3.2. Outline two advantages and two disadvantages of each system
	3.3. Identify what is meant by the term continuous cover forestry
4. Understand the main types of woodland management	4.1. Give a definition for one main type of woodland found in the UK
	4.2. Identify the key principles of managing one of the main types of woodland
5. Understand the main aims and objectives of community woodlands and forests	5.1. Identify the main aims of community forests/woodlands as outlined by government and national policy
6. Understand how a woodland ecosystem and a simple woodland food chain or web functions	6.1. Define the terms <ul style="list-style-type: none"> • ecosystem • ecotone
	6.2. Describe a simple food chain or web
	6.3. Identify a <ul style="list-style-type: none"> • producer • primary producer • secondary producer • tertiary producer • decomposer

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	6.4. Identify a minimum of four influences on a woodland ecosystem
	6.5. Identify the effects that one catastrophic event can have on an ecosystem

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Maintain the appearance of decorative amenity areas

Unit Reference Number: J/502/0396

Credit Value of Unit: 7

GLH of Unit: 53

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain relevant equipment	1.1. Select appropriate equipment for this area of work 1.2. Use equipment according to manufacturer's instructions and legal requirements 1.3. Prepare, maintain and store equipment in a safe and effective working condition.
2. Be able to maintain the appearance of three different types of decorative area	2.1. Water and feed the plants in a way that is appropriate to them and their environment 2.2. Replace missing, damaged or displaced plants to maintain the visual impact of the area. 2.3. Remove unwanted plant material to maintain the visual impact 2.4. Train and support plants where required to maintain the overall effect and the health and vigour of plants 2.5. Leave the area clean and tidy
3. Be able to identify and control weeds, pests and diseases	3.1. Identify weeds, pests and diseases and use one of the following control methods: <ul style="list-style-type: none"> • physical, • chemical • cultural
4. Be able to work safely and minimise environmental damage	4.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 4.2. Carry out work in a manner which minimises environmental damage 4.3. Dispose of waste safely and correctly

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
5. Know why it's important to maintain decorative areas	5.1. Describe how to maintain the appearance of decorative horticultural areas covering all of the following: <ul style="list-style-type: none"> (i) Formal bedding (ii) Hanging baskets (iii) Other containers (iv) Mixed borders (v) Wall shrubs (vi) Climbers 5.2. Explain the reasons for feeding and providing moisture for plants in decorative amenity areas. 5.3. Identify and describe five pests, five diseases, two disorders and their symptoms 5.4. Identify and name 15 weeds common to decorative amenity areas 5.5. Describe how to select and use control methods for weeds, pests and diseases appropriate to the area being maintained 5.6. Explain why unwanted plant material is removed
6. Know the types of equipment required and how to maintain them	6.1. Describe the equipment which will be necessary for maintaining the appearance of decorative amenity areas 6.2. Describe methods of maintaining the equipment ready for use
7. Know the current health and safety legislation and environmental good practice.	7.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work. 7.2. Describe how environmental damage can be minimised 7.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Maintaining plants outdoors

Unit Reference Number: J/502/1533

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use tools and maintain relevant equipment	1.1. Select appropriate equipment for this area of work 1.2. Use equipment according to relevant legislation and manufacturer's instructions 1.3. Prepare, maintain and store equipment in safe and effective working condition
2. Be able to maintain the health of plants outdoors	2.1. Inspect plants as instructed 2.2. Identify all of the following threats to promote plant health: (i) pests (ii) diseases (iii) disorders (iv) unfavourable conditions (v) competing growth 2.3. Use correct and effective methods of dealing with threats to plant health 2.4. Promote and maintain health growth using all of the following methods: (i) feeding (ii) watering (iii) surface cultivation (iv) mulching
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 3.2. Carry out work in a manner which minimises environmental damage 3.3. Dispose of waste safely and correctly

