



**Technical and Vocational Education and Training (TVET) Council**



**Occupational Standards  
of Competence**

**Amenity Horticulture**

**Level 1**

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# **Qualification Overview**

**NVQB**

**in**

**AMENITY HORTICULTURE**

**Level 1**

## Qualification Overview

### Who the qualification is for

This qualification is for anyone assisting amenity horticulture activities for example:

- Landscape
- Grounds man
- Nursery Assistant
- Gardener
- Golf course worker 1
- Greenhouse Assistant
- Sports Turf Assistant
- Recreational Area Assistants – to include Parks, Amenity Areas, Beaches and Waterscapes and Nature Trails
- Certain Categories of farm workers
- Plant Shop Assistants

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

### How it is structured

The qualification requires the candidate to complete **six** units – three mandatory and **three** from a group of **nine** optional units. This structure is intended to reflect the mix of activities surrounding the core of Amenity horticulture in the industry.

### What it covers

The mandatory units cover:

- Best practice in planting, establishing and maintaining plants
- Developing and improving personal performance
- Health and Safety
- Maintaining effective working relationships

The optional units cover:

- Transporting Supplies
- Maintaining grass surfaces
- Maintaining Structures and Surfaces
- Equipment Maintenance
- Propagation of Plants Sexually and asexually
- Harvesting plants
- Identifying and Controlling pests and diseases
- Preparation of growing media

### **Evidence**

Each job area will generate for the candidate a combination of “rough instructions”, verbal or written to specify and possibly create some form of output which will, as a result of the processes involved provide valuable evidence of performance. To support the claim to competence it may be worthwhile to ask candidates to retain if possible intermediate output and even rejected output as the process shows competence as much as the final output. If the materials produced are for a real customer and purpose, and normal assessment rules apply, candidates could be working in the voluntary sector, education or training environment.

There are however, some elements of competence where evidence must be generated in real work.

Where elements require the input of a real customer, an individual need not be working for a third party as long as there is a normal client-supplier relationship that need not imply paid work. As always the individual element and evidence requirements amplify the actual evidence required.

A person capable of achieving this qualification will typically have at least six months experience in amenity horticulture activity. There may be general as well as specific legislation and statute relating to this area of work. Candidates will be expected to understand how the legislation impacts on their organization together with any organization’s regulations and to be able to interpret and advise their colleagues and other users of the importance of this.

### **Range**

This statement of competence reflects the wide range of assisting horticulture activities. As the Standards are written to be independent of any one organization we have developed unit and key word descriptors to show by example what is meant. These standards focus on Horticulture activities related to planting, establishing and maintaining plants under supervision. The nature and scope of implementation of these standards are so diverse we offer a few examples of job roles and some guidance on the nature of evidence, which may be collected as a consequence of workplace activities.

**APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

**AMENITY HORTICULTURE – LEVEL 1 -**

**NVQB Horticulture Level 1**

To achieve the full award, candidates must complete **six (6)** units in total made up of **three (3)** mandatory units plus any **three (3)** of the optional units.

<b>Mandatory Units</b>	<b>TVETC Number</b>
<b>1 Maintain Safe and Effective Working Practices</b>	<b>U03801</b>
1.1 Maintain the safety of self and others in the workplace	
1.2 Maintain effective working relationships with others	
1.3 Maintain and develop personal performance	
<b>2 Assist with Planting and Establishing Plants</b>	<b>U03901</b>
2.1 Assist with Planting	
2.2 Assist with Establishing Plants after Planting	
<b>3 Assist with Maintaining Plants</b>	<b>U04001</b>
3.1 Assist with Maintaining the Health of Plants	
3.2 Assist with Controlling Unwanted Plants	
 <b>Optional Units</b>	
<b>4 Transport Supplies of physical Resources within the Work Area</b>	<b>U04101</b>
4.1 Load and Unload Physical Resources	
4.2 Transport Physical Resources within the Work Area	
<b>5 Assist with the Maintenance of Grass Surfaces</b>	<b>U04201</b>
5.1 Assist with the maintenance of grass surfaces	
<b>6 Assist with the Maintaining Structures and Surfaces</b>	<b>U04301</b>
6.1 Assist with maintaining structures and surfaces	
<b>7 Assist with the Maintenance of Equipment</b>	<b>U04401</b>
7.1 Assist with Preparing Equipment for Maintenance	
7.2 Assist with Maintenance Procedures	

<b>Optional Units (Cont'd)</b>	<b>TVETC Number</b>
<b>8 Assist with the Vegetative Propagation of Plants</b>	<b>U04501</b>
8.1 Assist with collecting propagation material	
8.2 Assist with preparing propagation material	
8.3 Assist with establishing propagation material in a growing environment	
<b>9 Assist with the Propagation of Plants from Seed</b>	<b>U04601</b>
9.1 Assist with preparing for propagation from seed	
9.2 Assist with sowing seed	
<b>10 Assist with Harvesting, Collecting and Preparing Crops</b>	<b>U04701</b>
10.1 Assist with harvesting or collecting crops	
10.2 Assist with preparing crops	
<b>11 Assist with Identifying the Presence of, And Controlling Common Pests and Diseases</b>	<b>U04801</b>
11.1 Identify the Presence of Common Pests and Diseases	
11.2 Assist with Controlling Common Pests and Diseases	
<b>12 Assist with Preparation of Growing Media</b>	<b>U04901</b>
12.1 Assist with making materials ready for the preparation of growing media	
12.2 Assist with preparation of growing media	
<b>13 Assist in Preparing and Maintaining a Cricket Pitch</b>	<b>U05001</b>
13.1 Assist in Preparing a Cricket Pitch	
13.2 Assist in Maintaining a Cricket Pitch	

It is envisaged that only in exceptional circumstances will a candidate meet the requirements of this qualification with less than six months relevant experience.



