

Level 2 Certificate in Local Environmental Services Skills (7729-02)

Qualification handbook for centres
501/1053/6



www.cityandguilds.com
October 2017
Version 2.1

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Version and date	Change detail	Section
2 Nov 2012	Added Rules of Combination for Level 2 Cleaning and Environmental Services Apprenticeship Framework	Introduction to the qualifications
2.1 October 2017	Added TQT and GLH details	Introduction to the qualifications, Structure
	Deleted QCF	Throughout

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	GLH	TQT	City & Guilds qualification number	Qualification accreditation number	Registration and certification
Level 2 Certificate in Local Environmental Services Skills	140	200	7729-02	501/1053/6	Consult the Walled Garden/Online Catalogue for last dates
Level 2 Certificate in Local Environmental Services Skills (unit route)	140	200	7729-92		

The Level 2 Certificate in Local Environmental Services Skills forms the competence part of the Asset Skills Cleaning Apprenticeship framework and replaces the following qualification:

- Level 2 NVQ in Local Environmental Services (7699), QAN number 500/5856/3, which expired on 31/12/2010

The qualification was developed, for the industry, in association with Asset Skills Sector Skills Council and also includes units imported from Lantra the Sector Skills Council for the Environmental and Land-based Sector.

1.1 Qualification structure

The rules of combination to achieve the **Level 2 Certificate in Local Environmental Services (7729-02)** are as follows:

Minimum number of credits required	20 credits
Rules of combination	<ul style="list-style-type: none">• 7 credits from units 201-203 (Group A)• A minimum of 2 credits from 105-106 (Group B)• A minimum of 3 credits from 205 - 211, 216 - 220 (Group C)• Plus a minimum of 8 credits from 250 - 276, 301 - 320 (Group D)

If you are doing the Level 2 Cleaning and Environmental Services Apprenticeship Framework you must also complete one of the following units: Unit 254, 256, 257, 261, 271, 307.

City & Guilds unit	Unit accreditation number	SSC unit ref	Unit title	Credit value	Excluded combination of units (if any)
Mandatory Group A – 7 credits					
201	M/600/2775	C2 01	Reduce risks to health and safety in the workplace	3	
202	D/600/6322	C2 02	Communicate effectively in the workplace	2	
203	R/600/6351	C2 0304	Develop yourself in the job role	2	
Mandatory Group B – 2 credits min					
105	J/600/6279	C1 05	Work with others and follow reporting procedures	2	106
106	A/600/6280	C1 06	Work individually and follow reporting procedures	3	105
Optional Group C – 3 credits min					
205	K/600/6324	C2 05	Clean and maintain internal surfaces and areas	4	
206	M/600/6325	C2 06	Clean and maintain external surfaces and areas	4	
207	T/600/6326	C2 07	Deal with routine waste	3	
208	J/600/6329	C2 08	Clean washrooms and replenish supplies	3	
209	A/600/6330	C2 09	Clean high risk areas	5	
210	F/600/6331	C2 10	Clean confined spaces	4	
211	J/600/6332	C2 11	Clean food areas	4	
216	T/600/6343	C2 16	Deal with non-routine waste	3	
217	A/600/6344	C2 17	Carry out maintenance and minor repairs	3	
218	F/600/6345	C2 18	Perform street cleansing manually	3	
219	J/600/6346	C2 19	Perform street cleaning mechanically	4	
220	R/600/6348	C2 20	Work safely at heights	3	
Optional Group D – 8 credits min					
250	H/501/0457	CU 11	Prepare and operate a tractor and attachments	5	
251	T/502/1429	CU 19.1	Construct and maintain boundaries	3	
252	D/502/1425	CU 19.2	Construct and maintain paths	3	
253	J/502/1533	CU 76.1	Maintaining plants outdoors	3	
254	H/502/0468	L.1 & PH1	Clearing horticultural and landscaping sites	3	
255	D/502/0467	L1.2	Levelling and preparing sites for landscaping	4	

City & Guilds unit	Unit accreditation number	SSC unit ref	Unit title	Credit value	Excluded combination of units (if any)
256	K/502/0990	L1.3 & L2.1	Preparing ground for seeding and planting	4	
257	A/502/1223	L2.2	Establishing plants and/or seeds in soil	4	
258	H/502/1216	L3.1 & 3.2	Identify the health and maintain the condition of general amenity turf	5	
259	F/502/0395	L4.1	Establish decorative amenity areas	6	
260	J/502/0396	L4.2	Maintain the appearance of decorative amenity areas	7	
261	L/502/0397	L5.1	Maintain the health of sports turf	5	
262	K/502/0424	L6.1	Maintain the condition of sports turf surfaces	7	
263	J/502/0432	L6.2	Renovate and repair sports surfaces	3	
264	Y/502/0466	L11.1,2	Preparing and transporting plants and resources	2	
265	D/502/1229	L15.1	Installing drainage systems	3	
266	T/502/1222	L15.2 & L21.1	Maintain drainage systems	3	
267	T/502/1186	L24.1	Laying hard surfaces for external landscaping	4	
268	A/502/1187	L24.2	Construct free standing walls	4	
269	F/502/1188	L24.3	Install hard landscape features and structures	6	
270	J/502/1189	L24.5	Construct rock gardens	6	
271	K/502/0438	L27.1	Use and maintain non-powered and hand held powered tools and equipment	3	
272	R/502/0434	L27.2	Use and maintain pedestrian controlled powered equipment	3	
273	H/502/0440	L27.3	Use and maintain ride-on powered equipment	3	
274	T/502/0443	L27.4	Use and maintain chippers and/or shredders	3	
275	Y/601/2636	ASPC05/1	Control vertebrate pests	5	
276	D/601/2640	ASPC05/2	Control invertebrate pests	5	
301	F/502/1451	CU 20	Repair and maintain structures or surfaces	2	
302	J/502/1452	CU 21.2	Prepare and construct new structures or surfaces	5	
303	A/502/1450	CU 75	Transplant large root-balled plants	4	

City & Guilds unit	Unit accreditation number	SSC unit ref	Unit title	Credit value	Excluded combination of units (if any)
304	J/502/1516	CU 81	Prepare and apply pesticides	7	
305	L/501/0503	CU 85	Design landscape areas and specify materials and components	9	
306	D/502/1280	L18	Maintain and develop decorative horticultural features	8	
307	H/502/0499	L19.1	Set and mark out landscape sites to establish grassed and planted areas	3	
308	L/502/0500	L19.2	Evaluate ground and environmental conditions to establish grassed and planted areas	3	
309	D/502/0503	L19.3	Prepare sites for soft landscape establishment	3	
310	D/502/0856	L19.4	Establish planted areas	3	
311	H/502/0857	L19.5	Establish glass swards	3	
312	H/502/0504	L20.1,2	Plan the maintenance, repair and renovation of sports turf areas	6	
313	R/502/0501	L20.3	Plan and set out sports areas	3	
314	D/502/0498	L22.1	Plan and maintain planted areas	3	
315	Y/502/0497	L22.2	Plan and renovate planted areas	3	
316	H/502/1183	L23.1	Prepare sites for landscape works	6	
317	R/502/1227	L23.2	Design and install drainage systems	4	
318	F/502/1191	L24.4	Plan and construct water features	6	
319	M/502/1283	L25.1	Repair and restore walls	4	
320	A/502/1190	L25.2	Restore soft landscape areas	4	

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Certificate in Local Environmental Services Skills	140	200
Level 2 Certificate in Local Environmental Services Skills (unit route)	140	200

1.2 Opportunities for progression

On completion of this qualification candidates may progress onto other City & Guilds qualifications:

- Level 2 Award/Certificate/Diploma in Cleaning and Support Services Skills (7648-02)
- Level 3 Award/Certificate/Diploma in Cleaning Supervision Skills (7648-03)
- Level 3 Certificate in Facilities Management Practices (7724-03)
- Level 2 Award/Certificate/Diploma in Work-based Horticulture (0065-21-27)
- Level 3 Award/Certificate/Diploma in work-based Horticulture (0065-32-36)
- Apprenticeship in Cleaning and Environment Services
 - forms part of the apprenticeship framework for Cleaning Services. The City & Guilds Level 2 Award in Cleaning Principles provides the underpinning knowledge for the competency qualification component.

2 Centre requirements

2.1 Approval

This section outlines the approval processes for Centres to offer these qualifications, and any resources that Centres will need in place, including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualifications below may apply for fast track approval of the Local Environmental Services Skills qualification of the same level:

- Level 2 NVQ in Local Environmental Services (7699-02)

Centres can use the fast track approval route providing:

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

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. Centres are responsible for checking that fast track approval is still current at the time of application.

The **Fast Track Approval Form** is available to download from the City & Guilds website.

2.2 Resource requirements

Assessors and internal verifiers

Assessors and Internal Verifiers (IVs) are appointed by the approved centre and approved by City & Guilds, through the External Verifier (EV). Assessors and IVs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying.
This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidate competence or verifying assessment processes and decisions. This could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing or verifying. This could be confirmed by records of continuing professional development (CPD) achievements
- be prepared to participate in training activities for their CPD
- have a sound in-depth knowledge of, and uphold the integrity of, the National Occupational Standards (NOS), Units of Assessment and the Asset Skills Assessment Principles
- be employed directly or contractually by the same Centre as the candidate **or**
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the Assessor/IV has not achieved the relevant award.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Supplement to Asset Skills Assessment Principles for Level 2 Certificate in Local Environmental Services Skills

Occupational Competence

For this qualification it is permissible for Assessors, Internal and External Verifiers to have the required occupational experience in either Cleaning or Work Based Horticulture and to have attended a formal course covering the requirements of the units they wish to assess in the other occupational area. This must include relevant Health & Safety. Centres must provide evidence of this to their External Verifier on request.

Internal verifiers

The IV is responsible for the Approved Centre's assessment quality. Therefore, in addition to the above, IVs must also:

- provide evidence of knowledge, understanding and application of the Regulatory Authorities' Code of Practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of Assessors which fall within their acknowledged area of technical and occupational competence.

Internal verifiers will either:

- hold a D34 or V1 qualification, or be working towards a V1.
 - IVs working towards a V1 should achieve the qualification within 18 months of beginning internal verification duties
 - IV decisions, by those still working towards V1 certification, must be countersigned by a fully qualified IVAll new IVs must hold units A1 and/or A2.

or:

- Where employers opt for an 'employer direct' model (described below) the qualification requirement may be waived.

It is desirable that all IVs hold a relevant qualification.

Assessors

In addition to the above statement on occupational competence, assessors will either:

- hold a D32 and/or D33, or an A1 and/or A2, qualification, or be working towards an A1 and/or A2
 - those working towards an A1 or A2 should achieve the qualification within 18 months of beginning assessment duties
 - assessment decisions, by those still working towards A1/A2 certification, must be countersigned by a qualified Assessor

or:

- Where employers opt for an 'employer direct' model (described below) the qualification requirement may be waived.

Employer Direct Model

Where employers opt for an **'employer direct'** model, the qualification requirements for Assessors and Internal Verifiers may be waived. The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of City & Guilds and Asset Skills and the approval of the Qualification Regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or:
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by City & Guilds as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the Employer Direct Model will be considered on an individual organisation and qualification basis and agreed by the Qualification Regulators, including the Sector Skills Council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with City & Guilds.

Continuing professional development (CPD)

Centres are responsible for ensuring that Assessors and IVs plan and maintain CPD. Centres are expected to support their Assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Approved Centres may have generic criteria and personnel specifications in addition to the above.

2.3 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

Depending upon the equipment used for this qualification, age restrictions may apply, eg for some driver controlled mechanical sweepers, a large goods vehicle driving licence may be required. This has a minimum age requirement of 18.

Other legal considerations

The following legal considerations apply to these qualifications.

- Some machinery must only be operated by licensed operatives.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

4 Assessment

4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

- a portfolio containing the evidence required to cover competence of the units achieved.

4.2 Health and safety

Health and safety of customers and employees must be maintained throughout the assessment process. If any person carrying out assessment or verification activities feels that due regard to health and safety is not being taken, they should refuse to continue with the activity(ies) until satisfied that the situation has been resolved.

4.3 Evidence requirements

Evidence requirements have been developed for the **cleaning** units, to provide consistency across awarding organisations and centres. In this document, the tables, at the front of each unit, identify the acceptable types of evidence for that specific unit. **Evidence does not have to be provided for each type allowed.**

The evidence requirements for the **horticulture** units are predominantly work-based evidence as required by the unit outcomes.

Whilst there is no prescribed minimum number of observations, **the evidence provided must demonstrate that competency is consistent and reliable.**

Suggested evidence types for the headings are as follows:

Observation

Direct observation. Where direct observation is not possible, witness testimony may be used (see conditions overleaf).

Question and Answer

Candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation/Realistic working environment

Should be used as a last resort where allowed.

The main source of evidence must be by observation, in the candidate's workplace. Comparable working environments may only be used where it is not possible to assess across the range of standards at the candidate's workplace, and only with agreement from the External Verifier.

A holistic approach towards the collection of evidence is recommended. Assessing activities generated by the whole work experience, rather than focusing on specific tasks. The evidence should then be referenced across to all of the units it fits into. For example, if the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.

Simulation and Witness Testimony

There are a few occasions when simulation or witness testimony may be used and the centre can demonstrate that performance evidence has been impossible to obtain. The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access.

Simulation

Simulation may be necessary for specific elements of some units. Where simulation is necessary, demands on the candidate should be neither more nor less than they would encounter in a real work situation. In particular:

- Simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess.
- Simulations should follow the documented plans.
- A centre's overall strategy for simulation must be examined and approved by the external verifier.
- There should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced.
- The nature of the contingency must be realistic.
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry.

Witness Testimony

Witness testimony should not form the main source of evidence. Centres must comply with City & Guilds guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4.4 Recognition of prior learning and experience (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- Evidence from past achievement may be included as permissible evidence within assessment methods.
- Evidence of prior knowledge and understanding can be offered as supplementary evidence, as long as it is a measurable assessed outcome of learning which links to the unit of assessment.
- Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

4.5 Recording forms

City & Guilds has developed a candidate logbook, for centres to use, which can be downloaded from the City & Guilds website. Hard copies can be ordered from Publications.

Although it is expected that new centres will use these logbooks, centres may devise or customise alternative documents, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

5 Units

Availability of units

The units for these qualifications follow.

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- endorsement by a sector or other appropriate body
- information on assessment

The unit accreditation numbers can be found in Section 1.1 of this document.

The following units **only** also have information on evidence requirements: 105, 106, 201, 202, 203, 205, 206, 207, 208, 209, 210, 211, 216, 217, 218, 219, 220, 275 and 276.

Unit 105

Work with others and follow reporting procedures

Level: 1
Credit value: 2

Unit aim

This unit is about working with others with the same occupation as yourself in your organisation and following the correct reporting procedures. It is about giving help to others when they need it and responding appropriately when incidents or disagreements arise.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know the organisational requirements before starting work
2. Know how to work as part of a team
3. Know how to resolve difficult situations and who to report them to
4. Be able to work as part of a team
5. Be able to record and report any incidents or disagreements

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 105

Work with others and follow reporting procedures

Evidence Requirements

105 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

105 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

105 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

105 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	✓
6.	✓	✓	
7.	✓		

105 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	

O = Observation

Q = Question & answer PD = Professional Discussion

S = Simulation/RWE

Unit 105 Work with others and follow reporting procedures

Learning Outcomes and Assessment Criteria

Outcome 1 Know the organisational requirements before starting work

The learner can:

1. state the procedures for entering and leaving the workplace
2. state the importance of following procedures for entering and leaving the workplace
3. state the standards of behaviour expected in the workplace
4. state the importance of giving a positive impression to others
5. state where to obtain the work schedule and instructions.

Outcome 2 Know how to work as part of a team

The learner can:

1. list different ways of communicating with others in the team
2. state why it is important to check that they have been understood
3. list tasks that may be shared in the team
4. state the limits of own responsibility in demonstrating tasks to others
5. list the types of assistance that may be offered to colleagues
6. state how to ask for help in carrying out work.

Outcome 3 Know how to resolve difficult situations and who to report them to

The learner can:

1. describe ways to handle disagreements so that it does not affect the work of the team
2. state the importance of resolving disagreements as soon as possible
3. state when and to whom disagreements should be reported
4. describe risks and problems that may be encountered and how they can be dealt with
5. state the organisational requirements for recording damage, breakages and disruption
6. state the importance of reporting any damage, breakages and disruption caused.

Outcome 4 Be able to work as part of a team

The learner can:

1. follow the correct procedure for entering and leaving the workplace
2. use the work schedule to complete the work as a team
3. agree with colleagues how to share work so that the team works effectively
4. welcome new colleagues to the team
5. show others how to do any tasks they may not have done before, within the limits of own responsibility
6. answer work related questions from other members of the team
7. communicate with customers and others in a professional manner to provide any information needed.

Outcome 5 Be able to record and report any incidents or disagreements

The learner can:

1. report any problems which:
 - they are unable to deal with alone
 - affect health and safety
 - affect the reputation of the workplace
2. record any breakages, damage and disruption in the workplace
3. report any work that is incomplete and agree arrangements for finishing the work.

Unit 106

Work individually and follow reporting procedures in a cleaning environment

Level: 1
Credit value: 3

Unit aim

This unit is about working individually without the presence of a supervisor or other team members in a cleaning environment. This unit is also suitable for lone workers.

When working individually learners might have to deal with team workers from other occupational areas or the general public by providing them with information, or interacting with them in another way. In these situations it is important to act appropriately to create a positive impression of your employer and/or workplace.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Know how to ensure own safety when working individually when cleaning
2. Know expected standards of behaviour in the workplace
3. Know how to carry out work individually
4. Know how to follow procedures when working individually
5. Be able to ensure own safety when working individually when cleaning
6. Be able to carry out work individually

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 106

Work individually and follow reporting procedures in a cleaning environment

Evidence Requirements

106 – Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

106 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

106 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

106 – Outcome 4			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

106 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	

106 - Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 106

Work individually and follow reporting procedures in a cleaning environment

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to ensure own safety when working individually when cleaning

The learner can:

1. state the arrangements for contacting the appropriate person
2. state how often contact should be made when carrying out work
3. state the procedures for entering the workplace
4. state types of risks present in the workplace
5. state the importance of taking action to reduce risks in the workplace
6. define own level of responsibility for controlling access to the workplace
7. state the importance of following procedures for access to the workplace
8. list types of other authorised persons who can enter the workplace.

Outcome 2 Know expected standards of behaviour in the workplace

The learner can:

1. state the standards of behaviour expected in the workplace
2. state the importance of giving a positive impression to others
3. list different ways of communicating with others
4. state why it is important to check that they have been understood.

Outcome 3 Know how to carry out work individually

The learner can:

1. state where to obtain the work schedule and instructions
2. define the areas in which they are authorised to carry out work
3. state the importance of assessing how own work is progressing
4. state the importance of identifying any tasks that they will be unable to complete individually.