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>4. Know how to maintain the health of plants outdoors</p>	<p>4.1. Describe how to check and report signs of damage or threats to health to include;</p> <ul style="list-style-type: none"> (i) pests (ii) diseases (iii) disorders (iv) unfavourable conditions (v) competing growth <p>4.2. State how seasonal weather conditions affect plant growth and health</p> <p>4.3. Describe the different methods used to promote plant health including:</p> <ul style="list-style-type: none"> (i) feeding (ii) watering (iii) surface cultivation (iv) mulching <p>4.4. Describe the effects of soil conditions on plant growth</p> <p>4.5. State why watering regimes vary for different soils and plants</p> <p>4.6. Describe how the correct use of agrochemicals/pesticides can improve plant health</p> <p>4.7. Describe how the incorrect use of agrochemicals / pesticides can harm plants</p> <p>4.8. Describe the methods of dealing with threats to plant health covering; physical, cultural and irrigation</p>
<p>5. Know relevant health and safety and animal welfare legislation and environmental good practice</p>	<p>5.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p>5.2. Describe how environmental damage can be minimised</p> <p>5.3. Describe the correct methods for disposing of organic and inorganic waste</p>

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Exploring Organic Horticulture

Unit Reference Number: J/506/6598

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Recognise development of the horticultural industry in own region.	1.1. Explain the main products and services of the horticulture industry. 1.2. Describe the provision of the main organic horticultural products and services within own region.
2. Understand the legislative and regulatory framework in which organic horticulture operates.	2.1. Explain the role of the main organisations involved in the regulation of organic horticulture. 2.2. Describe how the production and quality of organic produce or services are regulated.
3. Recognise the advantages to the environment of organic horticultural methods.	3.1. Explain the advantages of organic horticultural methods to the environment.
4. Know how the principles of organic horticulture can be integrated into mainstream horticulture.	4.1. Summarise the key principles of sustainable horticulture. 4.2. Explain the principles of sustainable horticulture and how it can be integrated into mainstream horticulture.
5. Understand the economic underpinning of the organic approach.	5.1. Explain the economic factors which underpin the organic approach to horticulture.
6. Know the potential for growth of organic products and services within the horticulture industry.	6.1. Describe a range of potential areas of growth in the organic horticulture sector.

Assessment Method

Portfolio of evidence and practical demonstration/assignment.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Use and maintain non-powered and hand held powered tools and equipment
Unit Reference Number: K/502/0438

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use and maintain non-powered and hand held powered tools and equipment	1.1. Ensure that the equipment is safe and in good working order
	1.2. Select and use the correct personal protective clothing and equipment
	1.3. Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements
	1.4. Maintain non-powered and hand held equipment in accordance with manufacturer's instructions.
	1.5. Identify any problems with the equipment and take appropriate action
	1.6. Clean and store equipment correctly after use
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	2.2. Carry out work in a manner which minimises environmental damage
	2.3. Dispose of waste safely and correctly
3. Know how to use and maintain the tools and equipment	3.1. Explain the importance of using equipment in line with manufacturers' instructions.
	3.2. Describe the pre-operational checks and the methods of maintaining the equipment for use
	3.3. List the main hazards and risks associated with using the equipment
	3.4. Describe the types of problems that may occur with the equipment and how to deal with each of these correctly
	3.5. State the types of protective clothing and the reasons why it must be worn
4. Know the current health and safety legislation and good environmental practice.	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements.
	4.2. Describe how environmental damage can be minimised

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Preparing Ground for Seeding and Planting
Unit Reference Number: K/502/0990

