



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

**Version 4.5 (October 2024)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	3.2 Horticulture and Forestry
<b>City &amp; Guilds number</b>	7573-02
<b>Age group approved</b>	16-18/18+
<b>Entry requirements</b>	N/A
<b>Assessment</b>	Practical Demonstration/Assignment
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Full approval required
<b>Support materials</b>	Qualification handbook / Assessment pack / Answer pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

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

Version and date	Change detail	Section
3.0 August 2013	<ul style="list-style-type: none"> <li>• Accreditation numbers added</li> <li>• Unit 213 - credit amended</li> <li>• Unit 160 - credit amended</li> <li>• Formatting amendments</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification at a glance</li> <li>• Structure</li> <li>• Unit</li> <li>• Throughout the</li> </ul>
4.0 August 2013	Unit 234 – UAN amended	Structure
4.1 August 2017	<ul style="list-style-type: none"> <li>• Added TQT and GLH details.</li> <li>• Removed QCF</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification at a glance</li> <li>• Appendix 2</li> </ul>
4.2 November 2018	<ul style="list-style-type: none"> <li>• Changed the age group approved</li> <li>• Changed the Age restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification at a glance</li> <li>• Centre requirements</li> </ul>
4.3 July 2023	<ul style="list-style-type: none"> <li>• Progression opportunities updated</li> <li>• Link to Ofqual Register removed</li> <li>• Images removed</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Units</li> <li>• Throughout document</li> </ul>
4.4 March 2024	<ul style="list-style-type: none"> <li>• Update of Quality Assurance Statemen</li> </ul>	<ul style="list-style-type: none"> <li>• Centre Requirements</li> </ul>
4.5 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added	All

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<b>Unit 215</b>	<b>Plant out plants in rows by hand</b>	<b>72</b>
<b>Unit 216</b>	<b>Harvest plants</b>	<b>75</b>
<b>Unit 217</b>	<b>Maintain indoor crops</b>	<b>78</b>
<b>Unit 218</b>	<b>Propagate plants indoors from seed</b>	<b>81</b>
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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

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

## Structure

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

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

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

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Optional units:</b>			
L/504/0343	159	Laying hard surfaces for external landscaping	3
R/504/0344	160	Construct and maintain boundaries	2
Y/504/0345	161	Assess soil texture and condition	2
L/505/4520	201	Prepare ground or area for planting	3
M505/4526	202	Plant out container-grown plants	3
A/505/4528	203	Plant a tree	3
L/505/4534	204	Care for a planted area	3
R/505/4535	205	Plant a container for seasonal display	3
Y/505/4536	206	Deal with requests and provide advice to customers	3
D/505/4537	207	Select garden chemicals	5
H/505/4538	208	Apply fertiliser to plants	3
T/505/4544	209	Train and prune fruit trees	5
F/505/4546	210	Prune deciduous spring-flowering shrubs	5
R/505/4549	211	Prune and train wall shrubs and climbing plants	3

J/505/4550	212	Maintain indoor plants	3
L/505/4551	213	Prune free standing fruit trees in winter	5
Y/505/4553	214	Prune soft fruit bushes and cane fruits	3
D/505/4554	215	Plant out plants in rows by hand	3
K/505/4556	216	Harvest plants	3
T/505/4558	217	Maintain indoor crops	3
F/505/4563	218	Propagate plants indoors from seed	3
R/505/4566	219	Sow seeds outdoors by hand	3
D/505/4568	220	Propagate plants by stem cuttings	5
H/505/4569	221	Propagate by grafting	5
M/505/5210	222	Propagate plants by leaf cuttings	3
J/505/4578	223	Erect a garden fence	3
R/505/4583	224	Build garden walls and pillars	5
T/505/4589	225	Construct a paved area in a garden	4
F/505/4594	226	Maintain a rock garden	3
L/505/4596	227	Maintain a garden pond	3
D/505/4599	228	Maintain turf	5
D/505/4604	230	Repair damaged turf	3
J/505/4614	231	Laying turf	3
R/505/4616	232	Maintain artificial sports surfaces	3
T/505/5225	234	Cut hedges using a pedestrian-operated, petrol-engined hedge trimmer	3
T/505/4625	238	Mow turf using a pedestrian-controlled mower	3
A/505/4626	239	Use a pedestrian controlled rotary cultivator	5
F/505/4627	240	Identify plants by botanical name	5

L/505/4629	241	Identify damage caused by plant pests	3
F/505/4630	242	Identify plant diseases and disorders	3
L/505/4632	243	Carry out a site survey in two dimensions	5
H/505/4636	244	Draw up a two dimensional site survey	5
K/505/4637	245	Lay out plants for planting	3
M/505/4638	246	Design a contemporary style garden	4
K/505/4640	247	Design a garden in a historical context	4
M/505/4641	248	Produce a basic garden design	3
F/505/4644	249	Produce a planting plan	3
L/505/4646	250	Design a show garden	4
D/505/4649	251	Propagate by budding	5

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Award in Practical Horticulture Skills	36	60
City & Guilds Level 2 Certificate in Practical Horticulture Skills	105	180
City & Guilds Level 2 Diploma in Practical Horticulture Skills	219	370

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## 2 Centre requirements

### Approval

#### Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

## Resource requirements

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

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

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

This qualification is approved for learners aged 16 or above.

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **City & Guilds website**

## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Answer pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Assessment

### Assessment of the qualification

#### Assessment strategy

City & Guilds has provided an assessment pack for use with these qualifications.

Each unit is assessed through an assessment checklist (that covers the practical part of the unit) and an oral/written knowledge task. Candidates must successfully complete all parts of the assessment for each unit chosen.

#### Time constraints

The following must be applied to the assessment of these qualifications:

Registration is valid for 36 months from the date made or until the last certification whichever is earlier.

#### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector-specific.

## 5 Units

### Structure of the units

These units each have the following:

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

### Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

## Unit 159

## Laying hard surfaces for external landscaping

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

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### Learning outcome

The learner will:

LO1 know how to lay hard surfaces for external landscaping.

### Assessment criteria

The learner can:

AC1.1 state the tasks involved in laying hard surfaces for external landscaping.

---

### Learning outcome

The learner will:

LO2 be able to lay hard surfaces for external landscaping.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

AC2.2 carry out activities to lay hard surfaces for external landscaping

AC2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

AC2.4 leave the site clean and tidy.

## **Unit 159**

# **Laying hard surfaces for external landscaping**

## **Supporting information**

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 160

## Construct and maintain boundaries

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

---

### Learning outcome

The learner will:

LO1 know how to construct or maintain boundaries

### Assessment criteria

The learner can:

AC1.1 state the tasks involved in constructing or maintaining boundaries.

---

### Learning outcome

The learner will:

LO2 be able to construct or maintain boundaries.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

AC2.2 carry out activities to construct or maintain boundaries

AC2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

AC2.4 leave the site clean and tidy.

## **Unit 160**

## **Construct and maintain boundaries**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 161

## Assess soil texture and condition

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

---

### Learning outcome

The learner will:

LO1 know how to assess soil texture or condition.

### Assessment criteria

The learner can:

AC1.1 state the tasks involved in assessing soil texture or condition

---

### Learning outcome

The learner will:

LO2 be able to assess soil texture and condition.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance

AC2.2 carry out activities to assess soil texture and condition

AC2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements

AC2.4 leave the site clean and tidy.

## **Unit 161**

## **Assess soil texture and condition**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 201

## Prepare ground or area for planting

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

---

### Learning outcome

The learner will:

LO1 understand the conditions required of a planting site.

### Assessment criteria

The learner can:

AC1.1 explain the importance of aeration and drainage of soil as part of site preparation

AC1.2 identify soil improvers that would be used to cultivate and prepare the site

AC1.3 explain the importance of maintaining hygiene at a planting site

AC1.4 explain the importance of controlling weeds prior to planting

---

## Range

### Importance of aeration and drainage of soil

Root establishment; even distribution of water and nutrients.

### Soil improvers

Well-rotted organic matter, drainage improvers.

### Importance of maintaining hygiene

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

### Weeds

Perennial weeds, annual weeds.

---

## Learning outcome

The learner will:

LO2 be able to identify conditions present on site for planting

## Assessment criteria

The learner can:

AC2.1 Identify types of vegetation and degree of cover present on site

AC2.2 assess soil type and condition.

---

## Range

### Types of vegetation

Weeds (perennial/annual) excessive and competing growth.

### Soil type

Texture, drainage characteristics.

### Condition

Compaction, crumb structure, moisture content.

---

## Learning outcome

The learner will:

LO3 be able to prepare an area in readiness for planting.

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) in readiness for planting

AC3.2 select tools and equipment in readiness for planting

AC3.3 clear unwanted vegetation in readiness for planting

AC3.4 carry out secondary and final soil cultivations in readiness for specified planting

AC3.5 apply base dressing fertiliser by hand.

---

## Range

### Tools and equipment

Hand tools.

### Unwanted vegetation

Weeds, excessive and competing growth.

### Secondary and final soil cultivations

Forking, raking out, consolidation.

### Base dressing fertiliser

Granular fertiliser.

## **Unit 201**

# **Prepare ground or area for planting**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 202

## Plant out container-grown plants

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

---

### Learning outcome

The learner will:

LO1 know requirements of newly-planted container-grown plants

### Assessment criteria

The learner can:

AC1.1 state benefits and limitations of container-grown plants

AC1.2 state reasons for immediate post-planting aftercare of containergrown plants

AC1.3 describe benefits of mulching.