Outcome 4 Know how to follow procedures when working individually

The learner can:

1. state the organisational requirements for reporting to own employer or customer
2. state employer procedures and rules, including emergency procedures and contacts that apply to the work area
3. state the organisational requirements for recording damage, breakages and disruption
4. state the importance of reporting any damage, breakages and disruption caused
5. state the organisational requirements for leaving the workplace
6. state the importance of leaving the workplace secure.

Outcome 5 Be able to ensure own safety when working individually when cleaning

The learner can:

1. maintain agreed levels of contact with the appropriate person when carrying out work
2. follow the correct procedure for entering and leaving the workplace
3. identify risks present in the workplace
4. take action to reduce risks in the workplace
5. control access to the workplace within the limits of own responsibility
6. respond to customers and others and provide information that meets their needs.

Outcome 6 Be able to carry out work individually

The learner can:

1. use the work schedule to complete work
2. identify tasks they are not able to complete individually and report to the appropriate person
3. report any problems to the appropriate person which:
 - they are unable to deal with alone
 - affect health and safety
 - affect the reputation of the workplace
4. record and report any breakages, damage and disruption in the workplace
5. report any work that is incomplete and agree arrangements for finishing the work with the appropriate person.

Unit 201

Reduce risks to health and safety in the workplace

Level: 2
Credit value: 3

Unit aim

This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know about their organisation's health and safety procedures
2. Know how to identify the hazards in the workplace
3. Know how to evaluate risks in the workplace
4. Be able to identify the hazards and risks in the workplace
5. Be able to reduce the risks to health and safety in the workplace

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 201

Reduce risks to health and safety in the workplace

Evidence Requirements

201 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

201 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

201 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

201 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

201 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.		✓	
6.		✓	

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 201 Reduce risks to health and safety in the workplace

Learning Outcomes and Assessment Criteria

Outcome 1 Know about their organisation's health and safety procedures

The learner can:

1. describe their responsibilities and legal duties for health and safety in the workplace
2. identify responsibilities and legal duties for health and safety specific to their own job role
3. name and locate the person responsible for health and safety in their area of work
4. describe where and when to get additional health and safety assistance
5. give reasons why it is important to follow manufacturer's instructions for the safe use of equipment, materials and products.

Outcome 2 Know how to identify the hazards in the workplace

The learner can:

1. define the term 'hazard'
2. give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role
3. give reasons why it is important to remain alert to the presence of hazards in the whole workplace
4. describe why personal presentation and behaviour is important in maintaining health and safety in the workplace.

Outcome 3 Know how to evaluate risks in the workplace

The learner can:

1. define the term 'risk'
2. give reasons why they should deal with or report risks
3. describe procedures for reporting risks which they are unable to deal with
4. describe the risks to the environment which may be present in the workplace and your own job.

Outcome 4 Be able to identify the hazards and risks in the workplace

The learner can:

1. select the workplace instructions, which are relevant to the job
2. identify aspects of the workplace which could pose a danger to themselves or others
3. give examples of working practices in the job which could pose a danger to people in the workplace
4. assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person
5. deal with hazards in accordance with instructions and legal requirements.

Outcome 5 Be able to reduce the risks to health and safety in the workplace

The learner can:

1. perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements
2. use equipment materials and products safely and in accordance with instructions
3. use relevant equipment to control risks to health and safety
4. make suggestions on how to reduce risks to health and safety in the workplace to the relevant person
5. describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person
6. describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others.

Level: 2

Credit value: 2

Unit aim

This unit is about communicating politely and effectively with other people that may be encountered when the learner is working.

Communicating with others is also important for those that work alone, when workplace procedures must be followed to keep in touch with the workplace and/or colleagues.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to communicate with others in the workplace
2. Understand how to record and pass on information
3. Be able to communicate with others in the workplace
4. Be able to record and pass on information

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 202 Communicate effectively in the workplace

Evidence Requirements

202 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

202 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

202 - Outcome 3			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

202 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓	✓	
3.	✓	✓	
4.	✓	✓	

O = Observation Q = Question & answer

PD = Professional Discussion

S = Simulation/RWE

Unit 202 Communicate effectively in the workplace

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to communicate with others in the workplace

The learner can:

1. describe how to respond to different customer needs and attitudes
2. describe positive and negative behaviour in relation to equality and diversity in the workplace
3. state when different forms of communication should be used in the workplace
4. describe how to check that information has been understood
5. explain how personal behaviour can contribute to the positive image of the organisation
6. state the importance of communicating all the information necessary to the relevant person
7. state the importance of responding positively to queries from customers and the public.

Outcome 2 Understand how to record and pass on information

The learner can:

1. state where to find up-to-date information needed to carry out own job
2. identify the different ways in which information is recorded
3. describe the procedures for recording, acknowledging and responding to incoming information
4. describe what actions to take when encountering problems passing on information
5. state how to report faults with communication equipment.

Outcome 3 Be able to communicate with others in the workplace

The learner can:

1. respond to the needs and attitudes of customers appropriately
2. present a positive image of the organisation
3. give customers and others relevant information following organisational requirements
4. respond promptly, clearly and politely to questions and comments from customers and others
5. check that customers and others have understood the information correctly.

Outcome 4 Be able to record and pass on information

The learner can:

1. use up to date information to carry out the task
2. record information following organisational requirements
3. pass on accurate information promptly and take appropriate action when this cannot be done
4. report faults with communication equipment.

Level: 2

Credit value: 2

Unit aim

This unit is about the learner developing in their role by identifying areas for further development and setting themselves targets for achieving this.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know how to develop him/her self in the job
2. Be able to develop him/her self in the job

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 203 Develop yourself in the job role

Evidence Requirements

203 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

203 - Outcome 2			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 203 Develop yourself in the job role

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to develop him/her self in the job

The learner can:

1. identify activities that could help with self development
2. describe how to set targets for personal development
3. state the importance of setting achievable personal development targets
4. identify the types of support available to achieve targets
5. describe the procedures for accessing support
6. state the importance of reviewing and updating progress against targets
7. describe the procedures for reviewing and updating progress
8. list the benefits of discussing progress with others.

Outcome 2 Be able to develop him/her self in the job

The learner can:

1. identify and agree areas where they could develop further
2. agree achievable targets for personal development
3. agree the time and support required to achieve targets
4. demonstrate new skills in the workplace
5. request and use feedback on own performance from others.

Unit 205

Clean and maintain internal surfaces and areas

Level: 2

Credit value: 4

Unit aim

This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean and maintain internal surfaces and areas
2. Understand how to clean and maintain internal surfaces
3. Know how to complete the cleaning activity
4. Be able to prepare to clean and maintain internal surfaces and areas
5. Be able to clean and maintain internal surfaces
6. Be able to complete the cleaning process

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 205

Clean and maintain internal surfaces and areas

Evidence Requirements

205 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

205 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

205 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

205 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		

205 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓	✓	
9.	✓	✓	
10.	✓	✓	

205 - Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	

O = Observation Q = Question & answer PD = Professional Discussion

S = Simulation/RWE

Unit 205 Clean and maintain internal surfaces and areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare to clean and maintain internal surfaces and areas

The learner can:

1. describe the sequence for cleaning to avoid re-soiling
2. list the permits and checks that may be required to work on the premises
3. state the procedures for entering and leaving the workplace
4. state the standards of appearance and behaviour required in the workplace
5. state the importance of personal hygiene when cleaning
6. describe how the following factors can influence the cleaning method used:
 - manufacturer's instructions
 - risk
 - efficiency
 - access
 - time
 - surface
 - type of soiling
7. state how to inspect a work area to decide what cleaning needs to be carried out
8. state the importance of wearing the required personal protective equipment and for others to see it being worn
9. state the importance of following a work schedule
10. describe the best methods and materials for carrying out a specific task identifying possible alternatives
11. state why different equipment should be used for different tasks
12. state the importance of using the correct colour coded equipment.

Outcome 2 Understand how to clean and maintain internal surfaces

The learner can:

1. describe how to avoid causing injury or damage when cleaning
2. state the amount of time allowed for completing the activity
3. state what results are expected from each cleaning activity
4. state the techniques to use with chosen equipment and materials
5. describe the consequences of:
 - using wrong equipment
 - using wrong materials
 - not following manufacturer's instructions
6. state how to change between cleaning methods to cope with different types of soiling and surface
7. describe methods that can be used for different types of soiling and surface
8. state how to identify pest infestation and the action needed to deal with it
9. state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
10. state the importance of checking the quality of work as it is being done
11. state tasks that are outside of own responsibility
12. describe the organisational requirements for dealing with and reporting accidental damage.

Outcome 3 Know how to complete the cleaning activity

The learner can:

1. state why tools and equipment should be cleaned after use
2. state the location of the storage areas for equipment and materials
3. state why storage areas should be kept clean, safe and secure
4. describe the organisational requirements for organising replacement and extra resources.

Outcome 4 Be able to prepare to clean and maintain internal surfaces and areas

The learner can:

1. follow the correct procedure for entering and leaving the workplace
2. identify the area to be cleaned, taking into account different types of surfaces and areas
3. inform appropriate people when cleaning is taking place and when it will be completed
4. select the appropriate equipment and materials for each cleaning task, taking into account surface and type of soiling
5. select and wear appropriate personal protective equipment for the task
6. ensure that all surfaces are accessible and can be reached to carry out adequate cleaning
7. deal with unattended items following organisational requirements
8. ventilate the area.

Outcome 5 Be able to clean and maintain internal surfaces

The learner can:

1. remove loose dirt, debris and detritus prior to cleaning
2. use the correct cleaning method for the work area, type of soiling and surface
3. follow the sequence for cleaning in order to avoid re-soiling
4. assess the actions required to prevent disturbance to others when cleaning
5. avoid obstructions to access when using cleaning equipment and power leads
6. select and display appropriate warning signs
7. adapt the cleaning method according to the available equipment, materials and problems identified
8. report any difficulties in carrying out the work in line with organisational requirements
9. deal with spillages, using the equipment, materials and method appropriate to the surface and type of spillage
10. report any additional cleaning required that is outside own responsibility or skill.

Outcome 6 Be able to complete the cleaning process

The learner can:

1. replenish supplies or consumables
2. leave the area clean and dry
3. secure cleaning equipment, materials and personal protective equipment in the correct storage area
4. organise replacement resources as required.

Unit 206

Clean and maintain external surfaces and areas

Level: 2
Credit value: 4

Unit aim

This unit is about cleaning and maintaining external surfaces and areas following relevant processes and procedures. It covers assessing the area to see what work has to be done and selecting the most appropriate equipment for the task.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean and maintain external surfaces and areas
2. Understand how to clean and maintain external surfaces and areas
3. Know how to complete the cleaning activity
4. Be able to prepare to clean and maintain external surfaces and areas
5. Be able to clean and maintain external surfaces and areas
6. Be able to complete the cleaning process

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 206

Clean and maintain external surfaces and areas

Evidence Requirements

206 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

206 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

206 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

206 – Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	

206 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓	✓	
5.	✓	✓	

206 - Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓	✓	

O = Observation Q = Question & answer

PD = Professional Discussion

S = Simulation/RWE

Unit 206 Clean and maintain external surfaces and areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare to clean and maintain external surfaces and areas

The learner can:

1. list the permits and checks that may be required for the task
2. state the location of the job and how to get to that location
3. describe how environmental conditions can affect:
 - the cleaning to be carried out
 - the equipment which can be used
4. state how to inspect a work area to decide what cleaning needs to be carried out
5. state the standards of appearance and behaviour required
6. state the importance of wearing the required personal protective equipment and for others to see it being worn
7. explain why it is important to inspect the work area for public access
8. describe the best methods and materials for carrying out a specific task identifying possible alternatives
9. describe why it is important to estimate the time required for the job.

Outcome 2 Understand how to clean and maintain external surfaces and areas

The learner can:

1. state the techniques to be used with chosen equipment and materials
2. describe the tasks that need to be performed
3. describe the consequences of:
 - using wrong equipment
 - using wrong materials
 - not following manufacturer's instructions
4. state how to change between cleaning methods to cope with different environmental conditions
5. describe methods that can be used for cleaning external surfaces and areas
6. state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
7. state the importance of checking the quality of work as it is being done
8. describe the organisational requirements for dealing with and reporting accidental damage
9. state the organisational requirements for reporting difficulties which may arise.

Outcome 3 Know how to complete the cleaning activity

The learner can:

1. state why tools and equipment should be cleaned after use
2. state the location of the storage areas for equipment and materials
3. state why storage areas should be kept clean, safe and secure
4. describe the organisational requirements for organising replacement and extra resources.

Outcome 4 Be able to prepare to clean and maintain external surfaces and areas

The learner can:

1. identify the area to be cleaned and the order in which tasks need to be done
2. assess the impact of environmental conditions, ie. temperature, rain, humidity, wind and ice, on the order of tasks
3. select tools and equipment for the task, taking into account:
 - efficiency
 - risk
 - time
 - weather conditions
4. check that the tools and equipment required are available for use
5. select and wear appropriate personal protective equipment for the task
6. check that the equipment can be used safely in the work area
7. deal with unattended items following organisational requirements.

Outcome 5 Be able to clean and maintain external surfaces and areas

The learner can:

1. carry out work in a way which does not affect other exterior surfaces and areas
2. use the correct cleaning method for the work area and surface
3. adapt the cleaning methods according to available equipment and environmental conditions
4. report any difficulties in carrying out the work in line with organisational requirements
5. deal with accidental damage.

Outcome 6 Be able to complete the cleaning process

The learner can:

1. organise replacement resources as required
2. clean tools and equipment after use
3. return tools and equipment to the correct place and store securely
4. report tools and machinery in need of repair.

Level: 2

Credit value: 3

Unit aim

This unit is about handling waste in conjunction with cleaning activities and making sure that the waste collection and holding areas are kept clean. This unit requires waste to be handled carefully, ensuring that waste receptacles are handled according to instructions. It is important to maintain personal hygiene when handling waste in order to prevent health and safety risks and to prevent contamination.

This unit does not cover non-routine removal of clinical waste or sharps.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how to handle routine waste
2. Understand how to handle hazardous and suspicious items
3. Understand how to deal with waste containers
4. Be able to handle routine waste safely
5. Be able to deal with waste containers

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 207 Deal with routine waste

Evidence Requirements

207 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

207 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	

207 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

207 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓	✓	
11.	✓	✓	

207 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 207 Deal with routine waste

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to handle routine waste

The learner can:

1. describe the procedures and methods for preparing self and the work area
2. list different types of personal protective equipment
3. describe the importance of wearing personal protective equipment and for others to see it being worn
4. describe the importance of maintaining personal hygiene when handling routine waste
5. state the organisational requirements for handling and disposing of routine waste
6. state the correct equipment for handling and disposing of routine waste
7. state the arrangements for recycling in the workplace
8. describe the approved methods for transferring waste
9. describe the organisational requirements for reporting and handling waste spillages.

Outcome 2 Understand how to handle hazardous and suspicious items

The learner can:

1. state the importance of checking with the appropriate person before removing hazardous items
2. explain the organisational requirements for dealing with suspicious items.

Outcome 3 Understand how to deal with waste containers

The learner can:

1. describe why the location and cleaning of waste areas is important in preventing and controlling pests
2. describe the organisational requirements for dealing with waste containers that are damaged
3. state the standards of cleanliness required for holding areas, empty holding and collection bins
4. state who is responsible for cleaning holding areas, empty holding and collection bins
5. state the location of waste holding areas
6. describe methods of taking waste to the holding area safely
7. describe the organisational requirements for reporting:
 - dangerous equipment
 - faulty equipment
 - danger of disease.

Outcome 4 Be able to handle routine waste safely

The learner can:

1. prepare self and the work area to do the task efficiently, correctly and safely
2. select and wear appropriate personal protective equipment for the task
3. identify the location of the waste holding areas
4. identify different categories of waste and deal with them appropriately
5. check that waste bags or receptacles are secure before handling
6. identify waste to be collected and transferred to a collection point
7. ensure that sacks and receptacles are not damaged during handling
8. ensure the safety of self and others when handling sacks and receptacles
9. check that sacks and receptacles are not damaged once they have been moved
10. take appropriate action if a sack or receptacle is damaged
11. apply organisational requirements on the safe removal of waste spillages.

Outcome 5 Be able to deal with waste containers

The learner can:

1. follow organisational requirements to cut down the risk of contaminating surrounding areas
2. follow organisational requirements for reporting signs of pest infestation
3. clean waste containers
4. replace waste containers or bin liners
5. report any faulty or damaged equipment
6. secure cleaning equipment, machinery and waste containers to the correct storage area
7. follow organisational requirements for the removal, cleaning and disposal of used personal protective equipment.

Level: 2

Credit value: 3

Unit aim

This unit is about cleaning washrooms and involves following procedures for entering the washroom, selecting equipment and preparing the cleaning agents for use. It is also about replacing supplies of consumables, such as toilet paper and checking the finished work.

In order to reduce risks to personal health and safety when cleaning washrooms it is important to maintain high levels of personal hygiene. As the learner may clean washrooms in an environment where they conduct a variety of other cleaning tasks it is also important that, in order to prevent cross-examination, the correct colour-coded equipment is used where appropriate.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Know how to prepare for cleaning washrooms
2. Know how to carry out cleaning of washrooms
3. Know how to replenish supplies and reinstate the work area
4. Be able to prepare to clean washrooms
5. Be able to clean washrooms
6. Be able to replenish supplies and reinstate the work area

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 208 Clean washrooms and replenish supplies

Evidence Requirements

208 – Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

208 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

208 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

208 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		

208 – Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		

208 - Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓	✓	

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 208 Clean washrooms and replenish supplies

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to prepare for cleaning washrooms

The learner can:

1. describe procedures for entering washrooms when cleaning and why they must be followed
2. state the importance of personal hygiene when cleaning
3. state the importance of wearing personal protective equipment and for others to see it being worn
4. describe why it is important to ventilate the washroom area
5. describe the range of colour-coded equipment and its importance when cleaning washrooms.

Outcome 2 Know how to carry out cleaning of washrooms

The learner can:

1. state why it is important to remove dust, hair and debris before cleaning surfaces, fixtures and fittings
2. identify cleaning agents suitable for cleaning washrooms
3. state why it is important to follow manufacturer's instructions when diluting cleaning agents
4. state why surfaces should not be over-wetted
5. describe how to clean fixtures and fittings in order to avoid contamination or risk of infection
6. state why surfaces should be dry on completion of cleaning
7. explain why it is important that waste outlets and overflows are free from dirt, hair and debris.

Outcome 3 Know how to replenish supplies and reinstate the work area

The learner can:

1. describe why it is important to follow manufacturers' instructions when identifying consumables that should be replenished
2. state where consumables can be found and the procedures for organising replacement of supplies
3. describe procedures for collecting, holding and disposing of waste and why they should be followed
4. describe organisational requirements for reporting faulty equipment and problems and why they should be followed
5. state where the correct storage place for cleaning equipment and materials can be found
6. state why used personal protective equipment should be removed or replaced upon leaving the sanitary area
7. describe the procedures for dealing with used personal protective equipment.