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain equipment.	1.1. Select appropriate equipment for this area of work.
	1.2. Use equipment according to instructions.
	1.3. Prepare, maintain and store equipment in a safe and effective working condition throughout.
2. Be able to prepare ground for seeding and planting.	2.1. Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions.
	2.2. Add the materials specified for the operation. (it may be compost, fertiliser or sand).
	2.3. Produce the required tilth for the specified finish.
	2.4. Clear debris from the site effectively, safely, tidily and legally.
	2.5. Complete work to the agreed schedule.
3. Be able to work safely and minimise environmental damage.	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	3.2. Carry out work in a manner which minimises environmental damage.
	3.3. Dispose of waste safely and correctly.
4. Know how to prepare the ground.	4.1. Describe the different clearance and minor levelling methods which can be used for the following: (i) green-field (ii) urban derelict (iii) reclaimed land (iv) existing gardens.
	4.2. Describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish.
	4.3. State where and when composts, fertilisers and other materials should be used and the types that are appropriate.
	4.4. State how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site.
	4.5. Describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them.
	4.6. State why it is important to clear debris effectively, safely, tidily and legally.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
5. Know the types of hazards.	5.1. Describe the hazards of underground services and how to avoid these.
6. Know the types of weeds.	6.1. Identify 15 types of perennial weeds and state how to control them.
7. Know the types of equipment and materials required and how to maintain them.	7.1. Describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials (i) organic matter (ii) fertiliser (iii) lime (iii) perennial weed herbicides.
	7.2. Describe methods of maintaining the equipment ready for use.
8. Know the current health and safety legislation and environmental good practice.	8.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	8.2. Describe how environmental damage can be minimised.
	8.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding the Construction of Water Gardens

Unit Reference Number: K/505/8736

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the value of water as a garden feature.	1.1. Describe the additional interest that water features add to gardens, for example, a habitat for wildlife, sound and movement.
2. Understand the factors to be considered in siting and constructing a pool.	2.1. Describe the practical and aesthetic considerations in pond design, including aspect, access, visibility and shape.
3. Know how to construct a pond.	3.1. Describe the construction of a pond using concrete, a flexible liner or a pre-formed shape.
	3.2. Outline three differences between a formal and informal pond.
4. Be able to select water plants for a pool.	4.1. Describe the purpose of the main categories of water plants, for example, oxygenators, marginal and surface cover.
	4.2. Identify three plants from each category suitable for given situations.
5. Be able to site water plants.	5.1. Describe how to site water plants.
	5.2. Create a planting scheme for a pool.
	5.3. Site water plants.
6. Be able to plan for the maintenance of a water garden.	6.1. Produce a seasonal plan of routine maintenance of water plants.
	6.2. Explain how to maintain clear water in a pool, for example, cover of pond surface, siting and daphnia.

Assessment Method

N/A

Equivalences

L/500/5415

UNIT SPECIFICATIONS

Unit Title: Soil Testing

Unit Reference Number: K/601/7503

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the reasons for soil testing	1.1. State the reasons for soil testing
2. Be able to collect and prepare soil samples for testing	2.1. Collect a soil sample from the topsoil of a given site (without using the ADAS method)
	2.2. Demonstrate how to prepare a soil sample for testing
3. Be able to identify the textural class of soils	3.1. Perform soil texture tests by feel using the ADAS 1985 soil texture key
	3.2. Distinguish between distinctly different textural classes
4. Be able to determine the pH of soils	4.1. Perform a pH test using an industry standard soil testing kit
	4.2. Differentiate between prepared soil samples

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding How to Protect Crops

Unit Reference Number: L/506/5369

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the need for protective structures.	1.1. Describe the advantages of protective structures.
	1.2. Describe a range of equipment associated with protected cropping and explain their uses.
	1.3. Outline four situations where protective structures could be used.
2. Understand the design and construction of protective structures.	2.1. Describe a range of protective structure types and shapes and explain their uses.
	2.2. Describe the characteristics of a range of cladding materials, for example, glass, polythene and polycarbonate.
	2.3. Explain the key factors that need to be taken into account when siting protective structures, for example, orientation and shelter.
3. Know equipment used in protecting crops.	3.1. Identify a range of equipment associated with protected cropping and explain the use of each.
4. Know methods of manipulating the environment in a protective structure.	4.1. Describe the principles and practices of the following: a) ventilation b) shading c) damping down d) heating e) watering f) feeding g) growing media.
	4.2. Identify uses of ICT in the management of a protected cropping environment.
5. Know how to propagate and cultivate a range of ornamental and productive plants within a protective cropping environment.	5.1. Describe the propagation and care of a range of bedding and ornamental plants, for example, pelargonium and begonia.
	5.2. Describe the propagation and growing techniques for a range of food crops, for example, tomatoes and cucumbers.
6. Understand how to prevent and treat a range of plant problems occurring within a protective cropping environment.	6.1. Identify the main common greenhouse pests, diseases and disorders.
	6.2. Describe a range of methods of control that reflect an integrated and sustainable approach to the control of plant problems.