---

### Learning outcome

The learner will:

LO2 be able to prepare container-grown plants for planting.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for planting out container-grown plants

AC2.2 select equipment for planting out container-grown plants

AC2.3 prepare plants for planting out.

---

### Range

#### Equipment

Hand tools.

### **Prepare container-grown plants**

Watering, removal of dead / diseased / damaged tissue, loosening of roots, trimming for shape

---

### **Learning outcome**

The learner will:

LO3 be able to plant out container-grown plants.

### **Assessment criteria**

The learner can:

AC3.1 set out plants

AC3.2 plant out container-grown plants.

---

### **Range**

#### **Plant out**

Appropriate spacing, depth, consolidation

---

### **Learning outcome**

The learner will:

LO4 be able to provide immediate aftercare to a planted area.

### **Assessment criteria**

The learner can:

AC4.1 carry out immediate post-planting aftercare of planted area

---

### **Range**

#### **Immediate post-planting aftercare**

As applicable to type of plants, site and season watering by hand, support, mulching, pest protection.

---

## Unit 202

## Plant out container-grown plants Plant out container-grown plants

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 203

## Plant a tree

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

---

### Learning outcome

The learner will:

LO1 know the requirements for planting a tree.

### Assessment criteria

The learner can:

AC1.1 state benefits and limitations of container grown and bare root trees

AC1.2 state the factors that will affect the type and position of tree support used

AC1.3 state reasons for immediate aftercare once the tree has been planted.

---

### Range

#### Benefits and limitations

Bare root- low cost, more choice of subjects. Container- all year round, quicker establishment.

#### Factors

Aspect, wind direction, view point, type of tree, size of tree.

#### Immediate aftercare

Minimise pest problems, desiccation, competing growth.

---

### Learning outcome

The learner will:

LO2 be able to prepare a tree and site for planting

## Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for planting a tree

AC2.2 select equipment for planting a tree

AC2.3 excavate planting site

AC2.4 prepare a tree for planting.

---

## Range

### Personal Protective Equipment (PPE)

Steel toe cap boots, gloves, eye protection, head protection (if using drival or sledgehammer).

### Equipment

Handtools.

### Tree

Clean stem standard, bare root or container-grown, condition.

### Planting site

Grass or cultivated soil, square planting pit, forking of site and base.

### Prepare tree

Any required pruning to include teasing out roots

---

## Learning outcome

The learner will:

LO3 be able to plant a tree.

## Assessment criteria

The learner can:

AC3.1 plant a tree

AC3.2 provide support for planted tree.

---

## Range

### Support

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

Any required pruning to include teasing out roots

---

## Learning outcome

The learner will:

LO4 be able to provide immediate aftercare to a planted tree.

## Assessment criteria

The learner can:

AC4.1 carry out immediate post-planting aftercare to a planted tree.

---

---

## **Range**

### **Aftercare**

Mulching, watering, protection from pests and damage with strimmer guards, tree tubes, deer fencing, spiral guards.

## **Unit 203**

## **Plant a treePlant a tree**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 204

## Care for a planted area

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

---

### Learning outcome

The learner will:

LO1 know the effects of maintenance on planted areas.

### Assessment criteria

The learner can:

AC1.1 describe the effects of soil cultivation activities on a specified planted area

AC1.2 describe the adverse impacts of weeds in planted areas.

---

### Learning outcome

The learner will:

LO2 be able to identify the maintenance requirements of a planted area.

### Assessment criteria

The learner can:

AC2.1 identify types of weeds present in a planted area

AC2.2 assess the condition and health of the plants in a planted area

AC2.3 identify maintenance requirements for a planted area.

---

### Range

**Weeds**

Weed identification by type (annual, perennial).

**Maintenance requirements**

Pruning, trimming, support

---

**Learning outcome**

The learner will:

LO3 be able to carry out required maintenance to a planted area.

**Assessment criteria**

The learner can:

AC3.1 select Personal Protective Equipment (PPE) for controlling weeds and competing growth as applicable to the area

AC3.2 select tools and equipment to control weeds and competing growth as applicable to the area

AC3.3 carry out soil cultivation activities to maintain a healthy root environment.

---

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

Hand tools.

## **Unit 204**

## **Care for a planted area Care for a planted area**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 205

## Plant a container for seasonal display

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

---

### Learning outcome

The learner will:

LO1 know the requirements of containers for seasonal displays.

### Assessment criteria

The learner can:

AC1.1 state factors to consider when choosing a seasonal container

AC1.2 state characteristics of plants used for seasonal container displays.

---

### Range

#### Factors

Appearance, materials, size, weight, weather resistance.

#### Container

Pots, troughs, hanging baskets.

#### Plants

Plants selected for aspect, size, habit, harmoniously

---

### Learning outcome

The learner will:

LO2 be able to select containers and plants for seasonal displays.

## Assessment criteria

The learner can:

AC2.1 select containers suitable for particular locations and requirements

AC2.2 select plants suitable for particular locations and requirements.

---

## Range

### Containers

Pots, troughs, hanging baskets.

### Plants

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

---

## Learning outcome

The learner will:

LO3 be able to plant a container for seasonal display

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) to plant a container for seasonal display

AC3.2 select tools and equipment to plant a container for seasonal display

AC3.3 prepare a container for planting with seasonal plants

AC3.4 plant a container for seasonal display.

---

## Range

### Tools and equipment

Hand tools.

### Container

Pots, troughs, baskets etc are applicable. Suitable growing medium to be selected, prepared and used.

### Plant a container

Planting to create a suitable display for the situation, container and plants provided.

---

## Learning outcome

The learner will:

LO4 be able to position a container for seasonal display.

## Assessment criteria

The learner can:

AC4.1 position the planted container

---

AC4.2 water the planted container.

## **Unit 205**

# **Plant a container for seasonal display**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 206

## Deal with requests and provide advice to customers

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

---

### Learning outcome

The learner will:

LO1 understand the needs of customers.

### Assessment criteria

The learner can:

AC1.1 define the term customer care

AC1.2 explain the importance of good customer care

AC1.3 describe circumstances in which a customer may require advice

AC1.4 describe circumstances in which a customer may require assistance

AC1.5 explain the importance of referring customer queries to colleagues if unable to deal with the query.

---

### Learning outcome

The learner will:

LO2 be able to provide customer care.

### Assessment criteria

The learner can:

AC2.1 respond to requests for advice from customers

AC2.2 check that customers are satisfied with the advice given

AC2.3 provide assistance to customers

AC2.4 offer assistance to customers without prompting  
AC2.5 request the assistance of colleagues.

**Range**

**Customers**

Internal, external.

## **Unit 206**

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

## Supporting information

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 207

## Select garden chemicals

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

---

### Learning outcome

The learner will:

LO1 understand information present on garden chemical and pesticide packaging.

### Assessment criteria

The learner can:

- AC1.1 state the importance of understanding warning and advisory symbols found on garden chemical and pesticide packaging
- AC1.2 identify common warning symbols on garden chemical and pesticide packaging
- AC1.3 identify common advisory symbols on garden chemical and pesticide packaging
- AC1.4 explain the importance of following manufacturer's instructions
- AC1.5 explain the importance of harvest intervals when selecting garden chemicals
- AC1.6 define terms used in the application of garden chemicals

---

## Range

### Warning symbols

Flammable, corrosive, toxic, harmful to environment.

### Packaging

Garden chemicals and pesticides.

### Importance

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

### Terms

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

---

## Learning outcome

The learner will:

LO2 be able to select garden chemicals.

## Assessment criteria

The learner can:

AC2.1 select insecticides for a specific purpose

AC2.2 select molluscicides for a specific purpose

AC2.3 select fungicides for a specific purpose

AC2.4 select herbicides for a specific purpose

AC2.5 select disinfectants and biocides for a specific purpose.

---

## Range

### Insecticides

Contact, systemic.

### Herbicides

Contact translocated, soil-acting, residual.

---

## **Unit 207**

## **Select garden chemicals**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 208

## Apply fertiliser to plants

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

---

### Learning outcome

The learner will:

LO1 understand plant requirements for fertiliser.

### Assessment criteria

The learner can:

AC1.1 describe benefits and limitations of using fertilisers

AC1.2 explain the importance of correct application rates for fertilisers.

---

### Learning outcome

The learner will:

LO2 be able to prepare concentrated liquid fertilisers for use.

### Assessment criteria

The learner can:

AC2.1 assess the condition of the plants

AC2.2 select Personal Protective Equipment (PPE) for preparing concentrated liquid fertiliser

AC2.3 select equipment for measuring and mixing liquid fertiliser

AC2.4 measure ingredients to prepare concentrated liquid fertiliser for use

AC2.5 mix ingredients to prepare concentrated liquid fertiliser

---

## Range

### Equipment

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

### Ingredients

Soluble dry, or liquid, fertiliser; water supply.

---

## Learning outcome

The learner will:

LO3 be able to apply liquid fertilisers to plants

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) for applying liquid fertiliser to plants

AC3.2 select equipment for applying liquid fertiliser to plants

AC3.3 apply liquid fertiliser to plants

AC3.4 clean equipment

AC3.5 return equipment to store.

---

## Range

### Plants

Plants in containers or open-ground.

### Equipment

Diluter and hose or measuring equipment and watering can

---

## Learning outcome

The learner will:

LO4 be able to apply dry fertilisers to plants.

## Assessment criteria

The learner can:

AC4.1 select Personal Protective Equipment (PPE) for measuring dry fertilisers

AC4.2 select equipment and materials for measuring dry fertilisers

AC4.3 apply dry fertilisers to plants

AC4.4 clean all equipment

AC4.5 return all equipment to store.