Outcome 4 Be able to prepare to clean washrooms

The learner can:

1. select and wear personal protective equipment appropriate to the cleaning task
2. follow procedures for entering washrooms
3. check that there is enough ventilation in the cleaning area
4. select and use appropriate equipment for cleaning different areas of the washroom.

Outcome 5 Be able to clean washrooms

The learner can:

1. remove dust, hair and debris from surfaces, fixtures and fittings before cleaning
2. apply cleaning agents according to the manufacturer's instructions
3. clean surfaces without over-wetting
4. clean the fixtures and fittings to avoid risk of infection or contamination leaving them free of smears
5. check that surfaces are dry on completion of cleaning and that they do not represent a slip hazard
6. leave the waste outlets and overflows free from dirt, hair and debris.

Outcome 6 Be able to replenish supplies and reinstate the work area

The learner can:

1. check holders and containers for levels of consumables
2. refill or replace items and consumables following manufacturers' instructions
3. take solid waste materials safely to the correct collection point and dispose of slurry
4. clean the equipment
5. check for any faults or problems and report where necessary
6. put equipment and resources back in the right place when finished
7. reinstate the work area
8. remove or replace personal protective equipment following procedures for disposal or storage.

Level: 2

Credit value: 5

Unit aim

This unit is about cleaning high risk areas. It also covers how to prevent the spread of infection and contamination by following relevant processes and procedures.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand how to prevent the spread of infection and contamination in a high risk area
2. Understand the procedures to follow before cleaning high risk areas
3. Understand how to carry out cleaning in high risk areas
4. Understand the procedures to follow after cleaning high risk areas
5. Be able to follow procedures to prevent the spread of infection and contamination in a high risk area
6. Be able to follow the procedures for cleaning high risk areas
7. Be able to conduct cleaning in high risk areas
8. Be able to follow the correct procedures after the cleaning

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 209 Clean high risk areas

Evidence Requirements

209 – Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

209 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

209 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

209 – Outcome 4			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

209 – Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓	✓	

209 - Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

209 – Outcome 7			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓		
7.	✓	✓	
8.	✓		
9.	✓	✓	

209 - Outcome 8			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	
8.	✓	✓	

O = Observation Q = Question & answer PD = Professional Discussion

S = Simulation/RWE

Unit 209 Clean high risk areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prevent the spread of infection and contamination in a high risk area

The learner can:

1. explain the organisational requirements for entering and leaving the high risk area
2. describe how the risks present in the high risk area would differ from routine areas
3. state potential risks in the high risk area
4. state the importance of removing personal items before cleaning in a high risk area
5. state what personal protective equipment must be worn in the high risk area
6. state why hand hygiene is important in a high risk area
7. explain where hand hygiene facilities should be located
8. state the importance of having a designated contact person when cleaning a high risk area
9. state why damaged furniture or equipment poses an additional risk
10. state the organisational requirements for reporting damaged furniture and equipment.

Outcome 2 Understand the procedures to follow before cleaning high risk areas

The learner can:

1. describe the signage:
 - in a high risk area
 - for cleaning a high risk area
2. state the location of signs in a high risk area
3. describe the access arrangements for water and drainage facilities
4. explain the organisational requirements for arranging communication
5. state the importance of confirming contact arrangements before starting work
6. state the types of health conditions which may restrict cleaning duties and why it is important to report these
7. state the organisational requirements for reporting health conditions
8. explain the importance of having cleaning equipment which is in safe working order
9. state the organisational requirements for reporting problems with equipment
10. state which equipment, tools and machinery should be removed from the workplace before cleaning.

Outcome 3 Understand how to carry out cleaning in high risk areas

The learner can:

1. state the organisational requirements for cleaning in high risk areas
2. state which surfaces and soiling should be cleaned
3. describe the organisational requirements for reporting any soiling which cannot be cleaned
4. state which cleaning agents should be used in the high risk area
5. state the dilution levels required for the cleaning agents
6. state the importance of having the work area checked
7. state who is responsible for checking the work area
8. state who is responsible for removing waste from the area and how often this is carried out.

Outcome 4 Understand the procedures to follow after cleaning high risk areas

The learner can:

1. state what equipment, tools and machinery should be removed from the workplace after cleaning
2. describe the organisational requirements for reporting accidental damage
3. state when signage should be removed and where it is stored
4. describe the importance of checking and cleaning personal protective equipment after use
5. state why equipment should be cleaned and replaced when necessary
6. describe the organisational requirements for disposal of waste and personal protective equipment.

Outcome 5 Be able to follow procedures to prevent the spread of infection and contamination in a high risk area

The learner can:

1. follow organisational requirements when entering high risk area
2. report any health conditions which may cause infection or contamination of the high risk area
3. assess the risks of exposure to micro-organisms or contaminants for self and the environment
4. carry out hand hygiene to prevent the spread of infection or contamination of the high risk area
5. request advice when there is a risk of infection or contamination which is not usually present in the work area

Outcome 6 Be able to follow the procedures for cleaning high risk areas

The learner can:

1. display the correct signage
2. follow the organisational requirements for working alone
3. remove all appropriate personal items, including jewellery and store safely
4. check that protective clothing and personal cleaning facilities are available
5. select the correct equipment and tools for use in the high risk area
6. ensure that cleaning equipment and tools are not damaged
7. check the nature of the soiling
8. ensure that the high risk area is clear of tools and equipment that are not required.

Outcome 7 Be able to conduct cleaning in high risk areas

The learner can:

1. select and wear appropriate personal protective equipment for the task
2. follow the organisational requirements for hand hygiene throughout the cleaning activity
3. report faulty and damaged cleaning equipment
4. clean the area following organisational requirements
5. check items of furniture and equipment within high risk areas for damage
6. report damaged furniture and equipment
7. clean damaged furniture and equipment if safe
8. check that high risk areas have been cleared of waste according to organisational requirements
9. report any accidental damage and disruption to high risk areas caused by cleaning.

Outcome 8 Be able to follow the correct procedures after the cleaning

The learner can:

1. remove signage and return it in a clean condition to the correct storage area
2. clean and return equipment and materials to the correct storage area
3. check that the area is clear of any equipment, tools and materials that are not required
4. check personal protective equipment for damage, deterioration and contamination
5. obtain replacement personal protective equipment
6. follow organisational requirements for the disposal and storage of personal protective equipment
7. collect personal items from storage
8. follow procedures for leaving high risk areas.

Level: 2

Credit value: 4

Unit aim

This unit is about maintaining levels of cleanliness in confined spaces and being vigilant against possible hazards and risks that may arise.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to conduct cleaning in a confined space
2. Understand how to follow organisational requirements for cleaning the confined space
3. Be able to conduct cleaning in a confined space
4. Be able to follow organisational requirements for cleaning the confined space

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 210 Clean confined spaces

Evidence Requirements

210 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	

210 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

210 - Outcome 3			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	
13.	✓		

210 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓		✓
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓	✓	
10.	✓		
11.	✓		
12.	✓		

O = Observation Q = Question & answer

PD = Professional Discussion

S = Simulation/RWE

Unit 210 Clean confined spaces

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to conduct cleaning in a confined space

The learner can:

1. describe how atmospheric conditions can affect the work being carried out
2. state the importance of checking atmospheric conditions before starting work
3. state the importance of checking the nature of any soiling and the level of skill needed to deal with it
4. explain why advice should be sought about cleaning spaces that may pose a specific risk
5. state what risks may be present in the confined space
6. describe how to identify risks for the purpose of risk assessment
7. state the importance of having a designated contact person when cleaning a confined space
8. state the personal protective equipment that is appropriate for cleaning the confined space
9. state the importance of having serviceable cleaning equipment before entering the confined space
10. state the organisational requirements for checking and reporting problems with equipment
11. describe the procedures for:
 - entering and leaving the confined space
 - conducting cleaning in the confined space
 - carrying out the cleaning process in a confined space
 - controlling access to the confined space
12. state the importance of following organisational requirements for controlling access to the confined space.

Outcome 2 Understand how to follow organisational requirements for cleaning the confined space

The learner can:

1. describe the procedures for:
 - entering the confined space
 - exiting the confined space in the event of an emergency
 - monitoring the conditions in the confined space
 - dealing with risks that arise during work
 - state the importance of having the work area checked
2. state who is responsible for:
 - checking the work area
 - removing waste from the confined space
3. state the organisational requirements for reporting accidental damage
4. describe the importance of checking and replacing personal protective equipment as necessary
5. describe the organisational requirements for disposing of waste and personal protective equipment
6. state the organisational requirements for closing down and making the work area safe on completion of cleaning
7. state the organisational requirements for leaving the confined space and retrieving personal items
8. state what paperwork needs to be completed at the end of the cleaning process.

Outcome 3 Be able to conduct cleaning in a confined space

The learner can:

1. assess risks to health and safety before carrying out work
2. check that cleaning activities are not restricted by the working space available
3. check all equipment is in working order and electrical equipment is fully charged before entering the work area
4. obtain authorisation for entry into the work area
5. obtain the relevant health and safety information
6. confirm that atmospheric conditions have been checked and are safe before entering the work area
7. control the access to the work area before cleaning starts, in line with organisational requirements
8. follow the organisational requirements for entering the confined space
9. ensure that the workplace is clear of any equipment, tools and materials that are not required before and after cleaning
10. assess the nature of the soiling
11. report the nature of the soiling to the appropriate person
12. request advice when asked to clean environments where there is a specific risk
13. carry out the cleaning process in line with organisational requirements.

Outcome 4 Be able to follow organisational requirements for cleaning the confined space

The learner can:

1. assess risks as they arise and act immediately to remedy any unsafe activity, equipment and environmental conditions
2. apply emergency exit procedures immediately when an emergency situation arises
3. clear the confined space of any waste in accordance with organisational requirements
4. assess and report damage and disruption during the cleaning process
5. inspect reusable personal protective equipment for damage, deterioration and contamination after use and arrange for replacements where necessary
6. dispose of damaged and disposable personal protective equipment following organisational requirements
7. clean and store reusable personal protective equipment following organisational requirements
8. carry out duties to close down and make the work area safe after cleaning
9. complete all documentation and reports accurately
10. ensure documents and reports are filed and passed on
11. ensure all organisational requirements have been fully met before collecting any personal items from storage
12. follow organisational requirements for leaving confined spaces.

Level: 2

Credit value: 4

Unit aim

This unit is about conducting routine cleaning in food areas, including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

In food businesses, it is important to take into account the businesses' food safety management procedures.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean food areas
2. Understand how to identify signs of pest infestation
3. Understand how to clean food areas
4. Understand how to clean food production equipment
5. Understand how to complete cleaning of food areas
6. Be able to clean food areas
7. Be able to clean food production equipment
8. Be able to complete cleaning of food areas

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 211 Clean food areas

Evidence Requirements

211 – Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

211 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

211 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

211 - Outcome 4			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

211 - Outcome 5			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

211 – Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓	✓	
8.	✓		

211 – Outcome 7			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓	✓	

211 - Outcome 8			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓		
3.	✓		
4.	✓		
5.	✓		

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 211 Clean food areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare to clean food areas

The learner can:

1. explain the importance of having an up to date cleaning specification and where it can be found
2. state the importance of maintaining levels of personal hygiene when working in food areas
3. state types of health conditions that must be reported
4. describe why it is important to report health conditions to the relevant person
5. state the importance of wearing the required personal protective equipment and for others to see it being worn
6. explain why food items must be moved or protected during cleaning operations
7. describe the consequences of not moving or protecting food items during cleaning
8. explain the importance of ventilating food production areas during cleaning.

Outcome 2 Understand how to identify signs of pest infestation

The learner can:

1. state the main types of pest infestations common to food areas
2. describe how to identify signs of pest infestation
3. state the organisational procedures for dealing with any incidences of infestation
4. explain the importance of reporting pest infestations.

Outcome 3 Understand how to clean food areas

The learner can:

1. state the types of cleaning equipment available for use
2. describe how to check that the cleaning equipment is safe to use
3. state the types of cleaning agents that are suitable for the surfaces in the food area
4. describe the consequences of using the wrong cleaning agents on surfaces
5. state methods of checking for chemical residues when they have been used.

Outcome 4 Understand how to clean food production equipment

The learner can:

1. describe how to recognise faulty or damaged food production equipment
2. explain the importance of labelling and reporting faulty and damaged equipment
3. explain the importance of safely isolating powered equipment before cleaning
4. explain the importance of following manufacturer's and workplace instructions for the:
 - disassembling
 - cleaning
 - re-assemblingof food production equipment
5. state the location of the holding area for food production equipment parts
6. describe methods for de-scaling and cleaning food production equipment.

Outcome 5 Understand how to complete cleaning of food areas

The learner can:

1. describe the importance of assessing how the work is progressing
2. explain why it is important to leave food areas free of deposits, residue and foreign objects
3. describe the consequences of food areas not being left free of deposits, residue and foreign objects
4. describe the importance of returning all food and equipment to the correct place once cleaning is completed
5. explain why surfaces and vents should be left dry on completion of cleaning
6. describe the organisational requirements for disposing of waste and slurry
7. explain the importance of cleaning the cleaning equipment
8. state where cleaning equipment should be stored.

Outcome 6 Be able to clean food areas

The learner can:

1. remove and store personal items safely
2. select and wear appropriate personal protective equipment for the task
3. select and protect relevant items, including food, before cleaning begins
4. identify suitable cleaning equipment and check it is safe to use
5. label faulty or damaged cleaning equipment and report according to organisational requirements
6. prepare food production plant, equipment and materials for cleaning
7. isolate food equipment from power supplies
8. clean the area without damaging in-place plant and equipment.

Outcome 7 Be able to clean food production equipment

The learner can:

1. follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment
2. dismantle food production equipment and place in the right holding area before cleaning
3. ventilate the working area and check that there are no chemicals on the area before de-scaling equipment
4. de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination
5. check that individual parts of food production equipment are clean before re-assembly
6. reassemble food production equipment after cleaning
7. check equipment is in correct working order once reassembled
8. record and report faults with food production equipment according to organisational requirements.

Outcome 8 Be able to complete cleaning of food areas

The learner can:

1. assess cleaning performance against the business' food safety management procedures
2. leave equipment and working areas free of deposits, cleaning residues and foreign objects
3. check that ventilation systems and surfaces are clean and dry when cleaning has been completed
4. dispose of waste and slurry following organisational requirements
5. clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete.

Unit 216

Deal with non-routine waste

Level: 2

Credit value: 3

Unit aim

This unit is about the handling of non-routine waste, which could for example include hazardous waste such as clinical waste or sharps. It is about following procedures to ensure that waste is clearly labelled and its movement is recorded.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how to handle and label non-routine waste
2. Understand how to handle suspicious items
3. Understand how to transfer non-routine waste and deal with containers
4. Be able to handle and label non-routine waste safely
5. Be able to transfer non-routine waste and deal with containers

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 216 Deal with non-routine waste

Evidence Requirements

216 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	

216 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	

216 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

216 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓	✓	✓
13.	✓		

216 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓	✓	
4.	✓		
5.	✓	✓	
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 216 Deal with non-routine waste

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to handle and label non-routine waste

The learner can:

1. describe the procedures and methods for preparing self and the work area
2. list different types of personal protective equipment
3. describe the importance of wearing personal protective equipment and for others to see it being worn
4. describe the importance of maintaining personal hygiene when handling non-routine waste
5. explain ways to mark, label and record waste and its movement
6. explain the importance of marking, labelling and recording waste and its movement correctly
7. identify equipment required to dispose of sharps safely
8. explain the procedures for disposing of sharps safely
9. describe methods for handling and disposing of clinical waste
10. describe safe procedures for segregating and sorting waste for recycling.

Outcome 2 Understand how to handle suspicious items

The learner can:

1. state ways to identify suspicious items
2. explain the organisational requirements for dealing with suspicious items
3. state the importance of checking with the appropriate person before removing unidentified items.

Outcome 3 Understand how to transfer non-routine waste and deal with containers

The learner can:

1. describe procedures for transferring waste
2. describe the methods used to ensure safe carriage of collected waste to the holding areas
3. describe the organisational requirements for dealing with sanitation bins
4. describe ways to identify problem and hazardous waste
5. describe why the location and cleaning of waste areas is important in preventing and controlling pests
6. describe the importance of repackaging waste containers that have dangerous residue on the outside
7. describe the organisational requirements for reporting and handling waste spillages
8. state the standards of cleanliness required for holding areas, empty holding and collection bins.

Outcome 4 Be able to handle and label non-routine waste safely

The learner can:

1. prepare self and the work area to do the task efficiently, correctly and safely
2. select and wear appropriate personal protective equipment
3. identify the location of the waste holding areas
4. check that storage containers are securely sealed before handling
5. check that seals on storage containers are unbroken after moving
6. identify waste to be collected and transferred to a collection point and follow correct handling procedures
7. identify the waste material for collection and segregate or sort before disposal to collection point
8. mark the origin of waste clearly
9. label and record movement of waste
10. ensure the safety of self and others when handling sacks and receptacles
11. use the handles provided to move rigid containers
12. identify sharps that require special handling and use the pick up kit or specific box for their disposal
13. check with the appropriate person before removing unidentified items.

Outcome 5 Be able to transfer non-routine waste and deal with containers

The learner can:

1. ensure that containers of waste materials are taken safely to the right place and secured if necessary
2. follow organisational requirements to cut down the risk of contaminating surrounding areas
3. follow organisational requirements for reporting:
 - signs of pest infestation
 - faulty/broken equipment
4. clean waste containers following organisational requirements
5. replace bin liners and set up fresh containers
6. leave clean containers in the correct place and in a condition which is fit for use
7. apply organisational requirements on the safe removal of waste spillages
8. leave holding areas clean when finished
9. secure cleaning equipment, machinery and waste containers to the correct storage area
10. follow procedures for the removal, cleaning and disposal of used personal protective equipment.

Level: 2

Credit value: 3

Unit aim

This unit is about performing maintenance and minor repairs to items both within buildings and outside.

Carrying out such repairs and maintenance will involve the use of hand tools and equipment and working carefully to ensure that the area where the work has been carried out is still in keeping with the surrounding area. It is important that after repairs and maintenance have been carried out all items are functioning as they should.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to prepare to carry out maintenance and minor repairs
2. Understand how to carry out maintenance and minor repairs
3. Be able to prepare to carry out maintenance and minor repairs
4. Be able to carry out maintenance and minor repairs

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 217 Carry out maintenance and minor repairs

Evidence Requirements

217 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

217 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

217 - Outcome 3			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		

217 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓	✓	
8.	✓		
9.	✓		

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 217 Carry out maintenance and minor repairs

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare to carry out maintenance and minor repairs

The learner can:

1. state the type and amount of maintenance and repair work that is required
2. describe how environmental and other site conditions can influence how work is carried out
3. state which tools and equipment are appropriate for the task
4. describe the importance of carrying out preparatory work before carrying out repairs
5. describe the importance of protecting the surrounding area
6. state methods which can be used to protect the surrounding area.