Assessment Method

N/A

Equivalences

F/500/5413 Understanding How to Protect Crops

UNIT SPECIFICATIONS

Unit Title: Practical skills in establishing seeds and plants in soil

Unit Reference Number: L/601/7669

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain equipment	1.1. Select appropriate equipment for this area of work
	1.2. Use equipment according to instructions
	1.3. Prepare, maintain and store equipment in a safe and effective working condition throughout
2. Be able to select and transport plants and or seeds	2.1. Select plants and or seeds as requested
	2.2. Identify a representative sample of plants
	2.3. Handle, prepare and transport plants and seeds in a way that maintains their health and condition
3. Be able to establish plants and or seeds in soil	3.1. Position and plant the plants and or seeds according to instructions / drawings
	3.2. Provide aftercare to meet the planting specifications
4. Be able to work safely and minimise environmental damage	4.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	4.2. Dispose of waste safely and correctly

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Practical Floristry Skills
Unit Reference Number: M/505/8740

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about materials and construction techniques for a specified design brief.	1.1. Collate information about a range of potential design features and construction techniques to meet a specified design brief, for example, table display, funeral spray or bridesmaid's posy. 1.2. Collate information about the potential range of natural and man-made plant material available according to season.
2. Be able to make informed design decisions.	2.1. Decide on a specific design and material(s), justifying the selected features in terms of: a) Intended purpose b) Effective use of mechanics c) Design principles (colours, form line) d) Season e) Cost.
3. Be able to plan and prepare for the construction process.	3.1. Select and use appropriate conditioning methods in relation to the selected plant material. 3.2. Identify and explain the purpose of the selected tools, equipment and other material to be used.
4. Be able to produce a floral arrangement.	4.1. Produce a floral arrangement which meets the design brief and effectively incorporates chosen design elements.
5. Be able to review own work.	5.1. Comment on the design and production process, identifying: a) What worked well and what could be improved b) What skills were introduced or developed.

Assessment Method

N/A

Equivalences

A/500/5409

UNIT SPECIFICATIONS

Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: R/504/9366

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the Health and Safety requirements, procedures and equipment relevant to their work environment.	1.1. Describe the purpose and main features of current health and safety requirements, including legislation, relevant to their work environment.
	1.2. Describe the procedures for reporting accidents and potential hazards in their work environment.
	1.3. Locate emergency equipment such as the fire/emergency alarm and first aid box in their work environment.
2. Be able to recognise and manage risk in their work environment by following safe working practices.	2.1. Identify and describe the risks in their work environment.
	2.2. Describe the purpose and use of safety equipment and/or clothing to minimise risk in their work environment.
	2.3. Follow health and safety procedures relevant to their work environment.

Assessment Method

Evidence gained through the use of a simulated work environment such as a training workshop or office is acceptable.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Use and maintain chippers and/or shredders

Unit Reference Number: T/502/0443

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use and maintain chippers and/or shredders	1.1. Make sure that the chippers and / or shredders are in safe and good working order 1.2. Select and use the correct personal protective clothing and equipment 1.3. Set up and use the chippers and or shredders in accordance with the manufacturer's instructions and legal requirements 1.4. Maintain chippers and/or shredders in accordance with manufacturer's instructions. 1.5. Identify any problems with the chippers and / or shredders and take the correct action 1.6. Clean and store the equipment correctly after use
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2. Carry out work in a manner which minimises environmental damage 2.3. Dispose of waste safely and correctly
3. Know how to use and maintain chippers and / or shredders	3.1. List the main hazards and risks associated with using chippers and / or shredders and action to be taken 3.2. Explain the importance of operating equipment in line with manufacturer's instructions. 3.3. Describe methods of preparing and maintaining the equipment for use covering: (i) correct pre-use checks (ii) correct start-up procedure (iii) use appropriate work method (iv) correct stopping procedure (v) correct post-use maintenance (vi) reporting problems to the appropriate person 3.4. describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	3.5. Describe types of protective clothing and explain why it must be worn
4. Know the current health and safety legislation and environmental good practice.	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements.
	4.2. Describe how environmental damage can be minimised