---

## Range

### Equipment and materials

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

---

**Plants**

Containers or open ground.

## **Unit 208**

## **Apply fertiliser to plants**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 209

## Train and prune fruit trees

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

---

### Learning outcome

The learner will:

LO1 know why pruning is carried out.

### Assessment criteria

The learner can:

AC1.1 list common types of trained fruit tree forms

AC1.2 state reasons for spur pruning

AC1.3 state the purpose of continued development or replacement pruning

AC1.4 describe the effects of pruning and training fruit trees to achieve effective continued habit and size.

---

### Learning outcome

The learner will:

LO2 be able to prepare for spur-pruning and training fruit trees.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for spur-pruning and training of fruit trees

AC2.2 select tools and equipment for spur-pruning and training of fruit trees

AC2.3 identify growth that should be removed from fruit trees

AC2.4 identify growth that requires to be retained and tied in.

---

## Range

### Tools and equipment

Hand tools, suitable tying material (twine, plastic tie).

### Identify growth

Assess condition and type of growth of cordon or espalier tree.

---

## Learning outcome

The learner will:

LO3 be able to spur-prune a fruit tree.

## Assessment criteria

The learner can:

AC3.1 remove plant material growing directly out from the wall or other support

AC3.2 remove plant material that is growing directly back towards the wall or other support

AC3.3 remove unhealthy growth

AC3.4 prune back excess growth on retained material according to the conditions.

---

## Learning outcome

The learner will:

LO4 be able to train a fruit tree..

## Assessment criteria

The learner can:

AC4.1 select Personal Protective Equipment (PPE) to train and prune fruit trees

AC4.2 select tools and equipment to train and prune fruit trees

AC4.3 tie in retained growth to supports using recognised methods

AC4.4 dispose of waste materials.

---

## Range

### Tools and equipment

Hand tools, suitable tying material (twine, plastic ties).

### Tie in

Ensure that ties allow for firm positioning without constriction

---

## **Unit 209**

## **Train and prune fruit trees Train and prune fruit trees**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 210

## Prune deciduous spring-flowering shrubs

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

---

### Learning outcome

The learner will:

LO1 know the requirements for pruning deciduous spring-flowering shrubs

### Assessment criteria

The learner can:

AC1.1 describe the flowering habit of deciduous spring-flowering shrubs

AC1.2 state the purpose of maintenance pruning of deciduous shrubs

AC1.3 state the reasons why old wood should be removed as part of rejuvenation pruning

AC1.4 state the effects of maintenance pruning deciduous spring-flowering shrubs.

---

### Range

#### Purpose

Encouragement of new/ vigorous growth.

#### Reasons

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

#### Effects

Flower on terminal on new season wood; from established secondseason growth.

Flower timing/fruit formation response to pruning.

---

## Learning outcome

The learner will:

LO2 be able to prune a deciduous spring-flowering shrub.

## Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for pruning deciduous spring-flowering shrubs

AC2.2 select tools and equipment to prune deciduous spring-flowering shrubs

AC2.3 identify growth that should be removed from a deciduous spring-flowering shrub

AC2.4 identify growth that should be retained on a deciduous spring-flowering shrub

AC2.5 remove unhealthy growth from deciduous spring-flowering shrubs

AC2.6 remove old woody growths from deciduous spring-flowering shrubs

AC2.7 clean equipment

AC2.8 return equipment to store

AC2.9 dispose of waste materials.

---

## Range

### Tools and equipment

Hand tools.

### Growth

Assess condition and type of growth on shrubs.

### Retained

Strong, healthy material produced in the last two years.

### Unhealthy growth

Dead, diseased, damaged.

### Old woody

1/3 growth over 3 years from the base

## **Unit 210**

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

### **Supporting information**

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 211

## Prune and train wall shrubs and climbing plants

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

---

### Learning outcome

The learner will:

LO1 know the requirements for pruning wall shrubs and climbing plants.

### Assessment criteria

The learner can:

AC1.1 state effects of pruning

AC1.2 state the purpose of pruning wall shrubs and climbing plants

AC1.3 describe the flowering habit of the wall shrub and climbing plant.

---

### Range

#### Wall shrubs and climbing plants

Wall shrubs: Pyracantha, Chaenomeles, climbing rose. Climbing plants: Solanum, Wisteria, Jasminum.

#### Flowering habit

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

---

### Learning outcome

The learner will:

LO2 be able to prepare for pruning a wall shrub and climbing plant.

## Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to be used when pruning a wall shrub and climbing plant

AC2.2 select tools and equipment to be used when pruning a wall shrub and climbing plant

AC2.3 identify growth that should be removed from wall shrubs and climbing plants

AC2.4 identify growth that should be retained and tied in on wall shrubs and climbing plants.

---

## Range

### Tools and equipment

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

### Growth

Dead, diseased, damaged or growing in wrong direction.

### Retained and tied in

New growth to replace old stems.

---

## Learning outcome

The learner will:

LO3 be able to prune a wall shrub and a climbing plant.

## Assessment criteria

The learner can:

AC3.1 remove plant material growing directly out from the wall or other support

AC3.2 remove plant material that is growing directly back towards the wall or other support

AC3.3 remove unhealthy growth from wall shrubs and climbing plants

AC3.4 prune back excess growth on retained material

AC3.5 tie in retained growth to appropriate wires and other supports

AC3.6 tie in knots firmly

AC3.7 dispose of all waste materials.

## Range

### Tie in

Ties allow for firm positioning without constriction.

---

## **Unit 211**

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

## **Supporting information**

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 212

## Maintain indoor plants

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

---

### Learning outcome

The learner will:

LO1 know how to maintain condition and health of indoor plants.

### Assessment criteria

The learner can:

AC1.1 state maintenance requirements for indoor plants

AC1.2 state reasons for effective nutrition of indoor plants

AC1.3 state reasons for correct pruning technique of indoor plants.

---

### Range

#### Maintenance requirements

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

#### Reasons for correct pruning technique

Encourage flowering and maintain condition of plant.

---

### Learning outcome

The learner will:

LO2 be able to maintain indoor plants.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for plant maintenance  
AC2.2 select tools and equipment for plant maintenance  
AC2.3 dead-head and remove dead foliage from plants  
AC2.4 prune unbalanced and congested growth  
AC2.5 water indoor plants.

---

## **Range**

### **Tools and equipment**

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

---

## **Learning outcome**

The learner will:

LO3 be able to maintain the health of indoor plants.

## **Assessment criteria**

The learner can:

AC3.1 control pests and diseases  
AC3.2 control weeds  
AC3.3 apply feed to indoor plants.

---

## **Range**

### **Control (3.1)**

Remove material affected by pest or disease problems.

### **Control (3.2)**

Remove weeds in plants in pots or border soils.

### **Feed**

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

---

## **Learning outcome**

The learner will:

LO4 be able to re-pot indoor plants.

## **Assessment criteria**

The learner can:

AC4.1 select materials required for re-potting indoor plants  
AC4.2 re-pot indoor plants  
AC4.3 dispose of waste materials

---

## **Range**

**Materials**

Hand tools, pots, containers, growing media.

## **Unit 212**

## **Maintain indoor plants**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 213

## Prune free standing fruit trees in winter

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

---

### Learning outcome

The learner will:

LO1 know why pruning is carried out.

### Assessment criteria

The learner can:

AC1.1 state reasons for pruning free-standing fruit trees

AC1.2 state the reason for continuing development of the framework of an established free-standing fruit tree

AC1.3 state the purpose of regular winter pruning of free-standing fruit trees.

---

### Learning outcome

The learner will:

LO2 be able to prepare for winter pruning a free-standing fruit tree.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for pruning free-standing fruit trees

AC2.2 select tools and equipment for pruning a free-standing fruit tree in winter

AC2.3 identify unwanted growth that should be removed from free-standing fruit trees in winter

AC2.4 identify growth that should be retained on free-standing fruit trees in winter.

---

### Range

**Personal Protective Equipment (PPE)**

Gloves, safety glasses, hard hat.

**Tools and equipment**

Hand tools, secateurs, loppers, pruning saw.

**Unwanted growth**

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

---

**Learning outcome**

The learner will:

LO3 be able to winter prune a free-standing fruit tree.

**Assessment criteria**

The learner can:

AC3.1 s prune laterals on a free-standing fruit tree

AC3.2 remove unwanted growth and crossing branches from a free-standing fruit tree

AC3.3 remove excess spurs and epicormic growth from a free-standing fruit tree.

## **Unit 213**

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

## **Supporting information**

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 214

## Prune soft fruit bushes and cane fruits

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

---

### Learning outcome

The learner will:

LO1 know the reasons for pruning soft fruit bushes and canes.

### Assessment criteria

The learner can:

AC1.1 state reasons for pruning soft fruit bushes and cane fruits

AC1.2 describe maintenance requirements to continue healthy growth

AC1.3 identify growth that should be retained on soft fruit bushes.

### Range

#### Maintenance requirements

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

#### Soft fruit bushes

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

---

### Learning outcome

The learner will:

LO2 be able to prune and train soft fruit bushes.

## Assessment criteria

The learner can:

AC2.1 select suitable Personal Protective Equipment (PPE) for pruning soft fruit bushes

AC2.2 select tools and equipment for pruning soft fruit bushes

AC2.3 remove unwanted growth from soft fruit bushes.