Outcome 2 Understand how to carry out maintenance and minor repairs

The learner can:

1. describe safe, approved working practices for carrying out the work
2. describe how to make sure that the surrounding areas are maintained during maintenance and repair
3. describe the importance of retaining the items to be replaced
4. describe how to check that items, which have been repaired function correctly and why this should be done
5. describe the organisational requirements for reporting any maintenance and repair work that they are not competent to carry out
6. describe methods of cleaning tools and equipment
7. state the importance of cleaning tools and equipment after use
8. state where tools, equipment and un-used materials should be stored.

Outcome 3 Be able to prepare to carry out maintenance and minor repairs

The learner can:

1. identify the items that need maintenance and the repair work required
2. assess that environmental and other site conditions are suitable to be able to carry out maintenance and repairs
3. select the hand tools and equipment that are the most appropriate for the task
4. protect the immediate surrounding areas throughout the preparations and the work
5. apply the appropriate method for repairing damaged areas or surfaces for repair.

Outcome 4 Be able to carry out maintenance and minor repairs

The learner can:

1. use safe and approved working practices and techniques
2. isolate any electrical supplies
3. ensure that there are no adverse effects to the finished items or appearance of the surrounding areas
4. check that replacement items function correctly and operate safely
5. check that the working and surrounding areas match following maintenance and repair work
6. report any maintenance or repair work that they are not competent to carry out
7. report any cleaning requirements that cannot be carried out
8. clean tools and equipment after use
9. secure tools, equipment and used materials in the correct storage area.

Level: 2

Credit value: 3

Unit aim

This unit is about carrying out street cleansing by hand using a brush and a barrow or cart. It covers removing litter and detritus from public areas including grounds, streets, pavements, pedestrian areas and car parks. It involves identifying and following the correct procedures to deal with any litter that may pose a risk to health and safety. It is important that, when the learner has finished their work, as much litter, debris and detritus, as is feasible, has been removed.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to remove litter, detritus and debris from grounds
2. Understand how to maintain waste collection points
3. Be able to remove litter, detritus and debris from grounds
4. Be able to maintain waste collection points

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 218 Perform street cleansing manually

Evidence Requirements

218 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	
10.		✓	
11.		✓	
12.		✓	
13.		✓	

218 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	

218 – Outcome 3			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		

218 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓	✓	
3.	✓	✓	
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 218 Perform street cleansing manually

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to remove litter, detritus and debris from grounds

The learner can:

1. list the permits and checks that may be required for the task
2. describe factors which should be taken into account when identifying litter, detritus and debris
3. describe organisational requirements for reporting items that may present a risk to health and safety
4. state the importance of wearing the required personal protective equipment and for others to see it being worn
5. state different types of equipment for removal of litter, detritus and debris
6. describe how to identify the correct equipment for the type of litter, detritus and debris
7. describe actions that need to be taken in order to deal with hazardous debris and detritus
8. state why mobile equipment should be secured
9. state the consequences of not securing mobile equipment
10. state the importance of segregating litter and putting it into the correct container/location
11. state the importance of ensuring the work area is left free of litter, detritus and debris
12. state the organisational requirements for reporting when work has been completed
13. state the importance of adhering to organisational requirements for reporting when work has been completed.

Outcome 2 Understand how to maintain waste collection points

The learner can:

1. describe where information on the number and location of waste collection points can be found
2. state types of hazardous debris and detritus
3. describe actions that need to be taken in order to deal with hazardous debris and detritus
4. describe how to operate equipment safely
5. describe the organisational requirements for emptying containers
6. describe how to identify when containers need replacing
7. describe the organisational requirements for reporting problems.

Outcome 3 Be able to remove litter, detritus and debris from grounds

The learner can:

1. confirm with the appropriate person the area to be cleaned
2. select and wear appropriate personal protective equipment for the task
3. select the appropriate equipment and cleaning methods for the types of litter, detritus and debris in the work area
4. use equipment safely following organisational requirements
5. use the correct method for removing litter from the ground surface
6. secure mobile equipment when not in use
7. segregate litter and put it into the correct container/location
8. transfer waste to the correct collection points.

Outcome 4 Be able to maintain waste collection points

The learner can:

1. identify the number and location of the waste collection points
2. identify waste that needs specialist treatment or handling
3. follow organisational requirements for dealing with waste that requires specialist treatment or handling
4. empty containers and replace as necessary
5. leave the area clean and tidy
6. report any problems following organisational requirements
7. return equipment to the correct place and store securely
8. report that work has been completed.

Level: 2

Credit value: 4

Unit aim

This unit is about carrying out street cleansing using a vehicle or other automated equipment. It covers removing litter and detritus from public areas and following the correct procedures to deal with litter that may pose a threat to health and safety.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand how to remove litter, detritus and debris
2. Understand how to operate vehicles, equipment and machinery
3. Understand how to deal with collected waste
4. Know how to clean and store vehicles, equipment and machinery
5. Be able to remove litter and detritus
6. Be able to deal with collected waste
7. Be able to clean and store vehicles, equipment and machinery

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 219 Perform street cleansing mechanically

Evidence Requirements

219 – Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	

219 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

219 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	

219 - Outcome 4			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

219 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓	✓	
7.	✓		
8.	✓		
9.	✓		
10.	✓		

219 - Outcome 6			
PC ref.	O	Q/ PD	S
1.	✓	✓	
2.	✓	✓	
3.	✓		
4.	✓		
5.	✓		

219 – Outcome 7			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		

O = Observation Q = Question & answer

PD = Professional Discussion

S = Simulation/RWE

Unit 219 Perform street cleansing mechanically

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to remove litter, detritus and debris

The learner can:

1. list the permits and checks that may be required for the task
2. describe factors which should be taken into account when identifying litter, detritus and debris
3. describe organisational requirements for reporting items that may present a risk to health and safety
4. state the importance of wearing the required personal protective equipment and for others to see it being worn
5. state types of hazardous debris and detritus
6. describe actions that need to be taken in order to deal with hazardous debris and detritus.

Outcome 2 Understand how to operate vehicles, equipment and machinery

The learner can:

1. state the level of legal and organisational authority needed to operate the vehicle or machinery
2. state how the legal and organisational authority would be obtained
3. state the types of personal protective equipment required for:
 - vehicles
 - equipment and machinery
 - working conditions
4. describe how to check that the vehicles and machinery have sufficient resources
5. state where additional resources can be obtained
6. state the organisational requirements for reporting faults with vehicles, equipment and machinery
7. state the importance of operating vehicles, equipment and machinery safely
8. state the importance of securing mechanical equipment.

Outcome 3 Understand how to deal with collected waste

The learner can:

1. state types of spillage that can occur
2. describe how to check that spillages have been treated correctly
3. describe the organisational requirements for reporting problems
4. state the location of the designated collection points for waste
5. describe how to discharge and dispose of collected waste safely
6. explain the legal and organisational requirements that must be followed when disposing of waste
7. state the organisational requirements for reporting when work has been completed
8. state the importance of adhering to organisational requirements for reporting when work has been completed.

Outcome 4 Know how to clean and store vehicles, equipment and machinery

The learner can:

1. state the designated location for cleaning vehicles, equipment and machinery
2. describe the methods for cleaning vehicles, equipment and machinery
3. state the location of the storage areas for vehicles, equipment and machinery
4. state the importance of leaving storage areas secure.

Outcome 5 Be able to remove litter and detritus

The learner can:

1. confirm with the appropriate person the area to be cleaned
2. select the:
 - vehicle
 - equipment and machinery
 - cleaning methodssuitable for the litter, detritus and surfaces to be cleaned
3. confirm that the appropriate legal and organisational authorisation is in place to operate the vehicles and machinery
4. select and wear personal protective equipment appropriate for the:
 - vehicle
 - equipment and machinery
 - working conditions
5. check that vehicles and machinery have sufficient resources
6. report faults with vehicles, equipment and machinery
7. use appropriate methods for removing litter detritus and debris according to:
 - type of litter, detritus and debris
 - equipment and machinery
 - vehicles
 - working conditions
8. operate vehicles, equipment and machinery safely following organisational requirements
9. secure vehicles and machinery when not in use
10. use methods which allow maximum clearance of litter, detritus and debris considering working conditions.

Outcome 6 Be able to deal with collected waste

The learner can:

1. make sure spillages are treated correctly before removing them
2. report any problems following organisational requirements
3. transfer collected waste to the designated collection point
4. discharge and dispose of waste in line with legal and organisational requirements
5. check that the waste hopper has been left empty.

Outcome 7 Be able to clean and store vehicles, equipment and machinery

The learner can:

1. clean vehicles, equipment and machinery once work is completed
2. return vehicles, equipment and machinery to the correct place and store securely
3. report that work has been completed.

Level: 2

Credit value: 3

Unit aim

This unit is about working safely at heights, inside or when working outside. It includes assessing the risks involved, taking all suitable precautions and following the correct procedures.

For the purpose of this unit a height is defined as a place from which a person could be injured by falling, regardless of whether it is above, at or below ground level.

This unit applies to individuals who work at heights, including those working for example on gantries, ladders or similar structures from where there is a danger of falling.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand how to work safely at heights
2. Be able to work safely at heights

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 220 Work safely at heights

Evidence Requirements

220 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	
6.		✓	
7.		✓	
8.		✓	
9.		✓	

220 - Outcome 2			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		

O = Observation Q = Question & answer PD = Professional Discussion S = Simulation/RWE

Unit 220 Work safely at heights

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to work safely at heights

The learner can:

1. describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others
2. describe individual responsibilities relating to maintaining safe working practices
3. describe procedures when working at heights and how these link to health and safety legislation
4. describe the risks associated with working at heights especially when carrying and handling objects
5. describe how risks associated with working at heights can be controlled
6. describe precautions which should be taken to minimise risks associated with working at heights
7. describe organisational requirements for preparing for and working at heights
8. describe organisational requirements for using, cleaning and storing:
 - height access equipment
 - personal protective equipment
9. describe how to operate fall protection equipment.

Outcome 2 Be able to work safely at heights

The learner can:

1. carry out the work following an agreed plan
2. assess the risks taking into account the potential dangers of:
 - falling
 - dropping tools and debris
 - stability of ladders
 - the working area
 - overhead cables
 - equipment
 - other people in the vicinity
3. take precautions to address identified risks
4. check that personal protective equipment is functioning properly
5. select and wear appropriate personal protective equipment including, where relevant, full body harness
6. check that safety barriers are in place around the working area
7. check that there is a permit to work, where required, before working at heights
8. carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use
9. check that height access equipment is deployed and secure
10. maintain frequent communication with the appropriate person
11. leave work areas clean, tidy and free of obstructions
12. secure height access equipment and personal protective equipment in the correct storage area.

Unit 250

Prepare and operate a tractor and attachments

Level: 2
Credit value: 5

Unit aim

The learner will prepare and operate a tractor and attachments.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to prepare a tractor and attachments for operation
2. Be able to prepare a tractor and attachments for operation
3. Understand how to operate a power vehicle
4. Be able to operate a tractor with attachments

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 250 Prepare and operate a tractor and attachments

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare a tractor and attachments for operation

The learner can:

1. list the required pre-start checks and adjustments
2. identify health and safety issues in relation to the preparation and use of tractors
3. describe different types of attachments and how they should be secured
4. identify types of attachments that are safe for use and compatible with the tractor and those that are not
5. describe conditions which should be taken into account when considering the use of attachments
6. describe adjustment requirements for different attachments and operations
7. explain the correct use and duration of warning signals and indicators.

Outcome 2 Be able to prepare a tractor and attachments for operation

The learner can:

1. carry out pre-start checks in accordance with standard procedures
2. carry out adjustments to attachment in accordance with instructions to meet operational requirements
3. check the immediate work area for hazards and obstacles and take the appropriate action
4. ensure attachments are compatible with the tractor
5. make sure the attachments are secure and safe
6. carry out preparation of tractor and attachments in accordance with health and safety legislation and codes of practice.

Outcome 3 Understand how to operate a power vehicle

The learner can:

1. describe the ways in which the tractor should be manoeuvred, and how different weather and ground conditions must be taken into account
2. list the types of hazards which may be encountered and how these should be dealt with
3. describe the capabilities of the tractor and the expected efficiency of tractor operation
4. explain the safe use of attachments
5. list the reasons why the tractor should be left in a condition suitable for future use
6. identify health and safety legislation, and codes of practice in relation to the preparation and use of tractors.

Outcome 4 Be able to operate a tractor with attachments

The learner can:

1. conduct all movements of the tractor safely, and consistent with the type of tractor, attachment and operation
2. assess and modify operating procedures to take into account any changes in weather and ground conditions, and types of terrain
3. assess and deal with any hazards and obstacles encountered during the operation in accordance with standard practice
4. maintain the efficiency of tractor and attachment performance through the appropriate operation of the tractor
5. use attachments to the tractor safely at all times
6. leave the tractor safe after use and in a condition suitable to its future use
7. operate the tractor in accordance with current health and safety legislation, and codes of practice
8. carry out all work activities to meet current environmental and legislative requirements
9. assist in maintaining records to meet organisational requirements.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to construct and maintain boundaries.

The types of boundaries are fences and walls.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to construct and maintain boundaries
2. Be able to select, use and maintain relevant equipment
3. Be able to work safely and minimise environmental damage
4. Know how to construct and maintain boundaries
5. Know relevant health and safety legislation and environmental good practice
6. Know the types of equipment required and how to maintain them

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 251 Construct and maintain boundaries

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to construct and maintain boundaries

The learner can:

1. check the selected materials meet the agreed specifications
2. maintain one of the boundaries below within the tolerances specified for the site
 - fence
 - wall
3. keep damage to other features, services and wildlife on site to a minimum
4. carry out construction of boundaries efficiently, effectively and securely
5. maintain the appearance and fabric of boundaries so that they are fit for their purpose.

Outcome 2 Be able to prepare a tractor and attachments for operation

The learner can:

1. select and use appropriate equipment for this area of work
2. prepare, maintain and store equipment in a safe and effective working condition throughout.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know how to construct and maintain boundaries

The learner can:

1. outline the purpose of boundaries
2. state the advantages and disadvantages of different types of boundaries and the appropriate situations in which to use them
3. describe the materials needed for construction and maintenance of boundaries
4. describe how to measure to ensure work is within tolerances for the site
5. describe the potential hazards presented by services and how to avoid these
6. describe the type of problems that may occur and the actions required when constructing and maintaining boundaries
7. state what to look for in deciding whether the appearance and fabric of boundaries are fit for purpose.

Outcome 5 Know relevant health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Outcome 6 Know the types of equipment required and how to maintain them

The learner can:

1. describe the methods of maintaining the range of equipment used.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to construct and maintain paths using both fluid components and hard components.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to construct and maintain paths
2. Be able to work safely and minimise environmental damage
3. Be able to select, use and maintain relevant equipment
4. Know how to construct and maintain paths
5. Know the types of equipment required and how to maintain them
6. Know relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 252 Construct and maintain paths

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to construct and maintain paths

The learner can:

1. keep the route and dimensions of the path within tolerances specified for the site
2. lay and support surface materials correctly and securely
3. ensure drainage is effective
4. lay paths efficiently, effectively and securely using both:
 - fluid component
 - hard component
5. carry out maintenance of the path efficiently, effectively and securely using both:
 - fluid component
 - hard component
6. ensure the appearance and condition of path is fit for purpose following construction or maintenance.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Be able to select, use and maintain relevant equipment

The learner can:

1. select and use equipment according to instructions
2. prepare, maintain and store equipment in a safe and effective working condition throughout.

Outcome 4 Know how to construct and maintain paths

The learner can:

1. describe the standards of construction for different types of paths
2. state the advantages and disadvantages of different types of paths and situations in which they are appropriate:
 - fluid components
 - hard components
3. describe construction methods required and how to ensure routes and dimensions are within agreed tolerances
4. describe the principles of drainage for paths and how to ensure its effectiveness
5. describe the potential hazards presented by services on site and how to avoid these
6. describe the type of problems that may occur and the actions required.

Outcome 5 Know the types of equipment required and how to maintain them

The learner can:

1. describe the methods of maintaining the range of equipment used.

Outcome 6 Know relevant health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to maintain the health of plants in an outdoor environment.

Where the learner is using chemicals they should have the relevant certificate of competence.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to select, use tools and maintain relevant equipment
2. Be able to maintain the health of plants outdoors
3. Be able to work safely and minimise environmental damage
4. Know how to maintain the health of plants outdoors
5. Know relevant health and safety and animal welfare legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 253 Maintaining plants outdoors

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use tools and maintain relevant equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to relevant legislation and manufacturer's instructions
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to maintain the health of plants outdoors

The learner can:

1. inspect plants as instructed
2. identify all of the following threats to promote plant health:
 - pests
 - diseases
 - disorders
 - unfavourable conditions
 - competing growth
3. use correct and effective methods of dealing with threats to plant health
4. promote and maintain plant health growth using all of the following methods:
 - feeding
 - watering
 - surface cultivation
 - mulching.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

Outcome 4 Know how to maintain the health of plants outdoors

The learner can:

1. describe how to check and report signs of damage or threats to health to include:
 - pests
 - diseases
 - disorders
 - unfavourable conditions
 - competing growth
2. state how seasonal weather conditions affect plant growth and health
3. describe the different methods used to promote plant health including:
 - feeding
 - watering
 - surface cultivation
 - mulching
4. describe the effects of soil conditions on plant growth
5. state why watering regimes vary for different soils and plants
6. describe how the correct use of agrochemicals/pesticides can improve plant health
7. describe how the incorrect use of agrochemicals/pesticides can harm plants
8. describe the methods of dealing with threats to plant health covering; physical, cultural and irrigation.

Outcome 5 Know relevant health and safety and animal welfare legislation and environmental good practice

The learner can:

1. outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to clear sites of unwanted materials and debris prior to landscaping and/or planting crops.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to clear sites effectively
2. Be able to select, use and maintain equipment for clearing horticultural and landscaping sites
3. Be able to work safely and minimise environmental damage
4. Know the appropriate methods for site clearance
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 254 Clearing horticultural and landscaping sites

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to clear sites effectively

The learner can:

1. locate the correct site for clearing and confirm what is to be cleared
2. ensure the site is safe and secure for the work to be conducted.

Outcome 2 Be able to select, use and maintain equipment for clearing horticultural and landscaping sites

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition throughout.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know the appropriate methods for site clearance

The learner can:

1. describe the main differences in working on the types of sites listed, green-field, reclaimed, urban derelict and existing sites
2. state why it is important to confirm what should be cleared
3. describe the different clearing methods that can be used.

Outcome 5 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for clearing horticultural and landscaping sites
2. describe methods of maintaining the equipment ready for use.

Outcome 6 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to level and prepare sites for landscaping. The unit does not cover the skills and knowledge required for using specialist equipment.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment for levelling and preparing sites
2. Be able to level and prepare sites for landscaping
3. Be able to work safely and minimise environmental damage
4. Know the importance of site preparation for landscaping
5. Know how to reinstate the ground to the required level
6. Know the types of equipment required and how to maintain them
7. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 255 Levelling and preparing sites for landscaping

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment for levelling and preparing sites

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition throughout.