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Maintain drainage systems

Unit Reference Number: T/502/1222

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to inspect and maintain drainage systems	1.1. Inspect and assess drainage systems according to agreed schedules
	1.2. Restore drainage systems to full effectiveness and to agreed schedule
	1.3. Record inspections and work undertaken
	1.4. Maintain effective working relations with all relevant people throughout
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	2.2. Carry out work in a manner which minimises environmental damage
	2.3. Dispose of waste safely and correctly
3. Know how to inspect and maintain drainage systems	3.1. Describe the schedule of inspections required to identify faults and problems
	3.2. Describe how to identify and correct impeded drainage and its causes
	3.3. State how to identify and deal with any problems with drainage systems
	3.4. Describe the main causes of drain malfunction, including leaks and blockages and methods that can be used to deal with them
	3.5. Describe the factors affecting flow rates in the drains
	3.6. State the importance of maintaining drainage systems so they work effectively and efficiently
	3.7. Describe the principles of drainage design
	3.8. State why it is important to keep working areas clean according to clients' requirements.
	3.9. State what records need to be kept and why
4. Know the current health and safety legislation and environmental practice.	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	4.2. Describe how environmental damage can be minimised
	4.3. Describe the correct methods for disposing of organic and inorganic waste.

Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Construct and maintain boundaries
Unit Reference Number: T/502/1429

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to construct and maintain boundaries	1.1. Check the selected materials meet the agreed specifications
	1.2. Maintain one of the boundaries below within the tolerances specified for the site <ul style="list-style-type: none"> • fence • wall
	1.3. Keep damage to other features, services and wildlife on site to a minimum
	1.4. Carry out construction of boundaries efficiently, effectively and securely
	1.5. Maintain the appearance and fabric of boundaries so that they are fit for their purpose
2. Be able to select, use and maintain relevant equipment	2.1. Select and use appropriate equipment for this area of work
	2.2. Prepare, maintain and store equipment in a safe and effective working condition throughout.
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
	3.2. Carry out work in a manner which minimises environmental damage
	3.3. Dispose of waste safely and correctly
4. Know how to construct and maintain boundaries	4.1. Outline the purpose of boundaries
	4.2. State the advantages and disadvantages of different types of boundaries and the appropriate situations in which to use them
	4.3. Describe the materials needed for construction and maintenance of boundaries
	4.4. Describe how to measure to ensure work is within tolerances for the site
	4.5. Describe the potential hazards presented by services and how to avoid these
	4.6. Describe the type of problems that may occur and the actions required when constructing and maintaining boundaries
	4.7. State what to look for in deciding whether the appearance and fabric of boundaries are fit for purpose

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
5. Know relevant health and safety legislation and environmental good practice	5.1. Outline the current health and safety legislation, codes of practice and any additional requirements 5.2. Describe how environmental damage can be minimised 5.3. Describe the correct methods for disposing of organic and inorganic waste.
6. Know the types of equipment required and how to maintain them	6.1. Describe the methods of maintaining the range of equipment used

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Landscaping and Ornamental Planting
Unit Reference Number: T/505/8738

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the role of plants and planting in horticultural design.	1.1. Identify plant types and their suitability for specified purpose. 1.2. Design areas to specified criteria, explaining selection of plants.
2. Be able to demonstrate the use of containers and growing areas.	2.1. Identify and explain the use of ornamental containers in horticulture. 2.2. Use containers and site appropriately.
3. Be able to produce designs.	3.1. Produce a range of design layouts and explain reasons for the selection of plants. 3.2. Implement at least one of the above.
4. Be able to demonstrate ornamental planting techniques.	4.1. Identify and explain a range of aids for ornamental planting and demonstrate their use.
5. Be able to maintain a landscaped/planted area.	5.1. Maintain a specified landscape or ornamentally planted area using appropriate techniques.