**U03801: Maintain safe and effective working practices**

## Unit Descriptor:

The unit is about individuals taking responsibility for how they function against the health and safety standards. It focuses on whether or not they are able to work effectively and efficiently with colleagues and supervisors, highlighting the need for individuals to take some responsibility for developing themselves within their workplace.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |      |  |
|----|---|------|--|
| 1. | Maintain the safety of self and others in the workplace | 1.1  | Work according to training and instructions so that the health and safety of yourself and others is not put at risk.                             |
|    |   | 1.2  | Wear the personal protective equipment assessed as being needed for the work you are doing.  |
|    |   | 1.3  | Use approved methods and handling equipment when moving and lifting items.   |
|    |   | 1.4  | Use appropriate equipment and materials safely and correctly.  |
|    |   | 1.5  | Return equipment and materials to designated storage when not in use.  |
|    |   | 1.6  | Keep the immediate work area tidy and as free from hazards as possible.  |
|    |   | 1.7  | Dispose of <b>waste</b> safely and correctly in a designated area.   |
|    |   | 1.8  | Perform your work in a manner which minimizes environmental damage.  |
|    |   | 1.9  | Contribute to the improvement of environmental work practices.   |
|    |   | 1.10 | Report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger. |

- 
- |    |  |   |   |
|----|--|---|---|
|    | 1.11   | Carry out all work in an organized and efficient manner in accordance with organizational procedures. |   |
| 2. | Maintain effective working relationships with others | 2.1   | Maintain appropriate and effective working relationships with <b>others</b> .   |
|    |  | 2.2   | Carry out activities requiring co-operation with <b>others</b> in accordance with required procedures.  |
|    |  | 2.3   | Deal with disagreements effectively in an appropriate manner.   |
|    |  | 2.4   | Communicate clearly and in a manner which promotes effective working relationships.   |
|    |  | 2.5   | Forward any messages to the correct person within suitable timescales.  |
|    |  | 2.6   | Carry out all work in an organized and efficient manner in accordance with organizational procedures.   |
| 3. | Maintain and develop personal performance            | 3.1   | Achieve responsibilities for tasks and activities in accordance with organizational requirements, whether working alone or as part of a team. |
|    |  | 3.2   | Seek advice from the appropriate person if further clarification is required concerning specific tasks.                                       |
|    |  | 3.3   | Review <b>personal performance</b> and <b>development</b> with the appropriate person at suitable times.                                      |
|    |  | 3.4   | Carry out all work in an organized and efficient manner in accordance with organizational procedures.   |

**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Maintain the safety of self and others in the workplace

- A.** Dispose of the following types of **waste: (at least 1 each)**
  - (i) hazardous
  - (ii) non-hazardous
  
- B.** Use the following equipment: **(at least 4)**
  - (i) ear, eye (and chemical) protection
  - (ii) gloves
  - (iii) footwear
  - (iv) respirator
  - (v) safety harness
  - (vi) protective clothing and headgear
  
- C.** Maintenance tools:
  - (i) hand-held tools **(at least 3)**
  - (ii) powered equipment **(and/or at least 1)**

Element 2: Maintain effective working relationships with others

- D.** Maintain effective working relationships with **others: (at least 2)**
  - (i) colleagues
  - (ii) supervisors
  - (iii) third party e.g. customers

Element 3: Maintain and develop personal performance

- E.** Review **personal performance** in relation to
  - (i) productivity
  - (ii) quality of work

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The risks to health and safety and the measures to be taken to control those risks in your area of work.
2. Your general duties under the relevant health and safety legislation and organisational procedures.
3. What personal protective equipment and clothing should be worn and how it is cared for.
4. The importance of using safe lifting techniques. The correct and safe way to use materials and equipment required for your work.
5. Safe methods and areas for storage of equipment and materials.
6. The importance of good housekeeping in the workplace.
7. Safe disposal methods for waste.
8. Methods for minimizing environmental damage during work.
9. Why accidents, incidents and problems should be reported and the appropriate action taken.
10. Procedures for different types of emergencies relevant to the industry in which you are working.
11. Hazards in the industry.
12. Good environmental practices in the workplace.
13. Environmental issues relevant to the industry.
14. Reasons why effective working relationships are important.
15. Methods of working effectively with others.
16. Methods for dealing with disagreements within the workplace.
17. Levels of responsibility in relation to dealing with disagreements.
18. Methods of communicating effectively.
19. The reasons why effective communication is important.
20. Communication procedures, systems and technology relevant to the industry.
21. Industry expectations of conduct, presentation and work performance (including quality and productivity).
22. Appropriate behaviour relating to anti-discrimination and sexual harassment.