Outcome 2 Be able to level and prepare sites for landscaping

The learner can:

1. position reference marks correctly and according to specification
2. position contours levels and excavations within specified tolerances
3. reinstate the site to specified levels
4. keep working area clean according to client requirements
5. complete work according to the agreed schedule and specification.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

Outcome 4 Know the importance of site preparation for landscaping

The learner can:

1. describe the importance of levelling and preparing sites effectively for all of:
 - green-field
 - urban derelict
 - reclaimed land
 - existing gardens
2. describe the importance of position reference marks relating to site specification
3. describe the procedures on a range of contrasting sites covering: green-field, urban, derelict, re-claimed and existing site
4. state the importance of working within specified tolerances
5. state the types of damage which may occur to services and how to minimise this
6. explain why it is important to complete work to agreed schedule and specification.

Outcome 5 Know how to reinstate the ground to the required level

The learner can:

1. describe how to reinstate ground to specified levels and why this is important
2. state why it is important to clear debris effectively, safely, tidily and legally.

Outcome 6 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for levelling and preparing sites for landscaping
2. describe methods of maintaining the equipment ready for use.

Outcome 7 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor mounted equipment.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to prepare ground for seeding and planting
3. Be able to work safely and minimise environmental damage
4. Know how to prepare the ground
5. Know the types of hazards
6. Know the types of weeds
7. Know the types of equipment and materials required and how to maintain them
8. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 256 Preparing ground for seeding and planting

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition throughout.

Outcome 2 Be able to prepare ground for seeding and planting

The learner can:

1. prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions
2. add the materials specified for the operation (it may be compost, fertiliser or sand)
3. produce the required tilth for the specified finish
4. clear debris from the site effectively, safely, tidily and legally
5. complete work to the agreed schedule.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know how to prepare the ground

The learner can:

1. describe the different clearance and minor levelling methods which can be used for the following:
 - green-field
 - urban derelict
 - reclaimed land
 - existing gardens
2. describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish
3. state where and when composts, fertilisers and other materials should be used and the types of that are appropriate
4. state how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site
5. describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them
6. state why it is important to clear debris effectively, safely, tidily and legally.

Outcome 5 Know the types of hazards

The learner can:

1. describe the hazards of underground services and how to avoid these.

Outcome 6 Know the types of weeds

The learner can:

1. identify 15 types of perennial weeds and state how to control them.

Outcome 7 Know the types of equipment and materials required and how to maintain them

The learner can:

1. describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials
 - organic matter
 - fertiliser
 - lime
 - perennial weed herbicides
2. describe methods of maintaining the equipment ready for use.

Outcome 8 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to select and transport plants and/or seeds
3. Be able to establish plants and/or seeds in soil
4. Be able to work safely and minimise environmental damage
5. Know the requirements for establishing healthy plants
6. Know how to deal with damage and pollution
7. Know the types of equipment required and how to maintain them
8. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 257 Establishing plants or seeds in soil

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition throughout.

Outcome 2 Be able to select and transport plants and/or seeds

The learner can:

1. select plants and/or seeds as requested
2. identify a representative sample of plants
3. handle, prepare and transport plants and seeds in a way that maintains their health and condition.

Outcome 3 Be able to establish plants and/or seeds in soil

The learner can:

1. position and plant the plants and/or seeds according to instructions /drawings
2. provide aftercare to meet the planting specifications.

Outcome 4 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. dispose of waste safely and correctly.

Outcome 5 Know the requirements for establishing healthy plants

The learner can:

1. describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions
2. state what pH is and how to test for it
3. explain the importance of timing and seasonality on planting to encourage establishment and growth
4. describe how to handle and transport plants in a way which minimises damage and maintains health
5. explain the importance of planting seeds and/or plants to the correct depth and position
6. describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting
7. describe the different types of backfill materials relevant to different types of plants and situations
8. describe the range of protection methods which may be used for different plants eg anti-desiccants, tree guards and shelters
9. identify the types of records required and explain the importance of accurate record keeping.

Outcome 6 Know how to deal with damage and pollution

The learner can:

1. state the correct methods of dealing with accidental damage and pollution
2. describe how to minimise damage and unnecessary waste when working.

Outcome 7 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for establishing plants and seeds in soil
2. describe methods of maintaining the equipment ready for use.

Outcome 8 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.

Unit 258

Identify the health and maintain the condition of general amenity turf

Level: 2
Credit value: 5

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to maintain turf so it can be used for its intended purpose.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment for identifying the health and maintaining the condition of general amenity turf
2. Be able to identify the health of general amenity turf
3. Be able to maintain the condition of amenity turf
4. Be able to work safely and minimise environmental damage
5. Know how to maintain the health of turf
6. Know the impacts of mowing on sward condition
7. Know the types of equipment required and how to maintain them
8. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 258 Identify the health and maintain the condition of general amenity turf

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment for identifying the health and maintaining the condition of general amenity turf

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to identify the health of general amenity turf

The learner can:

1. inspect turf and relate condition to specification
2. identify poor health of turf
3. use appropriate methods to deal with 4 of the following threats to turf health:
 - pests
 - diseases
 - disorders
 - unfavourable conditions
 - competing growth.

Outcome 3 Be able to maintain the condition of amenity turf

The learner can:

1. check the turf is in an appropriate condition for maintenance
2. maintain the turf so that it can be used for its intended purpose and looks attractive using all of the following methods:
 - mowing
 - edging
 - feeding
 - watering
 - top dressing
 - repair
3. leave the site clean and tidy
4. identify and report hazards.

Outcome 4 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of organic and inorganic waste safely and correctly.

Outcome 5 Know how to maintain the health of turf

The learner can:

1. state the importance of checking turf regularly and what this means for a range of species
2. describe how to identify a range of turf conditions and the threats to turf health covering:
 - pests
 - diseases
 - disorders
 - unfavourable conditions
 - competing growth
3. describe appropriate and effective methods of dealing with threats to turf health for a range of species covering:
 - physical
 - chemical
 - cultural
 - irrigation
4. describe the different watering regimes for different types of turf
5. describe the types and explain the effects of different fertilisers and nutrients (top dressing and liquid) on turf.

Outcome 6 Know the impacts of mowing on sward condition

The learner can:

1. describe how climate and soil conditions affect turf growth and its need for maintenance
2. describe how to identify when the height of grass and finish of edges meets specification
3. describe the effects of boxing off and leaving grass cuttings in situ
4. describe the methods used to maintain turf so it can be used for its intended purpose covering:
 - mowing
 - edging
 - feeding
 - watering
 - top dressing
 - repair
5. list methods for disposal of grass cuttings to avoid environmental pollution
6. describe importance of cleaning and securely storing tools and equipment.

Outcome 7 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for identifying the health and maintaining the condition of general amenity turf
2. describe methods of maintaining the equipment in a fit state for use.

Outcome 8 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to establish decorative amenity areas using a range of materials and plants.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain relevant equipment
2. Be able to establish three different types of decorative area
3. Be able to work safely and minimise environmental damage
4. Know how to establish decorative areas
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 259 Establish decorative amenity areas

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain relevant equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to manufacturer's instructions and legal requirements
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to establish three different types of decorative area

The learner can:

1. select materials and plants that are suitable for each type of display
2. handle and transport materials and plants efficiently, effectively and safely
3. group and position plants and containers to achieve an attractive effect
4. carry out planting to correct depth, spacing and consolidation
5. use supports where required, that maintain the plants' growth, appearance and visual impact
6. provide initial aftercare eg watering in.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know how to establish decorative areas

The learner can:

1. state what needs to be considered when selecting and using all of the following materials:
 - plant material
 - containers
 - supports
 - growing media
2. describe how to transport and handle the materials and plants efficiently, effectively and safely
3. explain why plants and containers are grouped and positioned to achieve an attractive effect throughout the life of the display for all of the following displays:
 - formal bedding
 - wall shrubs
 - climbers
 - mixed borders
 - hanging baskets
 - other containers
4. explain how a range of supports are used to maintain and enhance growth and appearance.

Outcome 5 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for establishing decorative areas
2. describe methods of maintaining the equipment in ready for use.

Outcome 6 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Unit 260

Maintain the appearance of decorative amenity areas

Level: 2
Credit value: 7

Unit aim

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to maintain the appearance of decorative amenity areas and identify pests, weeds and diseases.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain relevant equipment
2. Be able to maintain the appearance of three different types of decorative area
3. Be able to identify and control weeds, pests and diseases
4. Be able to work safely and minimise environmental damage
5. Know why it's important to maintain decorative areas
6. Know the types of equipment required and how to maintain them
7. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 260

Maintain the appearance of decorative amenity areas

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain relevant equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to manufacturer's instructions and legal requirements
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to maintain the appearance of three different types of decorative area

The learner can:

1. water and feed the plants in a way that is appropriate to them and their environment
2. replace missing, damaged or displaced plants to maintain the visual impact of the area
3. remove unwanted plant material to maintain the visual impact
4. train and support plants where required to maintain the overall effect and the health and vigour of plants
5. leave the area clean and tidy.

Outcome 3 Be able to identify and control weeds, pests and diseases

The learner can:

1. identify weeds, pests and diseases and use one of the following control methods:
 - physical
 - chemical
 - cultural.

Outcome 4 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 5 Know why it's important to maintain decorative areas

The learner can:

1. describe how to maintain the appearance of decorative horticultural areas covering all of the following:
 - formal bedding
 - hanging baskets
 - other containers
 - mixed borders
 - wall shrubs
 - climbers
2. explain the reasons for feeding and providing moisture for plants in decorative amenity areas
3. identify and describe five pests, five diseases, two disorders and their symptoms
4. identify and name 15 weeds common to decorative amenity areas
5. describe how to select and use control methods for weeds, pests and diseases appropriate to the area being maintained
6. explain why unwanted plant material is removed.

Outcome 6 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for maintaining the appearance of decorative amenity areas
2. describe methods of maintaining the equipment ready for use.

Outcome 7 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 5

Unit aim

This unit will provide the learner with the ability to demonstrate the knowledge and skills required for maintaining the health of sports turf so that it is suitable for play. It covers dealing with weeds, moss, pests, diseases and other disorders.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to maintain the health of sports turf
3. Be able to work safely and minimise environmental damage
4. Know how to maintain the health of sports turf
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 261 Maintain the health of sports turf

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to manufacturer's instructions and legal requirements
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to maintain the health of sports turf

The learner can:

1. inspect the turf as requested to identify and report conditions that threaten the health of the sports turf, which may include:
 - weeds
 - pests
 - diseases
 - disorders
 - moss
2. apply as instructed appropriate treatments safely, effectively and without damage to the surrounding areas.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know how to maintain the health of sports turf

The learner can:

1. state the sources of information on turf treatments
2. describe the effect of turf treatments and how to use these treatments effectively and at the appropriate time covering:
 - physical
 - chemical
 - cultural
3. describe the approved procedures for turf treatments and why it is important to follow these
4. identify and describe five pests, five diseases, five disorders and their symptoms
5. identify and name 15 weeds
6. describe what effect the following conditions have on sports turf and why it is important to deal with them promptly
 - weeds
 - pests
 - diseases
 - disorders
 - moss
7. state who should be informed of conditions affecting sports turf and why.

Outcome 5 Know the types of equipment required and how to maintain them

1. describe the equipment which will be necessary for maintaining sports turf
2. describe methods of maintaining the range of equipment ready for use.

Outcome 6 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 7

Unit aim

This unit will provide the learner with the ability to demonstrate the knowledge and skills required to present sports turf surfaces so that they meet the requirements of a sport and a particular event.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to maintain sports turf surfaces
3. Be able to work safely and minimise environmental damage
4. Know how to maintain sports turf surfaces
5. Know how conditions affect grass growth and the maintenance of playing surfaces
6. Know how to set out sports surfaces
7. Know the types of equipment required and how to maintain them
8. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 262 Maintain the condition of sports turf surfaces

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to manufacturer's instructions and legal requirements
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to maintain sports turf surfaces

The learner can:

1. clear surfaces of unwanted debris
2. prepare the playing surface so that it meets the requirements of the sport and the standard for the event
3. maintain the quality and appearance of surfaces
4. make markings which are clear and appropriate to the event
5. set out the sports equipment required by the rules of the sport and the standard of the event.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know how to maintain sports turf surfaces

The learner can:

1. explain why it is important to clear surfaces of unwanted debris
2. describe how to establish that the surface is in a fit condition for maintenance
3. state the importance of ensuring the surface meets the required standard and how to do so for the following:
 - speed
 - surface response to a ball, animal or player
 - moisture content
 - grass cover
 - degree of consolidation
 - trueness

4. describe all following methods in preparing surfaces:

- mowing
- irrigation
- scarifying and/or verticutting
- rolling
- top dressing
- brushing or switching
- aeration
- edging (where appropriate)
- feeding
- marking out sports surface
- setting out equipment.

Outcome 5 Know how conditions affect grass growth and the maintenance of playing surfaces

The learner can:

1. describe the effects of season, climate and soil conditions on intensity, type and frequency of maintenance operations
2. describe how ground and weather conditions affect maintenance operations.

Outcome 6 Know how to set out sports surfaces

The learner can:

1. describe how to carry out marking appropriate to sports and events
2. describe how to set out sports equipment correctly to meet the needs of the sport and the standard of the event and why it is necessary.

Outcome 7 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for maintaining sports surfaces
2. describe methods of maintaining the equipment ready for use.

Outcome 8 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 3

Unit aim

This unit will provide the learner with the knowledge and skills required to present sports turf surfaces so that they meet the requirements of a sport and a particular event. It also covers repairing and renovating the surface following play.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment
2. Be able to renovate and repair sports turf surfaces
3. Be able to work safely and minimise environmental damage
4. Know how to renovate and repair
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 263 Renovate and repair sports turf surfaces

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to manufacturer's instructions and legal requirements
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to renovate and repair sports turf surfaces

The learner can:

1. inspect surfaces as requested to assess the need for renovation and repair
2. select renovation and repair methods that are appropriate to the damage and the type of sports surface
3. prepare the surface and use three of the selected renovation and repair methods safely and correctly:
 - over-seeding
 - patching or plugging
 - forking up
 - top dressing
 - divotting
4. reinstate the surface so that it meets the requirements of the sport and the standard of the event.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 4 Know how to renovate and repair

The learner can:

1. describe the importance of thorough and appropriate preparation prior to renovation and repair
2. describe how to select the appropriate renovation and repair method according to degree of damage and the surface itself covering:
 - over-seeding
 - patching or plugging
 - forking up
 - top dressing
 - divotting
3. explain why it is important to renovate and repair surfaces promptly to the required standard and the consequences of not doing so
4. describe how to inspect surfaces to assess the need for renovation and repair

5. describe the standard of surface expected covering all the following:
 - speed
 - surface response to a ball, animal or player
 - moisture content
 - grass cover
 - degree of consolidation
 - trueness
6. describe how to ensure that the surface meets the requirements of the sport and the standard for the event.

Outcome 5 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for renovating and repairing sports surfaces
2. describe methods of maintaining the equipment ready for use.

Outcome 6 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Unit 264

Preparing and transporting plants and resources

Level: 2
Credit value: 2

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required when preparing and transporting a range of plants and other resources without damage or deterioration.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Be able to select, use and maintain equipment for preparing and transporting plants and resources
2. Be able to prepare plants and other resources for transportation
3. Be able to load plants and resources
4. Be able to transport a range of plants and other resources
5. Be able to work safely and minimise environmental damage
6. Know how to prepare plants and other resources for transportation
7. Know the principles of safe and effective transportation
8. Know the types of equipment required and how to maintain them
9. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 264 Preparing and transporting plants and resources

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to select, use and maintain equipment for preparing and transporting plants and resources

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 2 Be able to prepare plants and other resources for transportation

The learner can:

1. identify and label plants and or resources to be transported
2. check plants and resources are in suitable condition for use and transportation
3. use safe lifting and handling techniques
4. maintain the condition of plants and resources throughout
5. complete all records and reports.

Outcome 3 Be able to load plants and resources

The learner can:

1. load and position plants and resources safely and securely for transportation.

Outcome 4 Be able to transport a range of plants and other resources

The learner can:

1. transport all types of plants (delicate, robust, safely lifted by one person and requiring more than one person to lift) and other resources (growing medium, containers, tools and equipment, supports, watering devices and chemicals) safely and efficiently to the correct location
2. inspect the condition of plants and resources after transportation
3. identify potential hazards and operate equipment safely.

Outcome 5 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.

Outcome 6 Know how to prepare plants and other resources for transportation

The learner can:

1. state the importance of establishing the transport requirements for plants and other resources
2. describe how to inspect and prepare plants and resources for transportation
3. describe the appropriate records that need to be maintained.

Outcome 7 Know the principles of safe and effective transportation

The learner can:

1. describe how to handle and transport plants and resources safely and efficiently covering:
 - growing medium containers
 - tools and equipment
 - supports
 - watering devices
 - chemicals
 - delicate and robust plants
 - plants which can be safely lifted by one person or need more than one person
2. describe how to maintain the condition of plants during transportation
3. list the safety procedures to follow when transporting hazardous substances
4. describe safe lifting and handling techniques when working alone and with others.

Outcome 8 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary preparing and transporting plants and resources
2. describe methods of maintaining the equipment ready for use.

Outcome 9 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the skills, knowledge and understanding to install drainage systems under minimal direction or guidance. The learner will be required to select and use hand tools, powered equipment and materials correctly, competently and safely and to decide the appropriate timing of operations, the work methods to be used and to check the results and correct any faults.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to install drainage systems
2. Be able to select, use and maintain equipment for installing drainage
3. Be able to work safely and minimise environmental damage
4. Know the principles of drain installation
5. Know the types of equipment required and how to maintain them
6. Know the current health and safety legislation and environmental practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 265 Installing drainage systems

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to install drainage systems

The learner can:

1. position reference marks according to specification
2. install drainage system to specification:
 - sub surface systems
 - surface channels
 - sustainable drainage systems
3. adopt practices to minimise damage to existing structures and services
4. restore surface to near original condition.

Outcome 2 Be able to select, use and maintain equipment for installing drainage

The learner can:

1. select appropriate equipment for this area of work
2. use equipment according to instructions
3. prepare, maintain and store equipment in a safe and effective working condition.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly
4. describe the safety aspects of working in trenches.

Outcome 4 Know the principles of drain installation

The learner can:

1. explain why soil drainage is beneficial for plant growth
2. state the importance of setting accurate levels and falls
3. describe why the type, size, depth and spacing of drainage pipes/tiles, varies with the soil texture.

Outcome 5 Know the types of equipment required and how to maintain them

The learner can:

1. describe the equipment which will be necessary for installing drainage
2. describe methods of maintaining the equipment in a fit state for use.