Assessment Method

N/A

Equivalences

K/500/5406

UNIT SPECIFICATIONS

Unit Title: Introduction to Land-based Machinery Operations

Unit Reference Number: T/600/9596

Credit Value of Unit: 10

GLH of Unit: 60

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand safe working principles when using equipment and machinery	1.1. Select appropriate equipment for land-based tasks
	1.2. Explain why manufacturers' instructions should be followed when working with land-based equipment and machines
	1.3. Explain the legal and environmental requirements associated with specific machines
	1.4. Identify the controls/devices/ instruments and other health and safety requirements for machinery and equipment
2. Be able to prepare land-based equipment and machinery for use	2.1. Carry out adjustments on land-based equipment and machines to meet specific requirements prior to use
	2.2. Explain the benefits of correct adjustment of equipment and machines
	2.3. Carry out pre-start checks, including fuelling
3. Be able to operate land-based equipment and machinery	3.1. Operate equipment and machines safely and efficiently for different land-based activities
	3.2. Carry out activities to achieve the desired results when operating land-based equipment and machines
4. Be able to maintain land-based equipment and machinery	4.1. Identify routine maintenance for land-based equipment and machines using manufacturers' instructions
	4.2. Identify hazards and comply with risk assessments during maintenance activities
	4.3. Carry out different routine maintenance activities safely on a range of equipment and machines
	4.4. Record maintenance activities in an appropriate format

Assessment Method

N/A

Equivalences

N/A

GROUP C UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Work Experience

Unit Reference Number: A/504/9362

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan their work experience.	1.1. Identify their expectations and goals for the work experience placement.
	1.2. Describe their responsibilities in the work experience role and where these lie within the organisation.
2. Be able to work effectively in their role.	2.1. Work effectively with colleagues in the organisation.
	2.2. Observe and apply appropriate organisational procedures and practices when working.
3. Be able to review their work experience placement.	3.1. Review their working practice.
	3.2. Describe how the work experience relates to their original expectations and goals.
	3.3. Identify ways in which the experience will contribute to their future learning and development.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising and respecting diversity in the workplace

Unit Reference Number: A/504/9507

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how recognising and respecting individual differences and diversity contributes to a positive environment in the workplace.	1.1. Describe ways in which individual difference and diversity in the workforce could be recognised and respected.
	1.2. Give examples of how differences between individuals could have an impact on working together.
2. Understand key responsibilities in relation to promoting equality in the workplace.	2.1. Describe own responsibilities and those of an employer in relation to equality.
	2.2. Describe at least 2 key principles of inclusion to promote equality in the workplace and the effects they have on working together.
3. Understand the importance of challenging discrimination at work.	3.1. Explain why it is important to challenge discrimination at work.
	3.2. Give an example of a scenario illustrating discrimination at work and suggest ways to challenge it.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising Prejudice and Discrimination
Unit Reference Number: A/504/9510

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how stereotyping people can lead to prejudice and discrimination.	1.1. Give examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they lead to discrimination.
	1.2. Give examples of discriminatory language and describe the effect of this language on individuals and society.
2. Understand the impact of discriminatory behaviour on individuals and the workplace.	2.1. Give examples of discriminatory behaviour.
	2.2. Describe the effects that discriminatory behaviour has on the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising Leadership Skills
Unit Reference Number: D/600/3730

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: Two

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the key characteristics of effective leadership.	1.1. Identify key characteristics and qualities of leadership and describe why they are important.
2. Understand the skills involved in effective leadership.	2.1. Describe examples of skills required for leadership.
	2.2. Assess how own skills and qualities match to those required for leadership.
	2.3. Describe the ways in which a leader motivates and organises a team.
	2.4. Describe the role of communication skills in being an effective leader.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Opportunities in Work Based Learning and Apprenticeships

Unit Reference Number: F/504/9377

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose of work based learning and apprenticeships.	1.1. Explain the features of work based learning and apprenticeships.
	1.2. Explain the purpose of work based learning and apprenticeships.
2. Understand how work based learning and apprenticeship opportunities can benefit own learning and development.	2.1. Identify relevant work based learning and apprenticeship opportunities.
	2.2. Assess the likely impact of different work based learning and apprenticeship opportunities on own learning and development.
	2.3. Choose appropriate work based learning opportunities to pursue, and justify choice in relation to own learning and development.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: F/504/9511