## Range

### Tools and equipment

Hand tools and equipment (secateurs, loppers, pruning saws), biocides wipes.

### Soft fruit bushes

Established bush fruit crops, blackcurrants, red currants, gooseberries, blueberries, in need of routine pruning.

### Unwanted growth

Diseased, weak, dead, damaged.

---

## Learning outcome

The learner will:

LO3 be able to prune and train soft fruit canes.

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) for pruning soft fruit canes

AC3.2 select equipment for pruning soft fruit canes

AC3.3 identify growth to be retained on soft fruit canes

AC3.4 remove growth on soft fruit canes

AC3.5 tie in retained growth in positions and spacing suitable for variety and location.

## Range

### Personal protective equipment

Hand, foot and eye protection.

### Equipment

Hand tools and equipment (secateurs, loppers, pruning saws), biocides wipes.

### Soft fruit canes

Established soft fruit cane crops; blackberries, raspberries.

### Growth

Excess, weak, unhealthy, diseases, dead, damaged.

## **Unit 214**

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

### **Supporting information**

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 215

## Plant out plants in rows by hand

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

---

### Learning outcome

The learner will:

LO1 understand the reasons for planting plants in rows

### Assessment criteria

The learner can:

AC1.1 explain the importance of planting in rows

AC1.2 explain the importance of accurate spacing between rows

---

### Learning outcome

The learner will:

LO2 be able to prepare site for planting.

### Assessment criteria

The learner can:

AC2.1 select personal protective equipment (PPE) for site preparation and planting out

AC2.2 select tools and equipment for site preparation

AC2.3 prepare site to receive plants.

### Range

#### Tools and equipment

Hand tools.

### **Prepare site**

Raking out, consolidation.

---

### **Learning outcome**

The learner will:

LO3 be able to plant out plants in rows.

### **Assessment criteria**

The learner can:

AC3.1 select tools and equipment for planting out in rows

AC3.2 prepare plants for planting out in rows

AC3.3 plant out plants in rows.

### **Range**

#### **Equipment**

Rake, trowel, hand tools.

#### **Prepare plants**

Trimming, root teasing, post removal, watering.

---

### **Learning outcome**

The learner will:

LO4 be able to provide aftercare to planted material.

### **Assessment criteria**

The learner can:

AC4.1 carry out immediate aftercare to planted material

AC4.2 dispose of all waste.

### **Range**

#### **Immediate aftercare**

Watering, support, pruning

---

## **Unit 215**

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

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 216

## Harvest plants

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

---

### Learning outcome

The learner will:

LO1 understand the requirements for harvesting.

### Assessment criteria

The learner can:

AC1.1 describe harvesting methods

AC1.2 explain reasons for selection and rejection of harvested crops

AC1.3 explain reasons for packing harvested crops.

---

### Learning outcome

The learner will:

LO2 be able to prepare for harvesting.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) used for harvesting

AC2.2 select tools and equipment for harvesting

AC2.3 select crops ready for harvesting.

### Range

#### Tools and equipment

Hand tools, mechanical tools

---

### **Learning outcome**

The learner will:

LO3 be able to harvest crops.

### **Assessment criteria**

The learner can:

AC3.1 carry out harvesting activities

AC3.2 carry out required on-site packing activities.

### **Range**

#### **Activities**

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

#### **On-site packing activities**

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

---

### **Learning outcome**

The learner will:

LO4 be able to grade and pack crops.

### **Assessment criteria**

The learner can:

AC4.1 carry out grading and packing activities.

## **Unit 216**

## **Harvest plantsHarvest plants**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 217

## Maintain indoor crops

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

---

### Learning outcome

The learner will:

LO1 understand maintenance requirements of indoor crops.

### Assessment criteria

The learner can:

AC1.1 explain maintenance requirements of indoor crops

AC1.2 identify activities required to maintain the development of indoor crops

AC1.3 state reasons for effective nutrition of indoor crops

AC1.4 state reasons for control of competing growth where it occurs in indoor crops.

### Range

#### Indoor crops

Crops in containers, border soils or other appropriate situations.

#### Activities

Watering, feeding, routine trimming and tying, removal of dead, damaged, diseased material, identify presence of pests, diseases and disorders, weeds.

#### Nutrition

Maintain healthy growth, encourage flowering.

#### Control of competing growth

Reduce competition for water, nutrients and light.

---

## **Learning outcome**

The learner will:

LO2 be able to maintain the development of indoor crops.

## **Assessment criteria**

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to maintain the development of indoor crops

AC2.2 select tools and equipment to maintain the development of indoor crops

AC2.3 remove unwanted growth from where it occurs in indoor crops

AC2.4 remove pest diseases and weeds from indoor crops

AC2.5 control pest diseases and weeds on indoor crops

AC2.6 provide support and training if required on indoor crops

AC2.7 feed indoor crops using liquid or dry feeds

AC2.8 water indoor crops.

## **Range**

### **Tools and equipment**

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

### **Unwanted growth**

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

### **Indoor crops**

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

### **Liquid or dry feeds**

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

## **Unit 217**

## **Maintain indoor crops**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 218

## Propagate plants indoors from seed

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

---

### Learning outcome

The learner will:

LO1 understand the process of propagation by sowing seeds indoors.

### Assessment criteria

The learner can:

AC1.1 state reasons for sowing seeds indoors

AC1.2 describe requirements for a suitable propagation environment

AC1.3 explain the importance of density and depth in seed sowing.

### Range

#### Reasons

Using seeds, indoor sowing, cost.

#### Propagation environment

Hygiene, temperature, humidity, light levels.

---

### Learning outcome

The learner will:

LO2 be able to prepare containers for seed sowing.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for seed sowing indoors

AC2.2 select equipment and materials for sowing seeds indoors

AC2.3 prepare work area and fill containers for seed sowing

## **Range**

### **Equipment and materials**

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

---

## **Learning outcome**

The learner will:

LO3 be able to sow seeds indoors by hand.

## **Assessment criteria**

The learner can:

AC3.1 sow seeds indoors by hand

AC3.2 carry out immediate aftercare

AC3.3 place containers into suitable germination environment.

## **Range**

### **Seeds**

Small, medium and large seeds.

### **Immediate aftercare**

Labelling, covering, watering as applicable to seed sown.

---

## **Learning outcome**

The learner will:

LO4 be able to carry out post-sowing maintenance tasks.

## **Assessment criteria**

The learner can:

AC4.1 maintain a suitable germination environment

AC4.2 dispose of all damaged and diseased material.

## **Range**

### **Environment**

Watering, monitoring temperature.

---

## **Unit 218**

# **Propagate plants indoors from seed** **R/505/4566**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 219

## Sow seeds outdoors by hand

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

---

### Learning outcome

The learner will:

LO1 understand the requirements of seed sown outdoors.

### Assessment criteria

The learner can:

AC1.1 state benefits and limitations for sowing seeds outdoors by hand

AC1.2 state requirements of a suitable seed bed

AC1.3 explain the importance of depth and spacing in seed sowing

AC1.4 describe the aftercare requirements of seed sown outdoors.

---

### Learning outcome

The learner will:

LO2 be able to sow seeds by hand.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to be used for sowing seeds by hand

AC2.2 select tools and equipment for sowing seed drills

AC2.3 prepare final tilth for sowing seeds

AC2.4 prepare a seed drills and sow seeds

AC2.5 cover and label row

AC2.6 broadcast sow seed

AC2.7 rake in  
AC2.8 tidy site

### **Range**

#### **Tools and equipment**

Hand tools.

## **Unit 219**

## **Sow seeds outdoors by hand Sow seeds outdoors by hand**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 220

## Propagate plants by stem cuttings

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

---

### Learning outcome

The learner will:

LO1 understand the purpose of propagating plants by stem cuttings.

### Assessment criteria

The learner can:

AC1.1 state reasons for propagating plants by stem cuttings

AC1.2 explain the importance of node, internode and heel when propagating plants by stem cuttings

AC1.3 explain the importance of plant material selection for successful propagation by stem cuttings

AC1.4 explain the importance of seasonality and maturity of the plant in choice of cuttings type.

### Range

#### Importance of node, internode and heel

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

#### Importance of plant material selection

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

#### Importance of seasonality and maturity

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

---

## Learning outcome

The learner will:

LO2 be able to prepare for propagation by stem cuttings.

## Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for propagation by stem cuttings

AC2.2 prepare equipment and materials for propagation by stem cuttings

AC2.3 prepare a site suitable for propagation by stem cuttings

## Range

### Equipment and materials

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

---

## Learning outcome

The learner will:

LO3 be able to propagate plants by soft wood cuttings.

## Assessment criteria

The learner can:

AC3.1 prepare soft wood cuttings

AC3.2 insert soft wood cuttings

AC3.3 carry out immediate aftercare of soft wood cuttings.

## Range

### Immediate aftercare

Labelling, watering, placement in suitable propagation environment.

---

## Learning outcome

The learner will:

LO4 be able to propagate plants by semi-ripe stem cuttings.

## Assessment criteria

The learner can:

AC4.1 prepare semi-ripe stem cuttings

AC4.2 insert semi-ripe stem cuttings

AC4.3 carry out immediate aftercare of semi ripe cuttings.

## Range

### Semi-ripe stem cuttings

---

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

### **Immediate aftercare**

Labelling, watering, placement in suitable propagation environment.

---

### **Learning outcome**

The learner will:

LO5 be able to propagate plants by hardwood (ripe) stem cuttings.