23. Tasks and activities for which the individual is responsible.
24. Who to go to for further clarification in relation to specific tasks and activities.
25. The importance of seeking further clarification where this is required and the risks involved in not obtaining such advice.
26. Reasons why personal progress should be reviewed.
27. Industry employment terms and conditions and career pathways.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that the required items in the range have been covered by your evidence.
- Show **one (1)** example of each **hazardous and non hazardous waste** for **range of A** has been covered by **performance** evidence.
- Show that **three (3)** examples of **hand-held tools** and/or **one (1)** example of **powered equipment** have been covered by your **performance** evidence.
- Demonstrate **performance criteria 1.1 – 1.7** on at least **two (2)** occasions.
- Provide supplementary evidence if performance evidence for PCs 1. **8 – 1.11** is not available (**at least one (1) occasion**)
- Provide supplementary evidence if performance evidence for PCs 2.1 – 2. 6 is not available on at least one (1) occasion.
- Produce product evidence to satisfy element 3 **performance criterion 3.1** on at **least two (2) occasions**.
- Demonstrate **performance criterion 3.4 in element 3** on at **least two (2) occasions**.
- Provide supplementary evidence if performance evidence for 3.2 and 3. 3 in element 3 is not available on at least **one (1)** occasion.

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and the people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least one (1) occasion.

**(4) Typical Work Activities**

Element 1: Maintain the safety of self and others in the workplace

- Operating hand-held and walk-behind (mechanical/manual) equipment.
- Transporting equipment and materials.
- Pre-maintenance routines/pre-operational checks; i.e. equipment set-up.
- End of work routines e.g. safe storage of equipment and safe disposal of waste.
- Completing organisational incident recording documentation.

Element 2: Maintain effective working relationships with others

- Assisting with planting and establishing plants.
- Assist with maintaining plants.
- Assisting with the maintenance of grass surfaces.
- Assisting with maintaining structure and surfaces.

Element 3: Maintain and develop personal performance

- Participating in performance appraisal sessions.
- Participating in feedback from customers e.g. customer satisfaction surveys.

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence.*

**Element 1: Maintain the safety of self and others in the workplace**

- Observations of you working over a period of time:
  - working safely i.e. protecting self, other and the environment e.g. effectively using personal protective equipment appropriate to the task.
  - following equipment operating instructions.
  - completing pre-occupational checks
- Completed incident logs.

**Element 2: Maintain effective working relationships with others**

- Observations of you working relationships with other people.
  - maintaining good working relationships with other people
  - communicating effectively with others
  - seeking assistance when required
- Records of requests for assistance.
- Records of work problems you reported to colleagues.
- Recent performance appraisal (or persons working for an organisation).
- Recent client portfolio (for self-employed persons).

**Element 3: Maintain and develop personal performance**

- Performance appraisal documents
- Client/candidate portfolios (especially for self employed persons)
- Client/candidate documented feedback

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

Element 1: Maintain the safety of self and others in the workplace

- how you ensure that your working practices were safe and did not endanger self, others and the environment.
- why it is important to report incidents to the relevant organisational authority.

Element 2: Maintain effective working relationships with others

- the factors you take into account when you request assistance from colleagues.
- the factors you take into account when selecting methods of communication.
- how you respond to requests from colleagues.
- why and how you clarify any unclear information and instructions.
- how you meet commitments to colleagues.

Element 3: Maintain and develop personal performance

- how you identified your strengths and weaknesses, including feedback from others
- why personal progress review is important to your development.
- how you used information on progress to improve performance

*Witness testimony:*

- Statements from people who are able to comment on your work.



## U03901: Assist with planting and establishing plants

### Unit Descriptor:

This unit is about assisting with planting and carrying out the necessary steps to establish the plants immediately afterwards. Plants may be, for example, seeds, lawn, turf, grass, seedlings, transplants or advances nursery stock.

ELEMENT	PERFORMANCE CRITERIA
1. Assist with planting	<p><i>To be competent you must achieve the following:</i></p> <ul style="list-style-type: none"> <li>1.1 Get the necessary tools, materials and any personal protective equipment for the job.</li> <li>1.2 Use the tools, materials and any personal equipment safely and correctly.</li> <li>1.3 Carry out any necessary preparation of the planting medium according to instructions.</li> <li>1.4 Transport the plants as instructed.</li> <li>1.5 Keep the plants in a suitable condition before planting.</li> <li>1.6 Check the condition of the plants and report any problems as instructed</li> <li>1.7 Carry out planting as instructed.</li> <li>1.8 <b>Position the plants</b> correctly and according to instructions.</li> <li>1.9 Maintain the health and safety of yourself and others at all times.</li> <li>1.10 Report any problems as soon as possible</li> <li>1.11 Maintain tools and equipment in a clean and serviceable condition</li> <li>1.12 Store tools, materials and equipment properly after use.</li> </ul>

2. Assist with Establishing Plants after Planting
- 2.1 Get the necessary tools, materials and any personal protective equipment ready for the job.
  - 2.2 Use the tools, materials and any personal protective equipment safely and correctly.
  - 2.3 Provide **protection** and any labeling to the plants as instructed.
  - 2.4 Provide the plants with the necessary moisture.
  - 2.5 Maintain the health and safety of yourself and others at all times.
  - 2.6 Clean the tools and equipment correctly after use.
  - 2.7 Store tools, personal protective equipment and materials properly.
  - 2.8 Report any problems as soon as possible.