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand why rights and responsibilities are important in the workplace.	1.1. Describe the main rights and responsibilities all employees have at work.
	1.2. Explain why it is important to have rights and responsibilities in the workplace.
	1.3. Explain how rights and responsibilities are established and enforced in the workplace.
	1.4. Describe the types of laws that help to protect employees at work.
2. Understand how to access sources of support and guidance about rights and responsibilities in the workplace.	2.1. Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities.
	2.2. Describe the type of advice given by key representative bodies in the case of disciplinary or grievance.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Building Working Relationships with Colleagues
Unit Reference Number: K/504/9454

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how people in the workplace depend on one another.	1.1. Describe the interdependencies between different people in a workplace.
2. Understand how an individual's behaviour affects other people at work.	2.1. Describe how the positive behaviour of one person can affect others in the workplace.
	2.2. Describe how the negative behaviour of one person can affect others in the workplace.
3. Be able to demonstrate positive behaviours that promote effective working with others.	3.1. Communicate clearly with colleagues.
	3.2. Resolve differences with colleagues amicably.
	3.3. Offer help and guidance to colleagues and accept their help and guidance.
	3.4. Offer ideas, suggestions and opinions to colleagues.
	3.5. Consider the ideas, suggestions and opinions of colleagues and respond appropriately.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Solving Problems in the Workplace
Unit Reference Number: L/504/9513

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the types of problems that may occur in the workplace.	1.1. Describe a range of problems which may be encountered in the workplace and reasons for them.
	1.2. Identify the cause of a problem.
	1.3. Describe a range of factors which might influence or limit solutions to the problem.
2. Understand how problems can be solved.	2.1. Identify sources of support and information to inform the solution of a significant problem and give alternative ways of approaching the problem.
	2.2. Use the information to explore a range of ways of solving the problem.
	2.3. Choose the most appropriate method to solve the problem.
	2.4. Choose the most appropriate solution for the problem, justifying the choice.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Personal Presentation in the Workplace
Unit Reference Number: M/504/9505

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know conventions for personal presentation in the workplace.	1.1. Describe a range of dress and appearance conventions and their appropriateness for different work settings.
	1.2. Explain why expected standards of presentation vary in different workplaces.
2. Be able to demonstrate appropriate personal presentation for the workplace.	2.1. Present and conduct themselves in a way that is suitable for a place of work, explaining the reasons for their choices.
	2.2. Describe how personal presentation contributes to creating a positive image to others.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Change in the Workplace
Unit Reference Number: M/504/9519

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that organisations need to respond to change and new directions.	1.1. Describe the changes and new directions that can occur within an organisation.
	1.2. Explain the possible reasons for the changes.
	1.3. Describe different ways in which people can respond to change in the workplace.
2. Understand the impacts of change in the workplace.	2.1. Describe how change can impact on the workplace.
	2.2. Explain the importance of training and development in times of change.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Structures in the Workplace
Unit Reference Number: M/504/9522

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of organisational objectives and values.	1.1. Describe the key features and purpose of organisation statements about objectives and values. 1.2. Describe how an organisation's main objectives can determine its structure.
2. Understand the need for effective communication routes within an organisation.	2.1. Describe how information can be gathered and passed on within an organisation. 2.2. Explain the need for effective communication within a team. 2.3. Describe the potential outcomes of poor communication within and across teams in an organisation.
3. Be able to recognise the way in which decisions are made in relation to organisational structure.	3.1. Describe different decision-making processes and how they are influenced by organisational structure. 3.2. Describe at least two methods of decision-making in the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communication in the Workplace