### **Assessment criteria**

The learner can:

AC5.1 prepare hardwood stem cuttings

AC5.2 insert hardwood stem cuttings

AC5.3 carry out immediate aftercare of hardwood stem cuttings

AC5.4 dispose of all waste.

### **Range**

#### **Insert**

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

#### **Immediate aftercare**

Labelling, watering, protection if required.

## **Unit 220**

# **Propagate plants by stem cuttings**

## Supporting information

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 221

## Propagate by grafting

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

---

### Learning outcome

The learner will:

LO1 know the process of propagating by grafting.

### Assessment criteria

The learner can:

AC1.1 state reasons for propagating by grafting

AC1.2 explain the importance of making accurate cuts to stock and scion to ensure good cambium contact

AC1.3 explain the importance of good hygiene during the process

AC1.4 describe post propagation after care.

### Range

#### Importance

Absence of air; clean and hygienic.

#### Post-propagation aftercare

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

---

### Learning outcome

The learner will:

LO2 be able to prepare rootstocks.

## Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to be used when preparing rootstocks

AC2.2 select tools and equipment to be used when preparing rootstocks

AC2.3 prepare rootstocks.

## Range

### Tools and equipment

Grafting knife; secateurs.

### Rootstocks

Plant material may be any suitable for grafting.

---

## Learning outcome

The learner will:

LO3 be able to prepare scion material.

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) to be used when preparing scion material

AC3.2 prepare scion material using appropriate tools and equipment

AC3.3 prepare appropriate scion material for grafting.

## Range

### Tools and equipment

Grafting knife; secateurs.

---

## Learning outcome

The learner will:

LO4 be able to graft.

## Assessment criteria

The learner can:

AC4.1 make appropriate cuts to the scion

AC4.2 make appropriate cuts to the rootstocks

AC4.3 match scion and root stock cambiums

AC4.4 tie the scion to the root stock

AC4.5 apply grafting wax to seal the union

---

## **Unit 221**

## **Propagate by grafting Propagate by grafting**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 222

## Propagate plants by leaf cuttings

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

---

### Learning outcome

The learner will:

LO1 know the purpose of propagating plants by leaf cuttings.

### Assessment criteria

The learner can:

AC1.1 state reasons for propagating plants by leaf lamina and leaf petiole cuttings

AC1.2 state the environmental conditions necessary for successful rooting and development of new plants

### Range

#### Environmental conditions

Temperature, humidity, aeration and drainage of the medium.

---

### Learning outcome

The learner will:

LO2 be able to prepare leaf lamina and leaf petiole cuttings.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to be used when propagating plants by leaf cuttings

AC2.2 select tools and equipment for propagation by leaf cuttings

AC2.3 select plants for propagation by leaf lamina and leaf petiole cuttings  
AC2.4 prepare propagules from the chosen plant material for leaf lamina cuttings  
AC2.5 prepare suitable cuttings from the chosen plant material for leaf petiole cuttings.

### **Range**

#### **Tools and equipment**

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

---

### **Learning outcome**

The learner will:

LO3 know the purpose of propagating plants by leaf cuttings.

### **Assessment criteria**

The learner can:

AC3.1 select Personal Protective Equipment (PPE) for propagation by leaf lamina and leaf petiole cuttings

AC3.2 select tools and materials for propagation by leaf lamina and leaf petiole cuttings

AC3.3 insert the leaf lamina cuttings in or on growing medium as appropriate

AC3.4 insert the leaf petiole cuttings in the growing medium as appropriate.

### **Range**

#### **Tools and materials**

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

---

### **Learning outcome**

The learner will:

LO4 be able to provide immediate aftercare to leaf cuttings.

### **Assessment criteria**

The learner can:

AC4.1 label completed containers

AC4.2 water completed containers

AC4.3 place containers in a suitable propagation environment

AC4.4 dispose of all waste.

### **Range**

#### **Label**

Labelled with plant name and date.

#### **Water**

Watering by hand (fine rose) or by immersion.

---

## **Propagation environment**

Suitable propagation area,

## **Unit 222**

# **Propagate plants by leaf cuttings**

## Supporting information

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 223

## Erect a garden fence

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

---

### Learning outcome

The learner will:

LO1 understand the requirements for erecting a garden fence.

### Assessment criteria

The learner can:

AC1.1 explain the importance of gaining permission before proceeding with any work

AC1.2 identify services that can be found across the site

AC1.3 identify potential hazards when erecting a garden fence

AC1.4 state how hazards will be controlled before starting any works

AC1.5 describe procedures for dealing with overgrown vegetation.

---

### Learning outcome

The learner will:

LO2 be able to prepare the site and self for putting up a fence.

### Assessment criteria

The learner can:

AC2.1 identify area for putting up a garden fence

AC2.2 select Personal Protective Equipment (PPE) to be used for fencing works

AC2.3 select materials, tools and equipment to be used for fencing works

AC2.4 locate all the services on a given site and ensure they are marked

AC2.5 clear the site of existing fence

AC2.6 clear site of unwanted vegetation

---

## Learning outcome

The learner will:

LO3 be able to mark out the proposed fence layout accurately and to the agreed boundary.

## Assessment criteria

The learner can:

AC3.1 mark out area where the fence is to be erected

AC3.2 set pin and lines to denote boundary.

---

## Learning outcome

The learner will:

LO4 be able to erect the fencing according to the instructions provided.

## Assessment criteria

The learner can:

AC 4.1 select Personal Protective Equipment (PPE) to be used for erecting fencing

AC4.2 select tools and equipment to be used for fencing works

AC4.3 excavate holes

AC4.4 separate top soil and subsoil for disposal

AC4.5 prepare concrete

AC4.6 install posts

AC4.7 fix fence panels to the posts, whilst maintaining the integrity of the line

AC4.8 check posts are plumb both ways

AC4.9 make any necessary adjustments.

---

## Learning outcome

The learner will:

LO5 be able to tidy the site and seek approval for work.

## Assessment criteria

The learner can:

AC5.1 identify where topsoil can be recycled

AC5.2 sort all other waste as required to minimise removal to land fill sites

AC5.3 clean all tools and equipment

AC5.4 return all tools and equipment to store

AC5.5 check the finished fence meets client requirements

AC5.6 dispose of all waste.

---

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

## **Erect a**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 224

## Build garden walls and pillars

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

---

### Learning outcome

The learner will:

LO1 know the requirements for building brick walls and pillars

### Assessment criteria

The learner can:

- AC1.1 identify services that may be found running across the site
- AC1.2 identify potential hazards when building a brick wall or pillar
- AC1.3 state hazards which will be controlled before works commence
- AC1.4 list the sequence of tasks required to complete the work

### Range

#### Sequence of tasks

All the tasks in a logical order.

---

### Learning outcome

The learner will:

LO2 be able to prepare the site and self for building a brick wall and pillar.

### Assessment criteria

The learner can:

- AC2.1 select Personal Protective Equipment (PPE) for use in brick wall and pillar construction
- AC2.2 select tools, materials and equipment used in brick wall and pillar construction

- AC2.3 move concrete mixers, bulk materials, bricks, wet mortar
- AC2.4 dig out the foundations to the appropriate dimensions
- AC2.5 mix concrete used for building foundations
- AC2.6 pour the concrete to the appropriate levels and tamp to expel air.

## Range

### Personal Protective Equipment (PPE)

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

### Tools, materials and equipment

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

---

## Learning outcome

The learner will:

LO3 be able to mark out the site and set up profile boards

### Assessment criteria

The learner can:

- AC3.1 construct profile boards
  - AC3.2 mark out the pillars, corner and wall
  - AC3.3 install profile boards
  - AC3.4 attach string lines in appropriate positions.
- 

## Learning outcome

The learner will:

LO4 be able to construct garden brick wall and pillars

### Assessment criteria

The learner can:

- AC4.1 maintain a tidy and safe site during construction
  - AC4.2 correctly position a damp proof course
  - AC4.3 cut bricks length-ways accurately using a bench or pedestrian stone saw
  - AC4.4 position queen closers and wall ties appropriately in the build
  - AC4.5 maintain an 'English Bond' throughout to given specification
  - AC4.6 ensure copings are properly fitted at the correct height
  - AC4.7 finish all mortar joints to 'bucket handle'.
- 

## Learning outcome

The learner will:

LO5 be able to tidy the site and seek approval for work.

---

## **Assessment criteria**

The learner can:

AC5.1 stream all waste as required to minimise removal to land fill

AC5.2 check that finished build meets specification

AC5.3 clean all tools and equipment

AC5.4 return all tools and equipment to the store

AC5.5 dispose of all waste.

## **Range**

### **Tools and equipment**

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

## **Unit 224**

## **Build garden walls and pillars Build garden walls and pillars**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 225

## Construct a paved area in a garden

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

---

### Learning outcome

The learner will:

LO1 know the requirements for constructing a paved area in a garden.

### Assessment criteria

The learner can:

AC1.1 state the purpose for having a paved area in a garden

AC1.2 list the sequence of tasks to be followed to paving an area or site

AC1.3 identify the hazards and risks for job and site.

---

### Learning outcome

The learner will:

LO2 be able to prepare the site.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for constructing a paved area

AC2.2 select tools, materials and equipment used for paving and excavations

AC2.3 move equipment and materials

AC2.4 cut slabs using a bench or pedestrian stone saw

AC2.5 install pegs to show extent and foundation depth of paved area

AC2.6 excavate soil and tip locally, separating and reusing topsoil.