**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Assist with planting

**A. Position the plants** with the correct:

- (i) spacing
- (ii) depth
- (iii) orientation

Element 2: Assist with establishing plants after planting

**B. Provide one (1) of the following types of protection** to plants:

- (i) support
- (ii) shelter

## UNDERPINNING KNOWLEDGE AND SKILLS

1. The common types of plants routinely used in the specified operation.
2. How to transport plants.
3. How and why to keep plants in a suitable condition before planting.
4. The types of tools, materials and personal protective equipment required for the job.
5. How to get tools and materials ready for the job.
6. How to prepare the planting medium for the job.
7. How planting is carried out and what the results should look like.
8. How to use and store tools, materials and personal protective equipment correctly.
9. How to maintain the health and safety of yourself and others.
10. Which problems should be reported, when and to whom?
11. How and why to clean tools and how to report defects.
12. How to identify a healthy plant.
13. The types of tools, materials and personal protective equipment to use.
14. The types of plant protection which are used and labeling which is required.
15. How to maintain the health and safety of yourself and others .
16. How and why to clean tools and equipment.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that the required items in the range have been covered by your evidence.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**

- Provide supplementary evidence where your performance evidence is insufficient or has not clearly shown that you possess all the knowledge and understanding required for this element.
- Demonstrate or produce product evidence to satisfy **performance criteria 1.1 – 1.5, 1.7 – 1.9 & 1.11 –1.12** on at **least two (2) occasions**.
- Provide supplementary evidence if performance evidence for **performance criteria 1.6 & 1.10** is not available (**on at least one (1) occasion**).
- Demonstrate or produce product evidence to satisfy **performance criteria 2.1 – 2.7** on at **least two (2) occasions**.
- Provide supplementary evidence if performance evidence for **performance criterion 2.8** is not available **on at least one (1) occasion**.

## **(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

## **(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1) occasion**.

**(4) Typical Work Activities**

- Assisting with planting
- Assisting with establishing plants after planting

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observation by your assessor

**Element 1: Assist with planting**

- selecting materials for planting
- selecting/preparing, planting/growing media
- preparing planting material for planting (washing, dipping or trimming)
- correctly inserting planting material in media
- using both manual and mechanical equipment safely and in accordance with manufacturer's specifications
- using the appropriate equipment e.g. personal protective equipment and appropriate signage
- safely disposing of waste
- Incident logs and reports

**Element 2: Assist with establishing plants after planting**

- irrigating plants
- ensuring the correct humidity and shade
- using both manual and mechanical equipment safely and in accordance with manufacturer's specifications
- using the appropriate equipment e.g. personal protective equipment and appropriate signage
- safely disposing of waste
- Completed incident logs and reports

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

**Element 1: Assist with planting**

- how you ensured that you select the correct type of planting material
- how you select the appropriate planting media
- use the equipment safely and in accordance with manufacturer's specifications
- how you minimized damage to planting material

**Element 2: Assist with establishing plants after planting**

- how you ensured that the appropriate humidity and shade are provided
- how you use the equipment safely and in accordance with manufacturer's specifications

*Witness testimony:*

- Statements from people who are able to comment on your work.

**U04001: Assist with maintaining plants**

## Unit Descriptor:

This unit is about assisting with maintaining healthy plant growth. The equipment used in the unit may include clearing saws, brush cutters, trimmers, hand tools and personal protective equipment. This unit does not include coppicing i.e. cutting-back or the use of pesticides

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<i>To be competent you must achieve the following:</i>
1. Assist with maintaining the health of plants	1.1 Get the necessary tools, materials and personal protective equipment ready for the job.
	1.2 Use the correct methods to <b>maintain the health of plants</b> as instructed.
	1.3 Use the tools, materials and personal protective equipment safely and correctly.
	1.4 Check the condition of the plants and report any problems as instructed.
	1.5 Maintain the health and safety of yourself and others at all times.
	1.6 Maintain hygiene according to instructions.
	1.7 Leave the work area in a safe and suitable condition.
	1.8 Clean the tools and equipment after use.
	1.9 Store the tools, materials and personal protective equipment properly.
	1.10 Dispose of waste safely and correctly
2. Assist with controlling unwanted plants	2.1 Get the necessary tools, materials and personal protective equipment ready for the job.



- 2.2 Use the correct methods to **control unwanted vegetation** as instructed.
- 2.3 Use tools, materials and personal protective equipment safely and correctly.
- 2.4 Report any problems to the correct person as soon as possible.
- 2.5 Maintain the health and safety of yourself and others at all times.
- 2.6 Leave the work area in a safe and suitable condition.
- 2.7 Clean and store the tools and equipment properly after use.
- 2.8 Dispose of waste safely and correctly.

**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Assist with maintaining the health of plants

**A. Maintain the health of plants in two (2) of the following ways:**

- (i) using a mulch
- (ii) applying a fertilizer
- (iii) applying a material to prevent moisture loss
- (iv) watering
- (v) maintaining the correct spacing
- (vi) observing and reporting problems with plants
- (vii) pruning