Unit Reference Number: R/504/9464

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about ways of communicating.	1.1. Describe methods of verbal and non-verbal communication and when they would be used in the workplace.
	1.2. Describe the importance and benefits of positive communication with others inside and outside of the workplace.
	1.3. Describe how poor communication can have an impact in the workplace.
2. Know the methods used to communicate different types of information in the workplace.	2.1. Describe methods used to communicate different types of information in the workplace.
	2.2. Explain why it is important to use appropriate methods to communicate different types of information.
3. Be able to use communication skills.	3.1. Use positive and effective verbal and non-verbal communication.
	3.2. Respond positively and constructively in interactions with others.
	3.3. Give and receive feedback appropriate to individual personalities.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Remove unwanted plant growth to maintain development

Unit Reference Number: Y/502/1214

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the different types of unwanted plant growth.	1.1. Identify different types of plant material and explain why it must be removed covering: (i) damaged plants (ii) diseased material (iii) weeds (iv) plant debris (v) non typical (vi) dead (vii) excessive growth (viii) badly positioned.
2. Know how to maintain plant development.	2.1. Describe how all the following methods can be used to maintain/control plant development: (i) trimming (ii) supporting (iii) thinning (iv) spacing (v) irrigation (vi) growth regulators (vii) lighting and shading (viii) protection
3. Know the types of equipment required and how to maintain them.	3.1. Describe the equipment which will be necessary for maintaining plant development.
	3.2. Describe methods of maintaining the equipment ready for use.
4. Know the current health and safety legislation and environmental good practice.	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.
	4.2. Describe how environmental damage can be minimised.
	4.3. Describe the correct methods for disposing of organic and inorganic waste.
	4.4. Describe why it is important to maintain hygiene and how this is achieved.
5. Be able to select, use and maintain equipment.	5.1. Select appropriate equipment for this area of work.
	5.2. Use equipment according to manufacturer's instructions and legal requirements.
	5.3. Prepare, maintain and store equipment in a safe and effective working condition.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
6. Be able to identify unwanted plant growth.	6.1. Recognise unwanted plant material as appropriate.
7. Be able to remove unwanted plant growth.	7.1. Remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development.
	7.2. Maintain the growing environment in a hygienic condition.
8. Be able to work safely and minimise environmental damage.	8.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	8.2. Carry out work in a manner which minimises environmental damage.
	8.3. Dispose of waste safely and correctly.

Assessment Method

N/A

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

601/6308/2 Ascentis Level 2 Certificate in Horticulture and Amenity Horticulture

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	2	1			
Principles of employment rights and responsibilities in the land based industries	2	2			

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement

601/6309/4 Ascentis Level 2 Diploma in Horticulture and Amenity Horticulture

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	2	1			
Principles of employment rights and responsibilities in the land based industries	2	2			

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

H/504/9372

Responsible Work Practice

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe responsibilities of employees and organisations in relation to health and safety.				
1.2. Explain why organisations set out requirements in relation to conduct and behaviour at work.				
1.3. Describe the facilities available for employees in relation to their health and safety, physical and mental wellbeing and employee rights.				
2.1 Describe the different attitudes and behaviours that apply within and outside the workplace.				
2.2. Explain how positive attitudes and behaviours contribute to effective working practice.				
3.1 Explain how employees can represent a positive image of their organisation when dealing with customers or others outside of the workplace.				
3.2. Explain the importance of maintaining an appropriate attitude and appearance in the workplace.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

J/602/5253

Principles of employment rights and responsibilities in the land based industries

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the employers' and employees' statutory rights and responsibilities under Employment Law				
1.2. State how employment in the land based sector can be affected by other legislation				
1.3. State the procedures and documentation required within the workplace which recognise and protect the relationship between an employee and employer				
1.4. Explain the range of sources for information and advice available on employment rights and responsibilities				
1.5. Describe own role and how it relates to the organisation and the industry				
1.6. Describe the organisation's principles and codes of practice and how they work within them				
2.1 Outline potential career pathways available within the area of work				
2.2. State where and how to obtain information and advice on relevant industry, occupation, training and careers.				
3.1 Describe the different types, roles and responsibilities of representative bodies relevant to the industry and organisation				
4.1 State how own work could cause issues of public concern that would affect the organisation				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups please contact development@ascentis.co.uk