Outcome 6 Know the current health and safety legislation and environmental practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with knowledge, skills and understanding required to inspect and maintain drainage systems.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to inspect and maintain drainage systems
2. Be able to work safely and minimise environmental damage
3. Know how to inspect and maintain drainage systems
4. Know the current health and safety legislation and environmental practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 266 Maintain drainage systems

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to inspect and maintain drainage systems

The learner can:

1. inspect and assess drainage systems according to agreed schedules
2. restore drainage systems to full effectiveness and to agreed schedule
3. record inspections and work undertaken
4. maintain effective working relations with all relevant people throughout.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Know how to inspect and maintain drainage systems

The learner can:

1. describe the schedule of inspections required to identify faults and problems
2. describe how to identify and correct impeded drainage and its causes
3. state how to identify and deal with any problems with drainage systems
4. describe the main causes of drain malfunction, including leaks and blockages and methods that can be used to deal with them
5. describe the factors affecting flow rates in the drains
6. state the importance of maintaining drainage systems so they work effectively and efficiently
7. describe the principles of drainage design
8. state why it is important to keep working areas clean according to clients' requirements
9. state what records need to be kept and why.

Outcome 4 Know the current health and safety legislation and environmental practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required when laying hard surfaces for external landscaping. The hard surfaces could include concrete, tarmac and paving.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to lay hard surfaces
2. Be able to work safely and minimise environmental damage
3. Know the principles affecting the design and laying of hard surfaces
4. Know the relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 267 Laying hard surfaces for external landscaping

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to lay hard surfaces

The learner can:

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

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

Outcome 3 Know the principles affecting the design and laying of hard surfaces

The learner can:

1. explain the environmental issues of run off and drainage requirements
2. identify the factors affecting the choice and specification of surface
3. describe the principles and methods of laying the following hard surfaces:
 - concrete
 - tarmac
 - sets and block paving
 - flags – pre-cast or natural paving
4. describe protection methods and how to select the appropriate one for the type of hard surface and site
5. suggest typical problems that may occur and how to deal with these effectively.

Outcome 4 Know the relevant health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to construct free standing walls. This included mortared brick and stone walls.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to construct free standing walls
2. Be able to work safely and minimise environmental damage
3. Know the principles of constructing free standing walls
4. Know the relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 268 Construct free standing walls

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to construct free standing walls

The learner can:

1. prepare effective ground footings
2. construct and finish walls and related structures safely and in accordance with specifications
3. protect the walls and related structures effectively according to type of materials and environment
4. leave the site in a tidy and undamaged condition following operations
5. maintain effective working relations with relevant people throughout.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

Outcome 3 Know the principles of constructing free standing walls

The learner can:

1. interpret design specifications
2. list the factors influencing specifications for walls
3. describe the types of ground preparation and footings appropriate to walls and related structures for:
 - mortared brick walls
 - stone walls
4. describe protection methods according to types of materials and situation
5. compare the application of types of structure and choice of materials
6. summarise the construction regulations and standards pertinent to wall construction
7. identify the potential hazards when constructing walls and related structures
8. suggest typical problems that may occur and how to deal with these effectively.

Outcome 4 Know the relevant health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to install hard landscaping features and structures such as sports and play equipment and small sectional buildings.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to install hard landscape features and structures
2. Be able to work safely and minimise environmental damage
3. Know how to install hard landscape features and structures
4. Know the relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 269 Install hard landscape features and structures

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to install hard landscape features and structures

The learner can:

1. prepare the ground and footings
2. install features and structures safely and according to specification
3. protect features and structures against deterioration
4. inspect features and structures for safety, completeness and function
5. leave site safe, tidy and in a suitable condition for subsequent work
6. maintain effective working relations with relevant people throughout.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

1. work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

Outcome 3 Know how to install hard landscape features and structures

The learner can:

1. describe how to prepare the ground and footings appropriate to the range of features and structures covering sports and play equipment and small sectional buildings
2. describe the characteristics, safety requirements and methods of application of preservatives
3. outline the potential hazards when assembling and installing structures
4. suggest the typical problems that may occur and how these can be dealt with effectively.

Outcome 4 Know the relevant health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. outline the principles and application of risk assessment
3. describe how environmental damage can be minimised
4. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to construct rock gardens. The learner must have an appropriate qualification if they are to use machinery. The learner must have an appropriate knowledge in manual handling techniques.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to construct rock gardens
2. Be able to work safely and minimise environmental damage
3. Know how to assess for constructing rock gardens
4. Know the principles of working with rock and soil
5. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 270 Construct rock gardens

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to construct rock gardens

The learner can:

1. assess site conditions to establish suitability for operation
2. use suitable access routes for materials
3. choose and use stone according to specification, functional and aesthetic requirements
4. handle materials safely and efficiently either manually or by mechanical means as required
5. construct rock work according to specification and ensure it is functionally and visually appropriate
6. restore surroundings to a safe and substantially original condition
7. leave the site safe, tidy and ready for planting following operations
8. maintain effective working relationships with relevant people throughout.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Know how to assess for constructing rock gardens

The learner can:

1. describe how to assess suitability of site conditions
2. describe the criteria for selecting access routes for materials.

Outcome 4 Know the principles of working with rock and soil

The learner can:

1. describe the types and application of stone used in rock garden construction covering outcrops, scree and moraine, valleys, cascades, steps
2. state the principles of arranging stone in rock gardens
3. describe the safety requirements when lifting and handling stone
4. describe the characteristics and purposes of rock garden types
5. describe the potential hazards resulting from unsafe finished construction
6. suggest the typical problems that may occur and how these can be dealt with effectively.

Outcome 5 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Unit 271

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

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain non-powered tools and equipment and hand held powered equipment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to use and maintain non-powered and hand held powered tools and equipment
2. Be able to work safely and minimise environmental damage
3. Know how to use and maintain the tools and equipment
4. Know the current health and safety legislation and good environmental practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 271 Use and maintain non-powered and hand held powered tools and equipment

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to use and maintain non-powered and hand held powered tools and equipment

The learner can:

1. ensure that the equipment is safe and in good working order
2. select and use the correct personal protective clothing and equipment
3. set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements
4. maintain non-powered and hand held equipment in accordance with manufacturer's instructions
5. identify any problems with the equipment and take appropriate action
6. clean and store equipment correctly after use.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Know how to use and maintain the tools and equipment

The learner can:

1. explain the importance of using equipment in line with manufacturers' instructions
2. describe the pre-operational checks and the methods of maintaining the equipment for use
3. list the main hazards and risks associated with using the equipment
4. describe the types of problems that may occur with the equipment and how to deal with each of these correctly
5. state the types of protective clothing and the reasons why it must be worn.

Outcome 4 Know the current health and safety legislation and good environmental practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised.

Unit 272

Use and maintain pedestrian controlled powered equipment

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain pedestrian controlled powered equipment.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to use and maintain pedestrian controlled powered equipment
2. Be able to work safely and minimise environmental damage
3. Know how to use and maintain pedestrian controlled powered equipment
4. Know the operating principles of powered equipment
5. Know the current health and safety legislation and environmental practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 272 Use and maintain pedestrian controlled powered equipment

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to use and maintain pedestrian controlled powered equipment

The learner can:

1. ensure the pedestrian controlled power equipment is safe and in good working order
2. use equipment according to manufacturer's instructions and legal regulatory requirements
3. clean and store equipment correctly after use
4. maintain pedestrian controlled power equipment in accordance with manufacturer's instructions
5. select and use the appropriate personal protective clothing and equipment
6. identify any problems with the equipment and take the correct action.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Know how to use and maintain pedestrian controlled powered equipment

The learner can:

1. list the main hazards and risks associated with using the pedestrian controlled powered equipment and describe appropriate action
2. explain the importance of operating equipment in line with manufacturer's instructions
3. describe methods of checking and maintaining the equipment for use covering:
 - correct pre-use checks
 - correct start-up procedure
 - use appropriate work method
 - correct stopping procedure
 - correct post-use maintenance
 - reporting problems to the appropriate person.

Outcome 4 Know the operating principles of powered equipment

The learner can:

1. explain the operating differences between two and four-stroke engines
2. explain the principles of operating lines of drive – clutch, v-belts, chains
3. describe the basic differences between petrol and diesel engines.

Outcome 5 Know the current health and safety legislation and environmental practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of organic and inorganic waste.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain ride-on powered equipment.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to set up, use and maintain ride-on powered equipment
2. Be able to work safely and minimise environmental damage
3. Know how to use and maintain ride-on powered equipment
4. Know the operating principles of powered equipment
5. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 273 Use and maintain ride-on powered equipment

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to set up, use and maintain ride-on powered equipment

The learner can:

1. ensure that the ride-on powered equipment is safe and in good working order
2. select and use the correct personal protective clothing and equipment
3. set up and use ride-on powered equipment in accordance with the manufacturer's instructions and legal requirements
4. identify any problems with the ride-on powered equipment and take appropriate action
5. clean and store the equipment correctly after use.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Know how to use and maintain ride-on powered equipment

The learner can:

1. describe methods of checking and maintaining the equipment ready for use covering:
 - correct pre-use checks
 - correct start-up procedure
 - use appropriate work method
 - correct stopping procedure
 - correct post-use maintenance
 - reporting problems to the appropriate person
2. list the main hazards and risks associated with using the ride-on powered equipment and state appropriate action
3. explain the importance of operating equipment in line with manufacturers' instructions
4. describe the types of problems that may occur with the equipment and how to deal with each of these appropriately.

Outcome 4 Know the operating principles of powered equipment

The learner can:

1. describe the operating differences between two and four- stroke engines
2. describe the principles of operating lines of drive – clutch, v-belts, chains
3. describe the basic differences between a petrol and diesel engine.

Outcome 5 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised.

Level: 2

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to use and maintain chippers and/or shredders.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to use and maintain chippers and/or shredders
2. Be able to work safely and minimise environmental damage
3. Know how to use and maintain chippers and/or shredders
4. Know the current health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 274 Use and maintain chippers and/or shredders

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to use and maintain chippers and/or shredders

The learner can:

1. make sure that the chippers and/or shredders are in safe and good working order
2. select and use the correct personal protective clothing and equipment
3. set up and use the chippers and/or shredders in accordance with the manufacturer's instructions and legal requirements
4. maintain chippers and/or shredders in accordance with manufacturer's instructions
5. identify any problems with the chippers and/or shredders and take the correct action
6. clean and store the equipment correctly after use.

Outcome 2 Be able to work safely and minimise environmental damage

The learner can:

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

Outcome 3 Know how to use and maintain chippers and/or shredders

The learner can:

1. list the main hazards and risks associated with using chippers and/or shredders and action to be taken
2. explain the importance of operating equipment in line with manufacturer's instructions
3. describe methods of preparing and maintaining the equipment for use covering:
 - correct pre-use checks
 - correct start-up procedure
 - use appropriate work method
 - correct stopping procedure
 - correct post-use maintenance
 - reporting problems to the appropriate person
4. describe the types of problems that may occur with the equipment and describe how to deal with each of these correctly
5. describe types of protective clothing and explain why it must be worn.

Outcome 4 Know the current health and safety legislation and environmental good practice

The learner can:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised.

Level: 2

Credit value: 5

Unit aim

This is a competency based unit. It covers evaluating the size and nature of a vertebrate pest infestation and applying appropriate control procedures.

For the purposes of this unit vertebrate pests may include species of; rats, mice, moles, squirrels, rabbits and birds although, this is not an exhaustive list.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the life-cycles and behaviour of vertebrate pests
2. Know how to evaluate the site of an infestation of vertebrate pests
3. Understand control methods for vertebrate pests
4. Be able to evaluate the size and nature of vertebrate pest infestations
5. Be able to apply control methods for vertebrate pests

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 275 Control vertebrate pests

Evidence Requirements

275 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	

275 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	

275 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

275 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓	✓	

275 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

O = Observation Q = Question & answer

PD = Professional Discussion

S = Simulation/RWE

Unit 275 Control vertebrate pests

Learning Outcomes and Assessment Criteria

Outcome 1 Understand the life-cycles and behaviour of vertebrate pests

The learner can:

1. list vertebrate pests including:
 - rodent species
 - non-rodent species
2. describe the life-cycle of vertebrate pests
3. explain why vertebrate pests need to be controlled.

Outcome 2 Know how to evaluate the site of an infestation of vertebrate pests

The learner can:

1. describe how to identify different types of vertebrate pests
2. describe methods for determining the size and nature of vertebrate pest infestations
3. list types of evidence which may assist in determining the size and nature of vertebrate pest infestations
4. describe how structural features may contribute to an infestation
5. describe how environmental conditions can support vertebrate pest infestations.

Outcome 3 Understand control methods for vertebrate pests

The learner can:

1. describe non-chemical control methods for vertebrate pests
2. describe chemical control methods for vertebrate pests
3. explain how to select the most appropriate control methods for vertebrate pest infestations
4. describe post treatment procedures which should be followed.

Outcome 4 Be able to evaluate the size and nature of vertebrate pest infestations

The learner can:

1. carry out risk assessment in line with organisational requirements
2. identify the type of vertebrate pest in an infestation
3. determine the size and nature of an infestation of vertebrate pests
4. identify structural features which may be contributing to the infestation
5. identify any environmental conditions which may be contributing to the infestation.

Outcome 5 Be able to apply control methods for vertebrate pests

The learner can:

1. select an appropriate control method for the vertebrate pest infestation taking into account:
 - legislation relating to the course of action and target species
 - risk to non-target and protected species
 - risk assessment of the site
 - COSHH assessment for chemical control methods
2. apply appropriate control methods correctly and safely following organisational requirements
3. carry out post-treatment procedures according to the nature of the treatment and organisational and legal requirements.

Level: 2

Credit value: 5

Unit aim

This is a competency based unit. It covers evaluating the size and nature of an invertebrate pest infestation and applying appropriate control procedures.

For the purposes of this unit invertebrate pests may include species of; cockroaches, moths, beetles, fleas, fly ants and wasps, although this is not an exhaustive list.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the life-cycles and behaviour of invertebrate pests
2. Know how to evaluate the site of an infestation of invertebrate pests
3. Understand control methods for invertebrate pests
4. Be able to evaluate the size and nature of invertebrate pest infestations
5. Be able to apply control methods for invertebrate pests

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 276 Control invertebrate pests

Evidence Requirements

276 - Outcome 1			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	

276 - Outcome 4			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	

276 - Outcome 2			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	
5.		✓	

276 - Outcome 5			
PC ref.	O	Q/ PD	S
1.	✓		
2.	✓		
3.	✓	✓	

276 - Outcome 3			
PC ref.	O	Q/ PD	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

O = Observation Q = Question & answer

PD = Professional Discussion

S = Simulation/RW

Unit 276 Control invertebrate pests

Learning Outcomes and Assessment Criteria

Outcome 1 Understand the life-cycles and behaviour of invertebrate pests

The learner can:

1. list invertebrate pests including:
 - stored product invertebrate pests
 - public health invertebrate pests
 - nuisance pests
2. describe the life-cycle of invertebrate pests
3. explain why invertebrate pests need to be controlled.

Outcome 2 Know how to evaluate the site of an infestation of invertebrate pests

The learner can:

1. describe how to identify different types of invertebrate pests
2. describe methods for determining the size and nature of invertebrate pest infestations
3. list types of evidence which may assist in determining the size and nature of invertebrate pest infestations
4. describe how structural features may contribute to an infestation
5. describe how environmental conditions can support invertebrate pest infestations.

Outcome 3 Understand control methods for invertebrate pests

The learner can:

1. describe non-chemical control methods for invertebrate pests
2. describe chemical control methods for invertebrate pests
3. explain how to select the most appropriate control methods for invertebrate pest infestations
4. describe post treatment procedures which should be followed.

Outcome 4 Be able to evaluate the size and nature of invertebrate pest infestations

The learner can:

1. carry out risk assessments in line with organisational requirements
2. identify the type of invertebrate pest in an infestation
3. determine the size and nature of an infestation of invertebrate pests
4. identify structural features which may be contributing to the infestation
5. identify any environmental conditions which may be contributing to the infestation.

Outcome 5 Be able to apply control methods for invertebrate pests

The learner can:

1. select an appropriate control method for the invertebrate pest infestation taking into account:
 - legislation relating to the course of action and target species
 - risk to non-target and protected species
 - risk assessment of the site
 - COSHH assessment for chemical control methods
2. apply appropriate control methods correctly and safely following organisational requirements
3. carry out post-treatment procedures according to the nature of the treatment and organisational and legal requirements.

Level: 3

Credit value: 2

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for repairing and maintaining structures or surfaces to meet specifications and ensuring the site is restored to a safe condition.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to prepare for the repair and maintenance
2. Be able to repair and maintain structures or surfaces
3. Be able to maintain and use relevant equipment
4. Be able to promote health and safety and environmental good practice
5. Understand the principles of maintaining structures and surfaces
6. Understand relevant health and safety legislation and environmental good practice
7. Understand the reasons for maintaining equipment

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 301 Repair and maintain structures or surfaces

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to prepare for the repair and maintenance

The learner can:

1. ensure the necessary materials are available and prepared for the work
2. prepare the structure or surface and the surrounding site in a appropriate manner.

Outcome 2 Be able to repair and maintain structures or surfaces

The learner can:

1. maintain the structure or surface to all the specifications below at the appropriate time
 - security
 - quality
 - design
 - construction
2. repair the structure or surface to all the specifications at the appropriate time in relation to:
 - security
 - quality
 - design
 - construction
3. provide clear and accurate information for recording purposes
4. ensure the site is restored to a safe condition which is consistent with the surrounding environment and is clear of unwanted materials.

Outcome 3 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 4 Be able to promote health and safety and environmental good practice

The learner can:

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

Outcome 5 Understand the principles of maintaining structures and surfaces

The learner can:

1. explain why surfaces and structures must be repaired and maintained and potential problems if not carried out
2. explain the preparation required prior to repairing and maintaining structures and surfaces
3. explain how to finish the structure or surface so that it meets the specification covering all of:
 - security
 - quality
 - design
 - construction
4. describe different maintenance and repair methods which would achieve the specification covering all
 - security
 - quality
 - design
 - construction
5. describe the types of problems which may occur, including:
 - accidental damage
 - pollution
 - not meeting the specification and the actions to take.

Outcome 6 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste.

Outcome 7 Understand the reasons for maintaining equipment

The learner can:

1. explain the methods and importance of maintaining equipment for use.

Unit 302

Prepare and construct new structures or surfaces

Level: 3
Credit value: 5

Unit aim

The aim of this unit is to provide the learner with the understanding, knowledge and skills required to construct new structures and surfaces on land-based sites. Structures may be permanent or temporary and could include: drains, permanent drainage systems, boundaries, animal holding pens and poly tunnels etc. Surfaces may include: standing areas, container beds and pathways.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to prepare to construct new structures and surfaces
2. Be able to construct new structures and/or surfaces
3. Be able to promote health and safety and environmental good practice
4. Be able to maintain and use relevant equipment
5. Understand how to construct new structures and surfaces
6. Understand relevant health and safety legislation and environmental good practice
7. Understand the reasons for maintaining equipment

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 302 Prepare and construct new structures or surfaces

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to prepare to construct new structures and surfaces

The learner can:

1. prepare the site in a manner appropriate for the structure or surface and which minimises the effects on the surrounding environment
2. prepare the necessary materials for construction.