Element 2: Assist with controlling unwanted plants

**B. Control unwanted vegetation due to two (2) of the following:**

- (i) excessive growth
- (ii) competing vegetation
- (iii) hazardous vegetation

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The reasons for maintaining healthy plant growth.
2. The types of tools, materials and personal protective equipment you use for different jobs.
3. How to get tools and materials ready for the job.
4. How maintaining healthy plant growth is achieved and what the results should look like.
5. How to use and store tools and materials correctly.
6. How to maintain your own and others health and safety.
7. How to maintain hygiene according to the needs of the industry in which you are working.
8. Which problems should be reported, when and to whom?
9. How and why to clean and maintain tools and equipment.
10. Identify, by common name (not necessarily botanical Latin name), wanted and unwanted plants which are relevant to your site of work.
11. How to deal with accidental damage to plants.
12. How to dispose of waste safely and correctly.
13. The unwanted plants that requires controlling and the non-target plants.
14. The problems which may occur if unwanted plants are not controlled.
15. How to use tools, materials and personal protective equipment.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that the required items in the range have been covered by your evidence.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Provide supplementary evidence where your performance evidence is insufficient or has not clearly shown that you possess all the knowledge and understanding required for this element.
- Demonstrate or produce product evidence to satisfy **performance criteria 1.1 –1. 5, 1.7 – 1. 9 & 1. 11 – 1. 12** on at **least two (2) occasions.**
- Provide supplementary evidence if performance evidence for **performance criteria 1.6 & 1.10** is not available (on at least one (1) occasion).
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is not acceptable for this unit.**
- Demonstrate or produce product evidence to satisfy **performance criteria 2.1 – 2.7** on at **least two (2) occasions.**
- Provide supplementary evidence if performance evidence for **performance criterion 2.8** is not available on at least **one (1)** occasion.

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- testimonials from clients
- evaluation of products of work
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Assisting with maintaining the health of plants:
  - fertilising
  - irrigating
  - mulching e.g. grass, plastic and saw dust

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observation by your assessor of you maintaining the health of plants as follows:
  - fertilising
  - irrigating
  - mulching
  - weeding

- Observation by your assessor of you: *(Also applies to element 2)*
  - using tools in accordance with organisational/manufacture's specifications
  - using the appropriate equipment e.g. personal protective equipment and appropriate signage
  - using the appropriate health and safety equipment
  - safely disposing of waste
- Completed incident/report logs

### **Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

Element 1: Assist with maintaining the health of plants

- how you identify plant ill health
- how you identify weeds
- how you ensure that appropriate amounts of moisture are provided and when it should be applied
- how you reduce the risk to other's health and safety while conducting maintenance activity
- the health and safety requirements relating to the maintenance of equipment
- how you identify which problems should be reported

Element 2: Assist with controlling unwanted plants

- how to identify unwanted plants
- how you deal with accidental damage to plants
- how you reduce the risk to other's health and safety while conducting maintenance activity
- the health and safety requirements relating the maintenance of equipment
- how you identify which problems should be reported

*Written testimony:*

- Statements from people who are able to comment on your work.

## U04101: Transport supplies of physical resources within the work area

Unit Descriptor:

This unit describes the loading, transportation and unloading of physical resources within the work area. Physical resources may be products, equipment, materials, liquids etc. The exact types of physical resources will depend on the setting within which you are working.

ELEMENT		PERFORMANCE CRITERIA	
<i>To be competent you must achieve the following:</i>			
1. Load and unload physical resources	1.1	Identify the <b>physical resources</b> requiring transportation.	
	1.2	Carry out lifting operations safely and consistent with current legislation and codes of practice.	
	1.3	Move heavy and bulky items using the correct lifting equipment, in accordance with instructions.	
	1.4	Position physical resources safely, securely and in a manner which protects them from damage and contamination.	
	1.5	Maintain health and safety according to relevant legislation and codes of practice.	
2. Transport physical resources within the work area	2.1	Operate transportation equipment safely in accordance with instructions and safety requirements.	
	2.2	Minimize damage through the appropriate maneuvers and use of the transportation.	
	2.3	Monitor the <b>physical resources</b> during transit and take the appropriate action for anything which becomes unsafe.	
	2.4	Maintain health and safety according to relevant legislation and codes of practice.	

**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Load and unload physical resources

**A.** Load and unload **two (2)** of the following **physical resources**:

- (i) products
- (ii) materials
- (iii) equipment

Element 2: Transport physical resources within the work area

**B.** Transport the following **physical resources: (at least 2)**

- (i) products
- (ii) materials
- (iii) equipment

**C.** Use **one (1)** of the following forms of transportation:

- (i) vehicle
- (ii) manual

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Reasons for, and methods of, labeling products and equipment for transportation.
2. Safe lifting techniques.
3. The correct use of lifting equipment and relevant legal restrictions on operation.
4. Loading and unloading requirements for manual and vehicular transportation.
5. Ways of securing products and equipment for transit in order to maintain safety and minimize damage.
6. Relevant methods of protecting resources from contamination.
7. Relevant methods of protecting products and equipment from adverse weather conditions.
8. Loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually.
9. Methods of the safe stacking of products.
10. Health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment minimizing environmental damage.



11. Correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment.
12. Ways of handling transportation equipment to minimize damage to physical resources in transit.
13. Ways of monitoring the condition of physical resources during transit.
14. Health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that **the required** items in the range have been covered by your evidence.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Provide supplementary evidence where your performance evidence is insufficient or has not clearly shown that you possess all the knowledge and understanding required for this element.
- Demonstrate **performance criteria 1.1 –1. 5** on at least **two (2)** occasions.
- Show that **two (2)** items from the **range of A** and **one (1)** item of the **range of B** have been covered by **performance evidence.**
- Show that **one (1)** item from range C has been covered
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is not acceptable for this unit.**
- Demonstrate **performance criteria 2.1, 2.2 & 2.4** on at least **two (2)** occasions.
- Provide supplementary evidence if performance evidence for **performance criterion 2. 3** is not available on at least one **(1)** occasion.