## **Range**

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

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

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

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

---

## **Learning outcome**

The learner will:

LO3 be able to prepare to lay and compact to agreed levels

## **Assessment criteria**

The learner can:

AC3.1 load wheelbarrow safely for type of stone

AC3.2 move wheelbarrow safely

AC3.3 fill the foundation to the required depth

AC3.4 compact sub-base using compactor plate

AC3.5 check levels across the area

## **Range**

### **Check**

Dumpy level or straight edge and spirit level.

---

## **Learning outcome**

The learner will:

LO4 be able to mix concrete and mortar to required consistency.

## **Assessment criteria**

The learner can:

AC4.1 mix a 6:1 sharp sand to ordinary Portland

AC4.2 use mixer and bulk materials safely

---

## **Learning outcome**

The learner will:

LO5 be able to lay paving slabs to the agreed fall and pattern and point the joints.

## **Assessment criteria**

The learner can:

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- AC5.1 set levels to desired fall for the site
  - AC5.2 lay slabs using box and cross method
  - AC5.3 maintain accurate slab alignment and joint width throughout
  - AC5.4 firm slabs into place using a rubber mallet
  - AC5.5 adjust the final level of the slab using appropriate equipment
  - AC5.6 produce a wet 4:1 building sand to cement pointing mix
  - AC5.7 finish joints using a rubbing iron.
- 

## **Learning outcome**

The learner will:

- LO6 be able to tidy site and return tools to store.

## **Assessment criteria**

The learner can:

- AC6.1 maintain the site
- AC6.2 dispose of debris and leave site tidy
- AC6.3 clean tools and equipment
- AC6.4 return tools and equipment to store
- AC6.5 inspect paving to ensure that it is weather protected for 24 hours.

## **Range**

### **Tools and equipment**

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

## **Unit 225**

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

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 226

## Maintain a rock garden

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

---

### Learning outcome

The learner will:

LO1 know the maintenance requirements of a rock garden

### Assessment criteria

The learner can:

AC1.1 state annual maintenance requirements of a rock garden

AC1.2 state how to re-site dislodged rocks

AC1.3 state reasons for controlling annual and perennial weeds

AC1.4 describe the benefits of mulching rock gardens

AC1.5 describe the pruning requirements of rock garden plants.

AC1.6 list pests, diseases and disorders of rock garden plants.

### Range

#### Rock garden

Rocks, aggregate, small trees, dwarf shrubs, conifers, heathers, rock garden and alpine plants and bulbs.

#### Re-site dislodged rocks

Safety with due regard to manual handling.

#### Pruning

Trimming back, trailing plants after flowering

---

## Learning outcome

The learner will:

LO2 be able to carry out required maintenance to a rock garden.

## Assessment criteria

The learner can:

AC2.1 assess the condition of rocks in the rock garden

AC2.2 report the condition of rocks in the rock garden

AC2.3 select Personal Protective Equipment (PPE) to carry out maintenance to rock gardens

AC2.4 select tools and equipment to carry out plant maintenance to an area

AC2.5 carry out plant maintenance activities to the area

AC2.6 mulch a section of the rock garden.

## Range

### Personal Protective Equipment (PPE)

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

### Tools and equipment

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

---

## Learning outcome

The learner will:

LO3 be able to plant rock garden plants.

## Assessment criteria

The learner can:

AC3.1 select Personal Protective equipment (PPE) for planting rock gardens

AC3.2 prepare the soil for planting

AC3.3 select appropriate plants for identified planting positions

AC3.4 move existing plants to new positions

AC3.5 carry out planting activities

AC3.6 apply aggregate to the surface after planting

AC3.7 water plants recently planted.

## Range

### Personal Protective Equipment (PPE)

Steel capped boots. Well fitting work clothing, gloves.

### Prepare the soil

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

### Appropriate plants

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

---

---

## **Learning outcome**

The learner will:

LO4 be able to tidy the site and dispose of waste appropriately.

## **Assessment criteria**

The learner can:

AC4.1 tidy the site

AC4.2 dispose of waste in line with organisational requirements and industry good practice

AC4.3 clean and return all tools and equipment to the store

## **Range**

### **Tidy**

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

## **Unit 226**

## **Maintain a rock garden**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 227

## Maintain a garden pond

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

---

### Learning outcome

The learner will:

LO1 know the maintenance requirements of a garden pond

### Assessment criteria

The learner can:

AC1.1 describe annual maintenance requirements of a garden pond

AC1.2 state routine maintenance required to maintain a garden pond

AC1.3 describe the process to restore a garden pond

AC1.4 recognise pond life species commonly present in a garden pond.

### Range

#### Garden Pond

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

#### Routine maintenance

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

#### Restore

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

#### Pond life species

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

---

## Learning outcome

The learner will:

LO2 be able to prepare for routine maintenance of a garden pond.

## Assessment criteria

The learner can:

AC2.1 assess the condition of the garden pond

AC2.2 identify routine maintenance activities required following an assessment of a garden pond

AC2.3 identify potential hazards associated with routine maintenance of a garden pond

AC2.4 identify risks associated with routine maintenance of a garden pond

AC2.5 prepare temporary storage for plants, fish and other pond life if necessary

AC2.6 make the pond safe before carrying out maintenance

## Range

### Routine maintenance

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

### Safe

Isolate electricity supply to pump/filters, disconnect before undertaking maintenance to pond; ensure safety signage in place during maintenance if there is public access to pond.

---

## Learning outcome

The learner will:

LO3 be able to carry out annual maintenance of a garden pond.

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) for maintenance of a garden pond

AC3.2 recover the pump and filters

AC3.3 clean the pump and filters as specified in the manufacturer's hand book

AC3.4 remove the plants and store appropriately

AC3.5 carry out required maintenance to plants according to the season

AC3.6 return plants to pond following maintenance work

AC3.7 remove fish in readiness for maintenance work

AC3.8 store fish, preserving life and condition

AC3.9 remove surplus oxygenating plants as necessary allowing adequate time for pond life on discarded plants to return to water

AC3.10 return fish to pond following maintenance work.

AC3.11 provide nutrition for fish if required

AC3.12 apply pond treatments as necessary.

---

## **Range**

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

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

### **Required maintenance**

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

### **Nutrition**

Proprietary fish food appropriate to season and fish type.

### **Pond treatments**

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

---

## **Learning outcome**

The learner will:

LO4 be able to clean the site after maintenance activities.

## **Assessment criteria**

The learner can:

AC4.1 clean the site after carrying out routine maintenance activities

AC4.2 dispose of waste in line with organisational requirements and industry good practice

AC4.3 clean tools and equipment

AC4.4 return tools and equipment to store

AC4.5 return pond treatments to a secure location after use

AC4.6 dispose of pond treatment containers and packaging in line with organisational requirements and industry good practice.

## **Range**

### **Pond treatments**

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

## **Unit 227**

## **Maintain a garden pond**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 228

## Maintain turf

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

---

### Learning outcome

The learner will:

LO1 know the purpose of turf maintenance.

### Assessment criteria

The learner can:

AC1.1 describe reasons for turf scarification

AC1.2 describe reasons for turf aeration.

---

### Learning outcome

The learner will:

LO2 be able to prepare a pedestrian-controlled machine for turf maintenance.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) appropriate for preparing a pedestrian-controlled machine for turf maintenance

AC2.2 check condition of pedestrian-controlled machine before use

AC2.3 carry out pre-start checks of pedestrian-controlled machine before use

AC2.4 adjust the working depth of the machine.

### Range

#### **Pedestrian-controlled machine**

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

---

### **Learning outcome**

The learner will:

LO3 be able to use a pedestrian-controlled machine for turf maintenance.

### **Assessment criteria**

The learner can:

AC3.1 assess work area to ensure it is safe for activity

AC3.2 use Personal Protective Equipment (PPE) when operating pedestrian-controlled machine for turf maintenance

AC3.3 use a pedestrian-controlled machine to carry out turf maintenance

AC3.4 carry out post-use maintenance of the machine.

### **Range**

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

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

#### **Pedestrian-controlled machine**

Petrol-engined aerator or scarifier in good working order.

## **Unit 228**

## **Maintain turfMaintain turf**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 230

## Repair damaged turf

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

---

### Learning outcome

The learner will:

LO1 know about turf damage.

### Assessment criteria

The learner can:

AC1.1 state benefits and limitations of using turf or seed to repair damaged turf areas

AC1.2 state factors that cause damaged turf areas.

---

### Learning outcome

The learner will:

LO2 be able to prepare damaged turf for repair.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to carry out preparation to damaged areas

AC2.2 select tools, equipment and materials to carry out preparation to damaged areas

AC2.3 carry out site and surface preparation for turf repair.

### Range

#### Tools, equipment and materials

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

---

## **Learning outcome**

The learner will:

LO3 be able to repair damaged turf.

## **Assessment criteria**

The learner can:

AC3.1 carry out repairs to reinstate the area of damaged turf

AC3.2 carry out immediate post-repair treatment to damaged turf

AC3.3 protect the repaired area from damage until established.

## **Range**

### **Protect**

Temporary barrier, signs, tape, bird nets string.

## **Unit 230**

## **Repair damaged turfRepair damaged turf**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 231

## Laying turf

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

---

### Learning outcome

The learner will:

LO1 know how to select healthy turf.

### Assessment criteria

The learner can:

AC1.1 describe factors to be considered when selecting healthy turf.

---

### Learning outcome

The learner will:

LO2 know how to maintain the condition of turf before and after laying

### Assessment criteria

The learner can:

AC2.1 describe storage and maintenance requirements of cut turf

AC2.2 describe activities to maintain laid turf in the month following laying.