Outcome 2 Be able to construct new structures and/or surfaces

The learner can:

1. construct the structure or surface in accordance with the specification
 - setting out and location
 - materials and resources
 - timescale
 - working methods
 - waste management
 - restitution of site
 - the relationship of the structure and surface to its context
2. ensure the structure or surface meet the specification and is fit for purpose on completion of the work.

Outcome 3 Be able to promote health and safety and environmental good practice

The learner can:

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

Outcome 4 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 5 Understand how to construct new structures and surfaces

The learner can:

1. explain how to interpret specifications and the importance of following them covering:
 - setting out and location
 - materials and resources
 - timescale
 - working methods
 - waste management
 - restitution of site
 - the relationship of the structure and surface to its context
2. explain the problems that may arise and how to minimise and the appropriate action to take including; remedying the situation and/or informing those who need to act
3. describe methods of constructing the structure or surface and the relationship of this to its planned use
4. explain how the planned use of the surface or structure may affect the methods of construction used.

Outcome 6 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of waste.

Outcome 7 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment for use.

Level: 3

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to transport large root-balled plants and establish them in a new site. This includes the transportation of trees as well as plants.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to prepare and transport large root-balled plants
2. Understand the principles of transporting large root-balled plants
3. Be able to Establish large root-balled plants in new sites
4. Understand the principles underpinning the establishment of large root-balled plants
5. Be able to maintain and use relevant equipment
6. Understand the reasons for maintaining equipment
7. Be able to promote health and safety and environmental good practice
8. Understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 303 Transplant large root-balled plants

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to prepare and transport large root-balled plants

The learner can:

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

Outcome 2 Understand the principles of transporting large root-balled plants

The learner can:

1. explain how to check the condition of plants to ensure they are fit for transportation and establishment
2. describe the effects of transportation on plants, including the signs that a plant may be suffering stress, and how to respond to these signs
3. explain how to prepare plants for transportation, secure them and maintain their condition throughout the journey
4. summarise the relevant highway and traffic regulations
5. describe the types of hazards that may occur when transporting plants and how to deal with these.

Outcome 3 Be able to Establish large root-balled plants in new sites

The learner can:

1. identify and mark out the planting site correctly and clearly
2. handle the plant and use planting methods that maintain the health, vigour and physical condition of the plant and minimise damage
3. provide support, planting conditions and aftercare that are appropriate to the plant and the environment
4. restore the site to a clean and tidy condition following planting.

Outcome 4 Understand the principles underpinning the establishment of large root-balled plants

The learner can:

1. explain the factors affecting the timing, method and site of planting
2. explain the causes of damage and drying out and their prevention
3. explain the problems and methods relating to the support, planting conditions and aftercare of plants whilst they are establishing
4. explain the types of damage that may occur to plants during planting and how to avoid these
5. explain the importance of restoring the site to a clean and tidy condition.

Outcome 5 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 6 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment for use.

Outcome 7 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage.

Outcome 8 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately.

Level: 3

Credit value: 7

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for preparing for the application of pesticides, applying pesticides in accordance with instructions and legislation.

To comply with legislation the learner must hold the relevant Certificate of competence for each situation in which they wish to apply pesticides.

Learning outcomes

There are **eleven** learning outcomes to this unit. The learner will:

1. Understand how to prepare for pesticide application
2. Understand how to apply pesticides
3. Understand how to carry out post-application procedures
4. Understand the reasons for maintaining equipment
5. Understand relevant health and safety legislation and environmental good practice
6. Be able to prepare for pesticide application
7. Be able to apply pesticides
8. Be able to carry out post-application procedures
9. Be able to maintain and use relevant equipment
10. Be able to promote health and safety and environmental good practice
11. Be able to maintain accurate records

Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 304 Prepare and apply pesticides

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare for pesticide application

The learner can:

1. explain the significance of the product labels and the information included
2. compare the appropriateness of specific pesticide products for the work
3. explain who and how people will be informed of the work plan
4. explain how to calibrate equipment
5. explain how to calculate the amount of pesticide required
6. describe procedures to be considered when preparing the pesticide product:
 - transportation
 - storage
 - disposal
 - emergency procedures
 - incident reporting
7. describe the environmental conditions which are required for the work to be carried out and the affect which these conditions have on the operations
8. describe the necessary growth stage of the plants for treatment to take place
9. explain how to transport, store and dispose of pesticides and containers safely and correctly.

Outcome 2 Understand how to apply pesticides

The learner can:

1. explain the safe handling and use of pesticides
2. explain the methods of applying pesticides
3. explain the correct operation of the applicator
4. explain the relevance of risk assessment to the application, including the importance of buffer zones
5. explain the problems which may occur and how to respond to these effectively covering:
 - spillage
 - contamination of equipment and non-target areas
 - malfunction of equipment
 - adverse effects on non-target species
 - changes in conditions which reflect on the relevance of the work plan
 - emergency
6. assess the dangers and emergency treatments associated with the use of pesticides.

Outcome 3 Understand how to carry out post-application procedures

The learner can:

1. describe the ways in which surplus product and washings must be used or disposed of
2. explain how to dispose of, or clean and decontaminate personal protective equipment, including; gloves, face shields, boots and overalls.

Outcome 4 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance of maintaining equipment for use
2. describe the selection and use of personal protective equipment and ancillary equipment
3. explain how to clean and store the application equipment and clear the site.

Outcome 5 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. assess the health and safety, and environmental risks in the methods of controlling pests
3. describe the possible environmental damage that could occur and how to respond appropriately
4. explain the correct and appropriate methods for disposing of waste
5. explain the reasons for washing hands and maintaining personal hygiene
6. explain the records required for management and legislative purposes and the importance of maintaining them.

Outcome 6 Be able to prepare for pesticide application

The learner can:

1. transport and store pesticides and containers according to legislation and the plan
2. confirm that the product is appropriate for the work
3. confirm that the application complies with the conditions of approval
4. calculate the minimum application rate to achieve the desired level of control
5. select a suitable site for preparation
6. take action to minimise any risks and keep the appropriate people fully informed according to instructions
7. confirm that the environmental conditions are appropriate for the work to be carried out
8. confirm that the necessary procedures have been put in place.

Outcome 7 Be able to apply pesticides

The learner can:

1. use the correct preparation procedures in accordance with instructions
2. apply the pesticide in a way which minimises the risks to non-target species and the environment in accordance with instructions and legislative requirements
3. take the appropriate action without delay if problems arise during the work.

Outcome 8 Be able to carry out post-application procedures

The learner can:

1. utilise or dispose of surplus product according to legislation, instructions and codes of practice
2. dispose of containers and unwanted personal protective equipment safely and correctly
3. clean, decontaminate, store and where necessary dispose, personal protective equipment correctly.

Outcome 9 Be able to maintain and use relevant equipment

The learner can:

1. ensure equipment is prepared, used and maintained in a safe and effective condition throughout
2. clean the application equipment and clear the site thoroughly
3. confirm that personal protective equipment is in good condition, the correct size and suitable for the work.

Outcome 10 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage
3. manage and dispose of waste in accordance with legislative requirements and codes of practice
4. maintain personal hygiene throughout.

Outcome 11 Be able to maintain accurate records

The learner can:

1. provide clear and accurate information for recording purposes.

Unit 305

Design landscape areas and specify materials and components

Level: 3
Credit value: 9

Unit aim

The learner will design landscape areas and specify suitable materials and components for the design.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to prepare designs for landscape projects
2. Understand how to specify plants, materials and installation details
3. Be able to prepare designs for landscape projects
4. Be able to specify plants, materials and installation details

Guided learning hours

It is recommended that **59** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 305 Design landscape areas and specify materials and components

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare designs for landscape projects

The learner can:

1. explain the principles and theory of landscape design
2. investigate the implications of overall site layout for the final design, utility, maintenance and safety of use
3. analyse the main components of a successful landscape proposal
4. explain why all relevant survey and analysis information should be included in the design
5. clarify how to ensure such information is accurate especially if prepared by others
6. compare and clarify the methods to research and evaluate the purpose, function and usage of the area
7. explain why accepted design principles such as unity, scale, proportion, balance, symmetry, space, form, texture, colour, light, shade and congruence are important and how to determine whether plans are consistent with these
8. assess why it is important to offer clients options to consider and explain how these options should be presented
9. summarise how to represent design to scale, with the required accuracy, clearly and in full.

Outcome 2 Understand how to specify plants, materials and installation details

The learner can:

1. compare and contrast the properties and applications of a range of materials and plants used in landscape design
2. research the factors affecting the choice of plants
3. explain how to assess whether plants and materials harmonise or clash with existing environmental features
4. evaluate possible installation methods and explain why the chosen ones are appropriate
5. summarise the accepted methods of specifying plants, materials and installation details
6. explain the principles and methods of calculating quantities
7. explain the methods of setting out bills of quantity
8. clarify the contractual and financial implications of over/under estimating quantities.

Outcome 3 Be able to prepare designs for landscape projects

The learner can:

1. identify client requirements
2. negotiate proposals which take account of all relevant survey and analysis information
3. use design components and materials which are appropriate to site, brief, purpose and expected usage for example types of planting, heights of planting, levels of planting, types of surface and structure, focal points, access routes and functional features
4. ensure the design is consistent with accepted design principles
5. clearly identify plants and materials on the plan
6. represent the design accurately and clearly to scale.

Outcome 4 Be able to specify plants, materials and installation details

The learner can:

1. choose plants and materials which are suitable for the design, visual impact, site conditions, purpose and expected usage
2. choose plants and materials which minimise adverse environmental impact
3. choose plants and materials which are readily available and within budget
4. use installation methods which are suitable for the site, conditions and the plants and materials to which they apply
5. specify materials and installation details in accordance with relevant regulations standards
6. ensure specifications are complete and unambiguous
7. list required quantities of plants and materials accurately.

Unit 306

Maintain and develop decorative horticultural features

Level: 3
Credit value: 8

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for maintaining and developing the quality of both permanent and temporary decorative horticultural features.

It covers understanding the factors that can affect the quality of decorative displays.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to maintain and develop the quality of decorative horticultural features
2. Be able to maintain and use relevant equipment
3. Be able to promote health and safety and environmental good practice
4. Understand the factors which affect the quality of decorative displays
5. Understand how to maintain and develop the quality of decorative horticultural features
6. Understand the reasons for maintaining equipment
7. Understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **52** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 306 Maintain and develop decorative horticultural features

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to maintain and develop the quality of decorative horticultural features

The learner can:

1. use appropriate methods to promote and maintain healthy growth for example feeding, watering, surface cultivation and mulching for one of the following:
 - permanent
 - temporary
2. identify threats to plant quality, for example pests, diseases, disorders, unfavourable conditions and competing growth, and use appropriate control methods
3. remove unwanted plant material to maintain and develop the visual impact of the display
4. replace lost, damaged and displaced plants as appropriate to the display
5. position the plants to develop the visual impact of the display and in accordance with the specification
6. use support methods which achieve overall effect and maintain the quality of the plants.

Outcome 2 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 3 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. carry out risk assessments and implement measures to reduce the risks
3. ensure work is carried out in a manner which minimises environmental damage
4. manage and dispose of waste in accordance with legislative requirements and codes of good practice.

Outcome 4 Understand the factors which affect the quality of decorative displays

The learner can:

1. explain why it is important to maintain and develop the quality of permanent and temporary decorative horticultural features
2. explain why it is important to check the condition of plants according to agreed schedules
3. explain how climatic conditions affect plant maintenance
4. describe how soil conditions affect plant growth and maintenance
5. describe cultural methods of improving plant quality
6. compare the current chemical and cultural methods available for pest, disease and weed control
7. compare the effects of different types of fertilisers and methods of application on plant growth and development.

Outcome 5 Understand how to maintain and develop the quality of decorative horticultural features

The learner can:

1. explain how to ensure support methods enhance the plants' vigour and visual impact
2. explain how to select and remove unwanted plant material in a way which maintains and develops the visual impact of the display
3. describe how to ensure the positioning of plants and labels maintains and develops the visual impact
4. describe appropriate watering regimes for different types of soil and plants
5. describe signs of damage and threats to plant health and how to respond.

Outcome 6 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment for use.

Outcome 7 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. explain the principles and application of risk assessment related to the task
3. describe the possible environmental damage and how to respond appropriately
4. explain the correct and appropriate methods for disposing of waste.

Unit 307

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

Level: 3
Credit value: 3

Unit aim

This unit provides the learner with the knowledge, skills and understanding to set and mark out landscape sites ready for the establishment of mixed grassed and planted areas. It assumes that the objectives and tolerances for the site are already worked out and that work begins with setting and marking out.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to set and mark out sites ready for operations
2. Be able to set and mark out sites ready for operations
3. Understand the reasons for maintaining equipment
4. Be able to maintain and use relevant equipment
5. Understand relevant health and safety legislation and environmental good practice
6. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 307

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

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to set and mark out sites ready for operations

The learner can:

1. explain how to interpret landscape plans
2. describe the methods and equipment for setting out in horizontal and vertical planes
3. explain the mathematical and geometric principles used in setting out
4. review the types of marking materials and factors affecting their selection
5. explain how site markings can facilitate next stages of operations
6. explain the likely problems how to manage these
7. describe the methods of detecting underground services.

Outcome 2 Be able to set and mark out sites ready for operations

The learner can:

1. confirm objectives and tolerances for the site
2. achieve objectives to required tolerances
3. apply the mathematical and geometric principles used in setting out
4. use site markings to facilitate the next stage of operations
5. deal with any problems efficiently, effectively and safely should any occur
6. maintain effective working relations with all relevant people throughout.

Outcome 3 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance of maintaining equipment for use
2. describe the methods of maintaining the range of equipment used.

Outcome 4 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 5 Understand relevant health and safety legislation and environmental good practice

The learner can:

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

Outcome 6 Be able to promote health and safety and environmental good practice

The learner can:

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

Unit 308

Evaluate ground and environmental conditions to establish grassed and planted areas

Level: 3
Credit value: 3

Unit aim

This unit provides the learner with the knowledge, skills and understanding to evaluate ground and environmental conditions ready for the establishment of mixed grassed and planted areas.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to evaluate ground and environmental conditions
2. Be able to evaluate ground and environmental conditions
3. Understand relevant health and safety legislation and environmental good practice
4. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 308

Evaluate ground and environmental conditions to establish grassed and planted areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to evaluate ground and environmental conditions

The learner can:

1. explain the principles and methods of measurement of ground and environmental conditions
2. evaluate the methods of measurement and where they may be appropriate
3. describe what varying ground and environmental conditions may occur, their effect on plant establishment and growth and how to handle these effectively for the following:
 - substrate structure
 - substrate texture and conditions
 - drainage characteristics
 - pH
 - pest, disease and weed problems
 - nutrient deficiencies
 - ground and air pollutants
 - microclimate
4. review the sources of information and analysis relating to ground and environmental assessment.

Outcome 2 Be able to evaluate ground and environmental conditions

The learner can:

1. ensure the purpose and scope of the evaluation is consistent with the proposed use for site
2. use evaluation methods that are consistent with the agreed purpose and scope
3. evaluate the ground and environmental conditions accurately
4. ensure the site is left in a tidy and safe condition following operations
5. deal with problems efficiently, effectively and safely should any occur
6. maintain effective working relations with all relevant people.

Outcome 3 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and organisational requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the records required for management and legislative purposes and the importance of maintaining them.

Outcome 4 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage.

Level: 3

Credit value: 3

Unit aim

This unit provides the learner with the knowledge, skills and understanding to identify, select and use appropriate methods and procedures in preparing sites for soft landscape establishment.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to prepare sites for soft landscape establishment
2. Be able to prepare sites for soft landscape establishment
3. Understand the reasons for maintaining equipment
4. Be able to maintain and use relevant equipment
5. Understand relevant health and safety legislation and environmental good practice
6. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirements

Work-based evidence as required by the unit outcomes.

Unit 309 Prepare sites for soft landscape establishment

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to prepare sites for soft landscape establishment

The learner can:

1. describe the principles and methods of site preparation to meet the required conditions for the following landscapes:
 - areas for soft landscape construction
 - areas for planting
2. areas for restoration
3. explain which methods are most appropriate to achieve required conditions
4. describe how to check the site is ready for planting/sowing
5. explain potential problems which may occur and how to deal with these effectively.

Outcome 2 Be able to prepare sites for soft landscape establishment

The learner can:

1. prepare the site to meet specifications and function
2. maintain the site in a suitable condition for planting/sowing as planned
3. monitor site main services continually throughout operations
4. deal with problems efficiently, effectively and safely should any occur
5. maintain effective working relations with all relevant people.

Outcome 3 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance of maintaining equipment for use
2. describe the methods of maintaining the range of equipment used.

Outcome 4 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 5 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and organisational requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Outcome 6 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage and waste.

Level: 3

Credit value: 3

Unit aim

This unit provides the learner with the knowledge, skills and understanding to identify and establish planted areas.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Understand how to establish planted areas
2. Be able to identify a range of plants
3. Understand the principles of selecting plants
4. Understand the methods of assessing plant health
5. Be able to establish planted areas
6. Understand the reasons for maintaining equipment
7. Be able to maintain and use relevant equipment
8. Understand relevant health and safety legislation and environmental good practice
9. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 310 Establish planted areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to establish planted areas

The learner can:

1. explain the factors affecting the timing and method of planting
2. describe methods of support and protection and how to apply them
3. explain the initial maintenance requirements for newly established planted areas covering:
 - trees
 - shrubs
 - container grown
 - root grown
4. explain potential problems which may occur and how to deal with these effectively.

Outcome 2 Be able to identify a range of plants

The learner can:

1. describe how to identify the plants to be established
2. identify a minimum of 80 different plants to be established by common and botanical names.

Outcome 3 Understand the principles of selecting plants

The learner can:

1. explain the principles of selecting and combining plants for different applications.

Outcome 4 Understand the methods of assessing plant health

The learner can:

1. review the methods of assessing plant health
2. explain the damage which may occur when handling and during the establishment of plants and how to minimise this.

Outcome 5 Be able to establish planted areas

The learner can:

1. identify and mark out planting sites accurately
2. check the specification and health of plants before planting, and reject unacceptable specimens
3. ensure the quality of plants is maintained throughout handling and planting
4. establish at least 3 different types of plants from:
 - trees
 - shrubs
 - container grown
 - root grown
5. provide support and protection to the plants if required
6. ensure the site is left in a tidy and safe condition following operations
7. maintain effective working relations with all relevant people.

Outcome 6 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance of maintaining equipment
2. describe the methods of maintaining the range of equipment used.