**(2) Methods of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Loading and unloading materials and physical resources
- Transporting materials and physical resources
- Transporting loads within the work area

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observations of you working over a period of time:
  - loading and unloading materials and physical resources safely i.e. protecting self, others and the environment e.g. effectively using personal protective equipment appropriate to the task
  - following loading and unloading specifications/instructions
  - observations of your working over a period of time safely transporting loads within the work area

**Examples of Supplementary Evidence**

- answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you ensure that your working practices were safe and did not endanger self, others and the environment.
- the ways of securing products and equipment for transit in order to maintain safety and minimise damage.
- how you monitored the condition of physical resources during transit.
- methods for stacking of products.

*Witness Testimony*

- Statements from people who are able to comment on your work.

**U04201: Assist with the maintenance of grass surfaces**

## Unit Descriptor:

This unit is about assisting with the maintenance of grass surfaces under close supervision. You will need to select, prepare and use tools and equipment (e.g. trimmers, walk behind powered equipment, pedestrian controlled mowers, edging irons, edging shears), check that the surface is in suitable condition for maintenance and carry out maintenance. The maintenance covered in this unit includes; mowing, edging and watering. The final height of the grass should be determined by organizational/operational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |      |  |
|----|---|------|--|
| 1. | Assist with the maintenance of grass surfaces | 1.1  | Select, prepare and use <b>tools and equipment</b> safely, efficiently and correctly.  |
|    |   | 1.2  | Make sure that conditions and the surface are suitable for maintenance and the type of <b>tools and equipment</b> you will be using. |
|    |   | 1.3  | Use <b>methods</b> for maintaining grass surfaces safely and in accordance with instructions.  |
|    |   | 1.4  | Carry out the work so that the grass height and edge trimmings meet requirements.  |
|    |   | 1.5  | Report any <b>problems</b> as soon as possible to the appropriate person.  |
|    |   | 1.6  | Minimize any damage to grass, other features, services and wildlife on the site.   |
|    |   | 1.7  | Dispose of grass cuttings correctly.   |
|    |   | 1.8  | Leave the site in a clean and tidy condition.  |
|    |   | 1.9  | Clean and store <b>tools and equipment</b> promptly and securely.  |
|    |   | 1.10 | Maintain the health and safety of yourself and others at all times.  |
|    |   | 1.11 | Carry out all work in an organized and efficient manner in accordance with organizational procedure.                                 |

**RANGE STATEMENT**

*You must cover the items below*

Element 1: Assists with the maintenance of grass surfaces

**A.** Select and use all of the following types of **tools and equipment**:

- (i) hand held tools (**at least 3**)
- (ii) pedestrian power e.g. lawn mower, aerator (**at least 1**)

**B.** Use **three (3)** of the following **methods** to maintain the grass:

- (i) mowing
- (ii) edging
- (iii) watering
- (iv) coring
- (v) verticutting
- (vi) weeding
- (vii) fertilizing

**C.** Identify **problems** associated with (**at least 2**):

- (i) physical damage to grass surface
- (ii) discoloration and/or spotting of stems/leaves
- (iii) wilting and drooping
- (iv) presence of weeds
- (v) chemical damage
- (vi) thatch accumulation
- (vii) pests

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The conditions that are appropriate for maintaining grass surfaces.
2. The correct tools and equipment for the work.
3. How to prepare and use the required tools and equipment safely and efficiently.
4. How to identify when the height of grass and finish of edges meet requirements.
5. How to dispose of grass cuttings.
6. The importance of cleaning and storing the tools and equipment promptly and securely.
7. The hazards and relevant legislation and codes of practice covering this area of work.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Produce evidence to show your assessor that you consistently meet **all** the performance criteria.
- Show that **the required** aspects of the **range** have been covered by your evidence.
- Show that **three (3)** examples of **handheld tools** and one **(1)** example of **powered tools equipment** have been covered by your **performance** evidence.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence to satisfy **performance criteria 1.1 –1. 4 & 1.6 – 1.11** on at **least two (2) occasions.**
- Provide supplementary evidence if performance evidence for **performance criterion 1.5** is not available on at least **one (1)** occasion.

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Assisting with the maintenance of grass surfaces:
  - mowing
  - edging and
  - watering
- Selecting the appropriate equipment.

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observation by your assessor of you maintaining grass surfaces by:
  - mowing
  - edging and
  - watering
- Records of problems reported
- Correct use of pre-operational performance checklists
- Completing post-operational performance checklists.

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you selected the correct tools for the activity
- how you identified problems with the grass surfaces
- the hazards and relevant legislation and codes of practice covering this area of work from others.

*Witness testimony:*

- Statements from people who are able to comment on your work.

**U04301: Assist with maintaining structures and surfaces**

Unit Descriptor:

This unit sets the standard for assisting with the maintenance of structures, e.g: walls and fences and surfaces, e.g: paths, roads, yards using manual and mechanical equipment and tools.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |      |  |
|----|---|------|--|
| 1. | Assist with the maintaining structures and surfaces | 1.1  | Correctly prepare the necessary tools and materials for the maintenance operation.           |
|    |   | 1.2  | Prepare the area for the work in a manner appropriate for the maintenance operation.         |
|    |   | 1.3  | Maintain structures and surfaces effectively and completely in accordance with instructions. |
|    |   | 1.4  | Use tools safely and correctly for the job in hand.  |
|    |   | 1.5  | Report any problems that arise without delay.  |
|    |   | 1.6  | Maintain the health and safety of yourself at all times.                                     |
|    |   | 1.7  | Handle and dispose of waste safely and correctly.  |
|    |   | 1.8  | Leave site in a safe condition.  |
|    |   | 1.9  | Clean tools in an appropriate manner.  |
|    |   | 1.10 | Store tools and materials  |