---

### Learning outcome

The learner will:

LO3 be able to prepare ground to receive turf.

## Assessment criteria

The learner can:

AC3.1 select Personal Protective Equipment (PPE) to carry out final surface preparation.

AC3.2 select tools, equipment and materials to carry out final surface preparation

AC3.3 carry out final surface preparation in readiness for turf laying

AC3.4 apply fertiliser.

## Range

### Tools, equipment and materials

Landscape or garden rake; levelling pegs if appropriate; pre-seeding fertiliser; sharp sand if applicable.

---

## Learning outcome

The learner will:

LO4 be able to identify the condition of turf.

## Assessment criteria

The learner can:

AC4.1 identify condition of delivered turf.

AC4.2 identify weeds, pests and diseases of turf.

---

## Learning outcome

The learner will:

LO5 be able to lay and establish turf.

## Assessment criteria

The learner can:

AC5.1 select Personal Protective Equipment (PPE) for laying turf

AC5.2 select tools, equipment and materials for laying turf

AC5.3 lay turf to required levels and ground formation

AC5.4 minimise wastage of turf

AC5.5 trim laid turf to meet existing edges or area profile

AC5.6 carry out immediate post-laying maintenance of laid turf.

## Range

### Tools, equipment and materials

Rake, half-moon, turf knife for trimming; standing boards; line; straight edge; tamper if appropriate; shovel, brush; suitable top-dressing for infilling joints.

---

## **Unit 231** Laying turf

## **Laying turf**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 232

## Maintain artificial sports surfaces

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

---

### Learning outcome

The learner will:

LO1 know the requirements for maintaining artificial sports surfaces.

### Assessment criteria

The learner can:

AC1.1 state the purpose of maintaining artificial sports surfaces

AC1.2 describe methods used for maintaining artificial sports surfaces.

---

### Learning outcome

The learner will:

LO2 be able to maintain the condition of artificial sports surfaces.

### Assessment criteria

The learner can:

AC2.1 select tools and equipment for maintaining artificial sports surfaces

AC2.2 maintain artificial sports turf surfaces

AC2.3 clean tools and equipment

AC2.4 return tools and equipment to store.

## **Unit 232**

## **Maintain artificial sports surfaces**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 234

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

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

---

### Learning outcome

The learner will:

LO1 know considerations for hedge maintenance in publicly-accessible areas.

### Assessment criteria

The learner can:

AC1.1 state potential hazards for hedge cutting

AC1.2 describe suitable risk control measures for hedge cutting

AC1.3 describe seasonal factors in hedge trimming for a range of common hedges.

---

### Learning outcome

The learner will:

LO2 be able to prepare a hand-held petrol-engined hedge trimmer.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for preparing a hand-held petrol-engined hedge trimmer

AC2.2 carry out visual checks of a hand-held petrol-engined hedge trimmer

AC2.3 report on the condition of a hand-held petrol-engined hedge trimmer

AC2.4 carry out pre-start checks and routine maintenance of a hand-held petrol-engined hedge trimmer

## **Range**

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

Gloves, eye protection head protection, suitable clothing

---

## **Learning outcome**

The learner will:

LO3 be able to use a hand-held petrol-engined hedge trimmer

## **Assessment criteria**

The learner can:

AC3.1 assess work area and ensure it is safe for activity

AC3.2 select Personal Protective Equipment (PPE) appropriate for using a hand-held petrol-engined hedge trimmer.

AC3.3 carry out hedge-cutting using a hand-held petrol-engined hedge trimmer

AC3.4 dispose of arisings in line with organisational requirements.

AC3.5 carry out post-use maintenance for a hand-held petrol-engined hedge trimmer.

## **Unit 234**

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

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

#### Supporting information

##### **Evidence requirements**

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

##### **Special considerations**

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

## Unit 238

## Mow turf using a pedestrian-controlled mower

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

---

### Learning outcome

The learner will:

LO1 understand how to mow turf.

### Assessment criteria

The learner can:

AC1.1 explain the importance of mowing turf

AC1.2 state the benefits and limitations of boxing-off clippings

AC1.3 explain the importance of cutting frequency and cutting height for turf.

---

### Learning outcome

The learner will:

LO2 be able to prepare a pedestrian-controlled mower.

### Assessment criteria

The learner can:

AC2.1 select Personal Protective Equipment (PPE) for using a pedestrian-controlled mower

AC2.2 carry out visual check and routine maintenance

AC2.3 report on the condition of the pedestrian-controlled mower

AC2.4 carry out pre-start checks of pedestrian-controlled mower

AC2.5 adjust the height of cut of pedestrian-controlled mower.

## **Range**

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

Steel capped boots, non snag clothing, gloves, face shield (rotary), ear protection.

### **Visual check**

Petrol-engined rotary, cylinder or reciprocating knife mower in good working order.

### **Pre-start checks**

Defined in operator manual.

---

## **Learning outcome**

The learner will:

LO3 be able to use a pedestrian-controlled mower.

## **Assessment criteria**

The learner can:

AC3.1 assess work area and ensure it is safe for activity

AC3.2 select Personal Protective Equipment (PPE) to be used when operating pedestrian-controlled mower

AC3.3 check initial cut and make adjustments

AC3.4 mow area using a pedestrian-controlled mower

AC3.5 carry out post-use maintenance of the pedestrian-controlled mower

AC3.6 dispose of waste in line with organisational requirements.

## **Unit 238**

# **Mow turf using a pedestrian-controlled mower**

## Supporting information

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 239

## Use a pedestrian controlled rotary cultivator

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

---

### Learning outcome

The learner will:

LO1 know the purpose of using a pedestrian-controlled rotary cultivator to cultivate soil.

### Assessment criteria

The learner can:

AC1.1 state uses of a pedestrian controlled rotary cultivator

AC1.2 state effects caused by inappropriate use of a pedestrian-controlled rotary cultivator.

---

### Learning outcome

The learner will:

LO2 be able to prepare a pedestrian controlled rotary cultivator to cultivate soil.

### Assessment criteria

The learner can:

AC2.1 carry out visual checks of the rotary cultivator

AC2.2 carry out pre-start checks on the rotary cultivator

AC2.3 report on the condition of the rotary cultivator

AC2.4 adjust the working depth of the rotary cultivator.

### Range

**Pre-start checks**

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

---

**Learning outcome**

The learner will:

LO3 be able to use a pedestrian controlled rotary cultivator to cultivate soil.

**Assessment criteria**

The learner can:

AC3.1 assess work area and ensure it is safe for activity

AC3.2 select Personal Protective Equipment (PPE) for using a pedestrian controlled cultivator

AC3.3 cultivate an area using a pedestrian controlled cultivator

AC3.4 carry out post maintenance of the machine.

## **Unit 239**

# **Use a pedestrian controlled rotary cultivator**

## Supporting information

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 240

## Identify plants by botanical name

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

---

### Learning outcome

The learner will:

LO1 know how to identify plants using botanical names.

### Assessment criteria

The learner can:

AC1.1 state the reasons for knowing botanic names of plants when identifying them

AC1.2 define the term genus

AC1.3 define the term species

AC1.4 define the term cultivar

AC1.5 define the term variety

AC1.6 define the term common name

---

### Learning outcome

The learner will:

LO2 be able to identify plants by botanical name.

### Assessment criteria

The learner can:

AC2.1 identify plants from distinct groups using botanical names.

### Range

#### Distinct groups

Trees; shrubs; herbaceous perennials; annuals/biennials; weeds, aquatic, alpiners, conifers, ornamental grasses, indoor plants, bedding, patio and hanging basket plants.

## **Unit 240**

## **Identify plants by botanical name Identify plants by botanical name**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 241

## Identify damage caused by plant pests

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

---

### Learning outcome

The learner will:

LO1 know about plant pests

### Assessment criteria

The learner can:

AC1.1 list the main groups of plant pests

AC1.2 state how each of the main plant pest groups causes damage to plants

AC1.3 describe the symptoms of pest damage.

---

### Learning outcome

The learner will:

LO2 be able to identify damage caused by plant pests.

### Assessment criteria

The learner can:

AC2.1 identify damage caused by plant pests

AC2.2 identify the plant pest causing damage by common name.

## **Unit 241**

# **Identify damage caused by plant pests**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 242

## Identify plant diseases and disorders

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

---

### Learning outcome

The learner will:

LO1 know about diseases and disorders of plants

### Assessment criteria

The learner can:

AC1.1 define the term 'plant disease'

AC1.2 define the term 'plant disorder'

AC1.3 explain the importance of knowing about plant diseases and disorders

AC1.4 describe symptoms of common plant diseases and disorders.

---

### Learning outcome

The learner will:

LO2 be able to identify diseases and disorders of plants by common name.

### Assessment criteria

The learner can:

AC2.1 identify diseases and disorders using common names.

## **Unit 242**

# **Identify plant diseases and disorders**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 243

## Carry out a site survey in two dimensions

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

---

### Learning outcome

The learner will:

LO1 understand the reasons for carrying out a site survey.

### Assessment criteria

The learner can:

AC1.1 explain the importance of surveying all relevant dimensional factors

AC1.2 explain the importance of accuracy in site surveying.

---

### Learning outcome

The learner will:

LO2 be able to select equipment for site surveying.

### Assessment criteria

The learner can:

AC2.1 select suitable equipment for a site survey in two dimensions

AC2.2 check the safety and condition of equipment.

### Range

#### Equipment

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

---

## **Learning outcome**

The learner will:

LO3 be able to survey a site in two dimensions.