Outcome 7 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 8 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and organisational requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Outcome 9 Be able to promote health and safety and environmental good practice

The learner can:

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

Level: 3

Credit value: 3

Unit aim

This unit provides the learner with the knowledge, skills and understanding to identify and establish grass swards.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Understand how to establish grass swards
2. Be able to identify types of grasses
3. Understand the principles of selecting grasses
4. Understand how to assess turf health
5. Be able to establish grass swards
6. Understand how to maintain equipment
7. Be able to maintain and use relevant equipment
8. Understand relevant health and safety legislation and environmental good practice
9. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 311 Establish grass swards

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to establish grass swards

The learner can:

1. explain the factors affecting the timing and methods of establishment
2. describe the methods of protection and their application
3. explain the initial maintenance requirements for newly established swards
4. explain what potential problems may affect operations and how to handle these effectively.

Outcome 2 Be able to identify types of grasses

The learner can:

1. identify a minimum of 6 types of grasses by common and botanical names when establishing grass swards.

Outcome 3 Understand the principles of selecting grasses

The learner can:

1. explain the principles of selecting and combining grass species for different applications
2. explain the principles of selecting turf and seeding mats for different applications.

Outcome 4 Understand how to assess turf health

The learner can:

1. describe how to assess the health of turf
2. explain the different types of damage that can occur and how to prevent them.

Outcome 5 Be able to establish grass swards

The learner can:

1. mark out sites accurately before beginning operations
2. select turf or seed as appropriate for intended purpose
3. check the specification and health of plant material on receipt and reject unacceptable material
4. use handling and establishment methods which maximise the quality of the sward
5. provide protection which is appropriate and effective
6. ensure the site is left in a tidy and safe condition following operations
7. maintain effective working relations with all relevant persons.

Outcome 6 Understand how to maintain equipment

The learner can:

1. explain the importance of maintaining equipment for use
2. describe the methods of maintaining the range of equipment used.

Outcome 7 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 8 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and organisational requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes.

Outcome 9 Be able to promote health and safety and environmental good practice

The learner can:

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

Unit 312

Plan the maintenance, repair and renovation of sports turf areas

Level: 3
Credit value: 6

Unit aim

This unit will provide the learner with the skills, knowledge and understanding required to plan the maintenance of sports turf areas, for example:

- football and rugby pitches
- cricket wickets
- tennis or lacrosse courts
- athletic tracks
- golf courses
- race courses.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand how to plan and ensure the maintenance of sports turf areas
2. Understand the factors affecting repair and renovation of sports turf areas
3. Know how to deal with problems
4. Be able to plan for the maintenance and repair of sports turf
5. Understand the reasons for maintaining equipment
6. Be able to maintain and use relevant equipment
7. Understand relevant health and safety legislation and environmental good practice
8. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 312 Plan the maintenance, repair and renovation of sports turf areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to plan and ensure the maintenance of sports turf areas

The learner can:

1. explain the purposes and functions of sports turf and how these affect maintenance, repairs and renovation
2. describe the consideration of soil types and condition in relation to sports turf management
3. describe the considerations relating to choice of mowing regimes and other maintenance operations, for example:
 - cutting
 - edging
 - weed
 - pest and disease control
 - fertiliser application
 - aeration
 - top dressing
 - switching/brushing
 - rolling
 - scarifying/verticutting
 - irrigation and repairs by inserting turf
 - overseeding
 - repairing edges
4. define the principles of identifying turf's pathological and physiological disorders
5. define the principles and techniques relating to the choice, effects and application of fertilisers.

Outcome 2 Understand the factors affecting repair and renovation of sports turf areas

The learner can:

1. describe how timing of repair and renovation operations may be influenced
2. describe the factors affecting the type and extent of repairs, e.g. over seeding, inserting turf and repairing edges
3. explain how soil type and condition relate to the type and extent of repairs and renovation
4. describe the methods of assessing results of repair and renovation operations.

Outcome 3 Know how to deal with problems

The learner can:

1. describe the typical problems that may occur and how to handle these.

Outcome 4 Be able to plan for the maintenance and repair of sports turf

The learner can:

1. plan operations eg
 - cutting
 - edging
 - weed
 - pest and disease control
 - fertiliser application
 - aeration
 - top dressing
 - switching/brushing
 - rolling
 - scarifying/verticutting
 - irrigation and repairs by inserting turf
 - overseeding
 - repairing edges
2. assess the results of maintenance, repair and renovation operations, ensuring the agreed objectives and standards have been achieved
3. monitor maintenance, repair and renovation operations so as to minimise risk to the public and operators
4. leave the site in a tidy and undamaged condition following operations.

Outcome 5 Understand the reasons for maintaining equipment

1. explain the importance of maintaining equipment for use
2. describe the methods of maintaining the range of equipment used.

Outcome 6 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 7 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Outcome 8 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage and waste.

Level: 3

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and setting out sports areas covering:

- football and rugby pitches
- cricket wickets
- tennis or lacrosse courts
- athletic tracks
- golf courses
- race courses.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to set out sports areas
2. Be able to plan and set out sports areas
3. Understand the reasons for maintaining equipment
4. Be able to maintain and use relevant equipment
5. Understand relevant health and safety legislation and environmental good practice
6. Be able to promote health and safety and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 313 Plan and set out sports areas

Learning Outcomes and Assessment Criteria

Outcome 1 Understand how to set out sports areas

The learner can:

1. explain the factors influencing the positioning of sports areas within the total area available
2. list the sources of information on standard sports dimensions
3. explain the factors influencing the choice and use of marking equipment and materials
4. describe the typical contingencies associated with setting out sports area and how these may be handled.

Outcome 2 Be able to plan and set out sports areas

The learner can:

1. perform an initial survey which identifies the type, function and required dimensions of the sports area
2. produce accurate plans which are consistent with the rules of the sport
3. select positioning and dimensions of the sports area consistent with the rules of the sport and the function, use and safety of the site
 - marking out
 - setting out equipment
4. leave the site in an undamaged and tidy condition following operations
5. perform effective working relations with all relevant people.

Outcome 3 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance of maintaining equipment for use
2. describe the methods of maintaining the range of equipment used.

Outcome 4 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 5 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Outcome 6 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage and waste.

Level: 3

Credit value: 3

Unit aim

This unit will provide the learner with the skills, knowledge and understanding for planning and maintaining planted areas.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to plan and maintain planted areas
2. Be able to promote health and safety and environmental good practice
3. Understand how to plan and maintain planted areas
4. Understand the effects of nutrients and climate on plant growth
5. Understand relevant health and safety legislation and environmental practice
6. Know how to deal with problems

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 314 Plan and maintain planted areas

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to plan and maintain planted areas

The learner can:

1. ensure plans are consistent with the purpose, function, standards and objectives of planted areas – eg shrub areas, scrub, bedding, herbaceous, hedges and amenity turf
 - carry out maintenance operations to the planted area as planned eg
 - pruning
 - feeding
 - weed control
 - mulching
 - soil amelioration
 - removal and replacement of plants
 - mowing
2. assess the results of maintenance operations, ensuring objectives, standards and safety requirements have been achieved
3. leave the site in an undamaged and tidy condition following operations
4. deal with problems effectively, efficiently and safely when ensuring maintenance of planted areas
5. maintain effective working relations with relevant people throughout.

Outcome 2 Be able to promote health and safety and environmental good practice

The learner can:

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

Outcome 3 Understand how to plan and maintain planted areas

The learner can:

1. explain the principle purposes and functions of planted areas in amenity settings and how these affect their maintenance
2. explain the principles and methods of pruning and its effects on plant growth
3. describe the significance of growing habits for timing and method of pruning
4. define the principles of maintenance operations covering:
 - pruning
 - feeding
 - weed control
 - mulching
 - soil amelioration
 - removal and replacement of plants
 - mowing
5. compare methods of analysing soil condition and nutritional status
6. describe the symptoms of nutritional deficiency.

Outcome 4 Understand the effects of nutrients and climate on plant growth

The learner can:

1. describe the effects of the main macro and micro nutrients on plant health and growth
2. describe the effects of pollutants, climatic conditions and soil/water relations on plant growth.

Outcome 5 Understand relevant health and safety legislation and environmental practice

The learner can:

1. explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work
2. describe the possible environmental damage and how to respond appropriately
3. explain the correct and appropriate methods for disposing of waste.

Outcome 6 Know how to deal with problems

The learner can:

1. give a range of the typical problems that may occur and how to deal with these effectively.

Level: 3

Credit value: 3

Unit aim

This unit will provide the learner with the skills, knowledge and understanding required for planning and renovating planted areas.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to plan and renovate planted areas
2. Be able to promote health and safety and environmental good practice
3. Be able to maintain and use relevant equipment
4. Understand how to plan the renovation of planted areas
5. Know how to deal with problems during renovation
6. Understand the reasons for maintaining equipment
7. Understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 315 Plan and renovate planted areas

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to plan and renovate planted areas

The learner can:

1. ensure plans are consistent with the purpose, function, renovation standards and objectives of planted areas – eg shrub areas, scrub, bedding, herbaceous, hedges and amenity turf
2. carry out renovation operations as planned – eg. planning, thinning out, tying in, replacement and mowing
3. assess the results of renovation operations, ensuring agreed objectives, standards and safety requirements have been achieved
4. keep the site in an undamaged and tidy condition following operations when renovating planted areas
5. deal with problems effectively, efficiently and safely, when renovating planted areas
6. maintain effective working relations with relevant people throughout when renovating planted areas.

Outcome 2 Be able to promote health and safety and environmental good practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage and waste.

Outcome 3 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 4 Understand how to plan the renovation of planted areas

The learner can:

1. explain how the variety of purposes and functions of amenity planted areas can be used and how these affect the renovation
2. define the principles governing the effects of pruning on woody and herbaceous plants
3. define the principles of renovating plants to maximise their amenity value
 - pruning
 - thinning out
 - tying in
 - replacement
 - mowing
4. explain the purposes of the range of operations used in renovation.

Outcome 5 Know how to deal with problems during renovation

The learner can:

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

Outcome 6 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment for use.

Outcome 7 Understand relevant health and safety legislation and environmental good practice

1. explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work
2. describe the possible environmental damage and how to respond appropriately
3. explain the correct and appropriate methods for disposing of waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Level: 3

Credit value: 6

Unit aim

This unit provides the learner with the skills, knowledge and understanding to prepare a site for both hard and soft landscape construction. The unit assumes that the learner will be working to a previously developed plan and that all work must meet its specifications and tolerances.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to form ground profiles for landscape works
2. Be able to maintain and use equipment during preparation of sites for landscape works
3. Be able to promote health and safety and environmental good practice
4. Understand how to form ground profiles for landscape works
5. Understand the reasons for maintaining equipment
6. Know and understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 316 Prepare sites for landscape works

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to form ground profiles for landscape works

The learner can:

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

Outcome 2 Be able to maintain and use equipment during preparation of sites for landscape works

The learner can:

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

Outcome 3 Be able to promote health and safety and environmental good practice

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to preparing sites for landscape works
2. ensure work is carried out in a manner which minimises environmental damage
3. manage and dispose of waste in accordance with legislative requirements and codes of good practice.

Outcome 4 Understand how to form ground profiles for landscape works

The learner can:

1. explain the construction standards and regulations for operations involving changes of level
2. explain the differences in construction requirements for soft and hard landscape construction
3. describe how to interpret landscape plans and specifications
4. explain the methods and equipment for setting out in the horizontal and vertical planes
5. explain the mathematical and geometrical principles for setting out
6. explain how to calculate gradients, risers and treads
7. explain the design of steps
8. explain the methods of detecting underground services
9. explain the typical contingencies and how to handle these effectively
10. explain the types of problems and how to resolve these and whom these should be reported to.

Outcome 5 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment in a fit state for use to minimise risks.

Outcome 6 Know and understand relevant health and safety legislation and environmental good practice

The learner can:

1. explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work
2. explain the principles and application of risk assessment
3. describe the possible environmental damage and how to respond appropriately
4. explain the correct and appropriate methods for disposing of waste
5. explain the records required for management and legislative purposes and the importance of maintaining them.

Level: 3

Credit value: 4

Unit aim

The unit will provide the learner with the skills, knowledge and understanding required to design and install drainage systems.

The learner will be working to a previously developed plan and that it meets specifications and tolerances.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to calculate drainage requirements
2. Be able to install drainage systems
3. Be able to promote health and safety and good environmental practice
4. Be able to maintain and use equipment during installing drainage
5. Understand the calculation required for drainage
6. Understand why its important to be able to install drainage systems
7. Understand the reasons for maintaining equipment
8. Understand relevant health and safety legislation and environmental practice

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 317 Design and install drainage systems

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to calculate drainage requirements

The learner can:

1. identify drainage requirements
2. calculate drainage requirements at a level which will prevent flooding or water logging.

Outcome 2 Be able to install drainage systems

The learner can:

1. install 2 drainage systems from the list below which meet requirements and specifications:
 - surface water
 - pipes
 - tile
2. ensure levels and falls are in accordance with requirements and specifications
3. ensure the surface is restored to its original condition
4. maintain effective working relations with the relevant people.

Outcome 3 Be able to promote health and safety and good environmental practice

The learner can:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to installing drainage
2. ensure work is carried out in a manner which minimises environmental damage
3. manage and dispose of waste in accordance with legislative requirements and codes of practice.

Outcome 4 Be able to maintain and use equipment during installing drainage

The learner can:

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

Outcome 5 Understand the calculation required for drainage

The learner can:

1. explain how to make drainage calculations.

Outcome 6 Understand why its important to be able to install drainage systems

The learner can:

1. explain the factors influencing drainage requirements
2. describe the advantages, disadvantages and applications of the following types of drainage systems:
 - surface water
 - pipes
 - tile
3. explain the typical problems that may occur and effective methods of dealing with these.

Outcome 7 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance of and methods of maintaining equipment in a fit state for use to minimise risks.

Outcome 8 Understand relevant health and safety legislation and environmental practice

The learner can:

1. explain current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage and how to respond appropriately
3. explain the correct and appropriate methods for disposing of waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Level: 3

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and construct pools and water features.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to maintain and use relevant equipment
2. Be able to construct pools and water features
3. Be able to promote health and safety and environmental good practice
4. Understand the principles underpinning installation and construction of pools and water features
5. Understand the reasons for maintaining equipment
6. Understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 318 Plan and construct water features

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to maintain and use relevant equipment

The learner can:

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

Outcome 2 Be able to construct pools and water features

The learner can:

1. review site conditions to establish suitability prior to commencing operations
2. prepare the site and select and use three materials following specifications:
 - puddled clay liners
 - fibre glass in situ
 - concrete in situ
 - irregular shaped preformed or pre-cast
 - butyl or PVC liner
3. interpret specifications and plans
4. install and construct pool and water features safely, following specifications
5. check that the installation is working correctly and rectify any faults
6. maintain effective working relations with relevant people throughout
7. deal with problems efficiently, effectively and safely as necessary.

Outcome 3 Be able to promote health and safety and environmental good practice

The learner can:

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

Outcome 4 Understand the principles underpinning installation and construction of pools and water features

The learner can:

1. describe the conditions suitable to the construction of pools and water features
2. describe the features and application of materials:
 - puddle clay liners
 - fibre glass in situ
 - concrete in situ, irregular shaped preformed or precast
 - butyl or PVC liner
3. explain the principles and methods of pool and water feature construction
4. explain the principles of pump power calculation, selection and positioning
5. explain the safety requirements for pump systems
6. describe the methods of checking the functioning of the installation
7. describe the symptoms of faults such as leaks and malfunctioning of pumping systems
8. explain the potential hazards when constructing ponds.

Outcome 5 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment for use.

Outcome 6 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Level: 3

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to repair and restore walls. The learner will identify the original condition, purpose and function of the wall and be able to restore the wall to those standards and objectives.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to repair and restore walls
2. Be able to promote health and safety and environmental good practice
3. Understand how to repair and restore walls
4. Understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 319 Repair and restore walls

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to repair and restore walls

The learner can:

1. identify and note the original condition of walls prior to commencing operations
2. determine the objectives of repair and restoration
3. identify any missing components
4. using appropriate construction methods and materials restore three of the walls listed below to a substantially original condition:
 - mortared brick
 - mortared stone
 - free standing
 - retaining
5. ensure that walls are safe, stable, durable and appropriate to function
6. keep surroundings in a tidy and undamaged condition following operations
7. maintain effective working relations with relevant people throughout.

Outcome 2 Be able to promote health and safety and environmental good practice

The learner can:

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

Outcome 3 Understand how to repair and restore walls

The learner can:

1. explain the specifications, construction methods and materials for walls:
 - mortared brick
 - mortared stone
 - free standing
 - retaining
2. explain the styles of stone walls and top treatment and uses and relative merits
3. describe the methods of producing growing conditions in stone walls
4. list the sources of information and materials relating to stone walls
5. explain the objectives for repairing and restoring stone walls
6. explain how to identify missing components
7. describe the methods of testing the safety, stability and durability of stone walls and their fitness for purpose
8. describe the principles and application of risk assessment
9. describe typical problems that may occur and how to deal with these effectively.

Outcome 4 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of waste.

Level: 3

Credit value: 4

Unit aim

This unit will provide the learner with the skills, knowledge and understanding required for restoring soft landscape areas taking into account the original condition, purpose and functions of the landscape area to be able to restore it to the required standard.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to restore soft landscape areas
2. Be able to promote health and safety and environmental good practice
3. Understand how to restore soft landscape areas
4. Understand the reasons for maintaining equipment
5. Understand relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This is a Lantra unit endorsed by Asset Skills SSC.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Evidence requirement

Work-based evidence as required by the unit outcomes.

Unit 320 Restore soft landscape areas

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to restore soft landscape areas

The learner can:

1. identify the intended purpose and function of the area and its restoration requirements
2. identify the originally intended style, composition and appearance of the area
3. carry out restoration in accordance with identified standards and objectives
4. provide clear and accurate information for recording purposes
5. maintain effective working relations with relevant people throughout
6. deal with problems effectively, efficiently and safely where necessary.

Outcome 2 Be able to promote health and safety and environmental good practice

The learner can:

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

Outcome 3 Understand how to restore soft landscape areas

The learner can:

1. explain the principles, methods and techniques of restoration of soft landscape
2. summarise the history and development of landscape design and planting styles
3. assess sources of information and materials relating to restoration of soft landscapes
4. assess possible sources of information on the original style of planted areas
5. compare and clarify the range of possible functions and purposes of soft landscape areas and explain how these affect restoration
6. explain typical contingencies and how these can be dealt with effectively.

Outcome 4 Understand the reasons for maintaining equipment

The learner can:

1. explain the importance and methods of maintaining equipment in a fit state for use

Outcome 5 Understand relevant health and safety legislation and environmental good practice

The learner can:

1. summarise current health and safety legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of organic and inorganic waste
4. explain the records required for management and legislative purposes and the importance of maintaining them.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

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

These qualifications have connections to the:

- Level 1 Award/Certificate in Cleaning and Support Services Skills (7648-01)
- Level 2 Award/Certificate/Diploma in Cleaning and Support Services (7648-02)
- Level 2 Award/Certificate/Diploma in Work-based Horticulture (0065-21-27)
- Level 3 Award/Certificate/Diploma in work-based Horticulture (0065-32-36)

Appendix 2 Sources of general information

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

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

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

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

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

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

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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