**RANGE STATEMENT**

You must cover the items below:

**A. Maintain structures and surfaces** using the following methods (**at least 2**):

- (i) rubbing down (sanding, scrubbing and wiping etc)
- (ii) painting and coating
- (iii) cleaning

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Why structures and surfaces need to be maintained.
2. The potential problems which may arise if maintenance is not carried out.
3. The tools and materials which are needed for different maintenance operations.
4. How to prepare tools and materials for the particular maintenance operation.
5. How to prepare structures and surfaces for the different maintenance operations.
6. The correct way to carry out the different maintenance operations.
7. What the result of effective maintenance operation should look like.
8. Correct tool and material use.
9. How to maintain your own health and safety during the maintenance operations.
10. How to reduce the risk to other's health and safety when undertaking maintenance operations (e.g. putting up notices).
11. The types of problems difficulties which may occur, relating to: health and safety, damage, weather conditions, unforeseen circumstances, and understanding what you need to do.
12. How to handle and dispose of waste.
13. How to clean and store tools correctly.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that **the required** aspects of the **range** have been covered by your evidence.
- Show that **two (2)** items of the range are covered by your **performance** evidence.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence to satisfy **performance criteria 1.1 – 1.4 & 1.6 – 1.10** on at **least two (2) occasions.**
- Provide supplementary evidence if performance evidence for **performance criterion 1.5** is not available on least **(one 1)** occasion.

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

### (3) Context of Assessment

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Assisting with the maintenance of walls, fences and paths etc.
  - sweeping up
  - scrubbing down
  - painting and coating
  - cleaning

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observation by your assessor:
  - cleaning and sweeping up paths
  - scrubbing, painting and coating walls
- Records of problems reported.

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you selected and prepared the correct tools for the activity
- how you reduce the risk to other's health and safety while conducting maintenance activity
- the types of problems difficulties which may occur, relating to: health and safety, damage, weather conditions etc.

*Witness testimony:*

- Statements from people who are able to comment on your work.

**U04401: Assist with the maintenance of equipment**

## Unit Descriptor:

This unit sets the standard for individuals who assist with routine maintenance of equipment. The term “assist with” is used to indicate that the individual will be working to instructions from a supervisor. Routine maintenance will be as recommended by manufacturers in order to maximize the working life of the equipment. Important health and safety considerations apply throughout this unit.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Assist with preparing equipment for maintenance	1.1 Check that the <b>equipment</b> requiring maintenance is safe in accordance with instructions. 1.2 Identify and select the necessary maintenance routine from the manufacturer’s instructions. 1.3 Keep the work area safe and in a condition suitable for the maintenance procedure. 1.4 Obtain the necessary hand tools and materials for the maintenance work in accordance with instructions. 1.5 Complete the preparation of <b>equipment</b> for maintenance in accordance with instructions. 1.6 Maintain health and safety in accordance with relevant legislation and codes of practice. 1.7 Take the appropriate action in response to incidents which affect the health and safety of self and others.
2. Assist with maintenance procedures	2.1 Maintain <b>equipment</b> in accordance with instructions. 2.2 Maintain health and safety in accordance with relevant legislation and codes of practice. 2.3 Recognize the need for assistance and refer to the appropriate person.

- 2.4 Clean and store tools correctly after use.
- 2.5 Dispose of waste safely in accordance with instructions.
- 2.6 Carry out work in a manner which minimizes any environmental damage.
- 2.7 Leave the work area in a safe and suitable condition.

## RANGE STATEMENT

*You must cover the items below:*

Element 1: Assist with preparing equipment for maintenance

**A. Preparing the following equipment:**

- (i) manual
- (ii) mechanical

Element 2: Assist with maintenance procedures

**B. Assist with maintaining the following equipment:**

- (i) manual
- (ii) mechanical

## UNDERPINNING KNOWLEDGE AND SKILLS

1. The equipment which requires maintenance.
2. The importance of following instructions.
3. Health and safety in relation to the preparation of equipment for maintenance, and the usage of the work area.
4. The types of hand tools and materials necessary for the job.
5. The correct use of hand tools and materials.
6. Types of protective clothing and the reasons why it must be worn.
7. The correct ways of wearing protective clothing.
8. Specific responsibilities under health and safety legislation.
9. Actions to take in the event of incidents which affect the health and safety of self and others.

10. Reasons for the maintenance of equipment.
11. Health and safety in relation to the maintenance of equipment.
12. Legislation requirements relating to the maintenance of equipment.
13. Limits of responsibility in relation to the maintenance of equipment.
14. Situations in which assistance is required.
15. The appropriate condition and location of tools on completion of maintenance procedures.
16. The safe disposal of waste.
17. Ways of minimizing environmental damage during work activities.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that **the required** aspects of the **range** have been covered by your evidence.
- Show that **two (2)** examples of **manual tools** and **one (1)** example of **mechanical tools** have been covered by your **performance** evidence.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence to satisfy **performance criteria 1.1 – 1. 6** on at **least two (2) occasions.**
- Provide supplementary evidence if performance evidence for **performance criterion 1.7** is not available on at least **one (1)** occasion.
- Demonstrate or produce product evidence to satisfy **performance criteria 2.2 & 2. 4 – 2. 7** on at **least two (2) occasions.**
- Provide supplementary evidence if performance evidence for **performance criterion 2.1 & 2.3** is not available on at least **one (1)** occasion.