## **Assessment criteria**

The learner can:

AC3.1 set out the base lines for a site survey

AC3.2 take survey measurements of the site.

---

## **Learning outcome**

The learner will:

LO4 be able to record and sketch survey information.

## **Assessment criteria**

The learner can:

AC4.1 record measurements using a recognised method

AC4.2 create a sketch of the site to ensure that the booked measurements can be easily transferred.

## **Range**

### **Recognised method**

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

---

## **Learning outcome**

The learner will:

LO5 be able to assess other relevant site information.

## **Assessment criteria**

The learner can:

AC5.1 record on-site details

AC5.2 record off-site details.

## **Range**

### **On-site details**

Orientation/aspect, main access, photograph areas of shade/sun, presence of services.

### **Off-site details**

Views, noise, shade

---

## **Unit 243**

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

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 244

## Draw up a two dimensional site survey

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

---

### Learning outcome

The learner will:

LO1 Understand the requirements of a site survey plan.

### Assessment criteria

The learner can:

AC1.1 explain the importance of following recognised conventions in a site survey plan

AC1.2 explain the importance of accuracy in drawing a site survey plan.

### Range

#### Importance of following recognised conventions

For understanding others, customers, contractors, designers.

---

### Learning outcome

The learner will:

LO2 be able to prepare for drawing up a two-dimensional site survey.

### Assessment criteria

The learner can:

AC2.1 select materials for drawing a two-dimensional site survey

AC2.2 prepare drawing table for drawing a two-dimensional site survey.

## **Range**

### **Materials**

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

---

## **Learning outcome**

The learner will:

LO3 be able to draw up a two-dimensional site survey using an appropriate scale

## **Assessment criteria**

The learner can:

AC3.1 use a suitable scale for the survey plan

AC3.2 orientate the drawing appropriately

AC3.3 use recognised methods to draw up the survey

AC3.4 use recognised conventions to show features on the drawing.

## **Range**

### **Recognised methods**

Surveyors sketch book, drawings.

## **Unit 244**

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

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 245

## Lay out plants for planting

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

---

### Learning outcome

The learner will:

LO1 understand the importance of positioning and spacing of plants.

### Assessment criteria

The learner can:

AC1.1 explain the importance of knowing the eventual dimensions of plants to ensure correct spacing

AC1.2 state the purpose of positioning and spacing plants in a planting scheme

AC1.3 describe conditions required for effective establishments of plants.

---

### Learning outcome

The learner will:

LO2 be able to prepare a suitable area for planting.

### Assessment criteria

The learner can:

AC2.1 assess the area for planting

AC2.2 prepare an area for planting.

---

## **Learning outcome**

The learner will:

LO3 be able to select plants for planting.

## **Assessment criteria**

The learner can:

AC3.1 select plants for the area to be planted

AC3.2 check health and condition of plants.

## **Range**

### **Plants**

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

---

## **Learning outcome**

The learner will:

LO4 be able to place and position plants correctly.

## **Assessment criteria**

The learner can:

AC4.1 position plants in a suitable layout for the area

## **Unit 245**

## **Lay out plants for planting Lay out plants for planting**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 246

## Design a contemporary style garden

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

---

### Learning outcome

The learner will:

LO1 understand the principles of garden design

### Assessment criteria

The learner can:

AC1.1 define the principles of garden design

AC1.2 explain how to apply the principles of garden design to a contemporary garden

AC1.3 describe how all of the elements are used to create a contemporary garden style

### Range

#### Principles

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

---

### Learning outcome

The learner will:

LO2 know what a contemporary garden is.

### Assessment criteria

The learner can:

AC2.1 define the word contemporary in terms of garden design

AC2.2 identify components that characterise a contemporary garden.

---

## **Learning outcome**

The learner will:

LO3 be able to produce a design for a contemporary garden.

## **Assessment criteria**

The learner can:

AC3.1 produce a scale plan in the context of a contemporary garden.

## **Unit 246**

# **Design a contemporary style garden**

## **Supporting information**

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 247

## Design a garden in a historical context

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

---

### Learning outcome

The learner will:

LO1 understand the principles of garden design.

### Assessment criteria

The learner can:

AC1.1 define the principles of garden design

AC1.2 explain how to apply the principles of garden design to a design for a historical garden.

### Range

#### Principles

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

---

### Learning outcome

The learner will:

LO2 know about historical gardens.

### Assessment criteria

The learner can:

AC2.1 identify historical garden styles

AC2.2 identify components that characterise a historical garden

AC2.3 describe how elements are used to create a historical garden style.

## **Range**

### **Historical garden styles**

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

### **Components**

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

---

## **Learning outcome**

The learner will:

LO3 be able to produce a design for a historical garden

## **Assessment criteria**

The learner can:

AC3.1 produce a scale plan in context of a historical garden.

## **Unit 247**

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

## Supporting information

### **Evidence requirements**

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

### **Special considerations**

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

## Unit 248

## Produce a basic garden design

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

---

### Learning outcome

The learner will:

LO1 know the requirements of a garden design.

### Assessment criteria

The learner can:

AC1.1 state the purpose of a garden design

AC1.2 define the principles of garden design

AC1.3 state what information needs to be included in the garden design.

### Range

#### Principles

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

---

### Learning outcome

The learner will:

LO2 be able to prepare a garden design.

### Assessment criteria

The learner can:

AC2.1 develop ideas to produce a garden design to a given brief

AC2.2 identify areas of planting, and hard landscape features within a plan

AC2.3 produce a garden design containing specified elements.

**Range**

**Specified elements**

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

## **Unit 248**

## **Produce a basic garden design Produce a basic garden design**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 249

## Produce a planting plan

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

---

### Learning outcome

The learner will:

LO1 understand the principles of a planting design.

### Assessment criteria

The learner can:

AC1.1 state characteristics that will influence selection of plants

AC1.2 explain the importance of using complementary plants effectively in a planting plan

AC1.3 explain the importance of positioning and grouping plants appropriately when planting

AC1.4 explain the importance of using full botanical names when identifying plants.

### Range

#### Characteristics

Foliage, flower, colourful stems, scent, berries.

---

### Learning outcome

The learner will:

LO2 be able to produce a planting plan for a section of garden

### Assessment criteria

The learner can:

AC2.1 research plants to be included in a planting plan for a section of garden

AC2.2 produce a planting plan for a section of garden.

**Range**

**Research**

Details of height, spread, decorative merits, preferred growing

## **Unit 249**

## **Produce a planting plan**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 250

## Design a show garden

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

---

### Learning outcome

The learner will:

LO1 know how to interpret a garden brief

### Assessment criteria

The learner can:

AC1.1 state the purpose of a design brief

AC1.2 interpret a design brief

AC1.3 produce preliminary sketches.

---

### Learning outcome

The learner will:

LO2 be able to produce documentation required to submit a scale plan for a show garden.

### Assessment criteria

The learner can:

AC2.1 produce a scale plan from a sketch for a show garden

AC2.2 complete a hazard and risk assessment

AC2.3 produce approximate costing's for the build.

---

### Learning outcome

The learner will:

LO3 be able to produce a 3D drawing of a garden design.

### **Assessment criteria**

The learner can:

AC3.1 produce a 3D sketch the garden design

---

### **Learning outcome**

The learner will:

LO4 be able to produce documentation required to submit a design for a show garden.

### **Assessment criteria**

The learner can:

AC4.1 identify the documentation required when submitting an application for a show garden

AC4.2 complete the documentation required for submission

AC4.3 produce a plan for breakdown and disposal.

## Unit 250

## Design a show garden Design a show garden

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

## Unit 251

## Propagate by budding

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

---

### Learning outcome

The learner will:

LO1 understand the process of propagating by budding.

### Assessment criteria

The learner can:

AC1.1 state reasons for propagating by budding

AC1.2 explain the importance of making accurate cuts to rootstock and scion to ensure good cambium contact

AC1.3 explain the importance of good hygiene during the process

AC1.4 describe post propagation aftercare.

### Range

#### Importance

Absence of air; clean and hygienic.

#### Post-propagation aftercare

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

---

### Learning outcome

The learner will:

LO2 be able to prepare rootstocks.

## **Assessment criteria**

The learner can:

AC2.1 select Personal Protective Equipment (PPE) to be used when preparing rootstocks

AC2.2 select tools and equipment to be used when preparing rootstocks

AC2.3 prepare rootstocks.

## **Range**

### **Tools and equipment**

Budding knife, secateurs; sharpening stone.

---

## **Learning outcome**

The learner will:

LO3 be able to prepare scion material.

## **Assessment criteria**

The learner can:

AC3.1 select Personal Protective Equipment (PPE) to be used when preparing scion material

AC3.2 prepare scion material using appropriate tools and equipment

AC3.3 prepare appropriate scion material for budding.

## **Range**

### **Tools and equipment**

Budding knife, secateurs.

---

## **Learning outcome**

The learner will:

LO4 be able to bud.

## **Assessment criteria**

The learner can:

AC4.1 make appropriate cuts to the scion

AC4.2 make appropriate cuts to the rootstocks

AC4.3 match scion and root stock cambiums

AC4.4 tie the scion to the rootstock

AC4.5 secure bud with tie or patch.

## **Unit 251**

## **Propagate by buddingPropagate by budding**

### Supporting information

#### **Evidence requirements**

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

#### **Special considerations**

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

### Relationships to other qualifications

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

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

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

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre document library** on **www.cityandguilds.com** or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: When and how applications need to be made to City & Guilds**

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **Contact us** section of the City & Guilds website.

## City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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