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Assisting with preparing equipment for maintenance
- Assisting in routine maintenance of manual and mechanical equipment

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising your daily work, which could collect to prove your competence*

- Observation by your assessor
  - checking equipment for problems etc. *(also applies to unit 2)*
  - using the appropriate health and safety equipment (appropriate signage)
- Completing pre-and post operational checklists
  - oiling, cleaning, testing equipment
  - refuelling equipment
  - using both manual and mechanical equipment safely and in accordance with organisation/manufacturer's specifications to do various horticultural activities
  - using the appropriate health and safety equipment e.g. personal protective equipment and appropriate signage *(also applies to unit 2)*

- safely disposing of waste
- Completing pre- and post operational checklists
- Records of pre-and post operational checks

### **Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

Element 1: Assists with the maintenance procedures

- how you prepared tools for maintenance
- how you identified the types of tools and materials required for the job
- the health and safety requirements relating to the maintenance of equipment

Element 2: Assist with maintenance procedures

- how you identify potential defects, malfunctioning and loosening parts
- the health and safety requirements relating to the maintenance of equipment
- how you identify potential defects, malfunctioning and loosening parts

*Witness testimony:*

- Statements from people who are able to comment on your work.



**U04501: Assists with the vegetative propagation of plants**

## Unit Descriptor:

This unit involves collecting and selecting (in the case of air layering) and preparing propagation material, and establishing propagation material in a growing environment.

Preparation of the propagation material will include making cuttings, divisions and girdling and protecting of the bark (in the case of air layering). Activities to sustain plant development will include watering and the removal of diseased material. The growing environment may be indoors or outdoors.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Assist with collecting propagation material | 1.1 Use and maintain <b>equipment</b> in a safe, clean and effective condition throughout.   |
|  | 1.2 Correctly identify plants from which material is to be collected.  |
|  | 1.3 Handle plant material in a manner which minimizes damage and wastage.  |
|  | 1.4 Use methods for collecting the propagation material in accordance with instructions.   |
|  | 1.5 Ensure the collected material meets the requirements of the propagating program.   |
|  | 1.6 Store collected material in accordance with instructions.  |
|  | 1.7 Ensure your working methods promote health and safety and are consistent with relevant legislation and codes of practice throughout. |
|  | 1.8 Dispose of waste safely and in accordance with instructions and legal requirements.  |
| 2. Assist with preparing propagation material  | 2.1 Prepare and maintain the necessary <b>equipment</b> in a fit state for use.  |
|  | 2.2 Handle plant material in a manner which minimizes damage and wastage and optimizes growth.   |
|  | 2.3 Use equipment and materials in a safe and correct manner.  |

- 2.4 Prepare and treat propagation material in accordance with instructions.
- 2.5 Ensure your working methods promote health and safety and are consistent with relevant legislation and codes of practice throughout.
- 2.6 Dispose of waste safely and in accordance with instructions and legal requirements.
- 3 Assist with establishing propagation material in a growing environment
  - 3.1 Prepare and maintain the necessary equipment and materials for the work in a fit state for use.
  - 3.2 Prepare the rooting medium in accordance with instructions.
  - 3.3 Handle plant material in a manner which minimizes damage and wastage and optimizes growth.
  - 3.4 Position propagation material in the rooting medium in accordance with instructions.
  - 3.5 Place propagation material in the appropriate growing environment in accordance with instructions.
  - 3.6 Complete **activities** to sustain and promote plant development after propagation in accordance with instructions.
  - 3.7 Ensure your working methods promote health and safety and are consistent with relevant legislation and codes of practice throughout.

**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Assist with collecting propagation material

**A.** Maintain the following **equipment**:

- (i) cutting equipment
- (ii) containers for storage and transport of material
- (iii) material

Element 2: Assist with preparing propagation material

**B.** Maintain the following **equipment**:

- (i) cutting equipment
- (ii) containers for storage and transport of material
- (iii) material

Element 3: Assist with establishing propagation material in a growing environment

**C.** Undertake the following **activities** to promote plant development:

- (i) watering
- (ii) removal of diseased or damaged material

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The maintenance and safe use of equipment.
2. The crop(s) which is/are produced within the enterprise.
3. Recognition (and naming) of plants from which propagation materials are taken.
4. The ways in which plant material should be handled.
5. Reasons for collecting propagation material.
6. Method for collecting propagating material and the requirements of the propagating program.
7. Methods of storing the material prior to use.
8. The length of storage which is appropriate.
9. Health and safety requirements during work activities.
10. Safe disposal of waste materials.
11. The maintenance, preparation and safe use of equipment.
12. The ways in which plant material should be handled.

13. Reasons for preparing propagation material.
14. Methods used for preparing cuttings and divisions.
15. Why vegetative methods are used.
16. Methods used in treating prepared propagation material.
17. Health and safety requirements during work activities.
18. The need for hygiene throughout the propagating process.
19. Safe disposal of waste.
20. The maintenance, preparation and safe use of equipment.
21. Instructions for preparing rooting medium and establishing propagation material.
22. The types of rooting media in use within the enterprise.
23. The ways in which plant material should be handled.
24. Correct positioning of propagation material in rooting medium.
25. The importance of labeling propagated material.
26. The types of growing environments (to include the types of containers) in use.
27. Health and safety requirements during work activities.
28. The need for hygiene throughout the rooting process.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that the required items in the **range** have been covered by your **performance evidence**.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence for **performance criteria 1.1 – 1.5, 1.7 & 1.8** on at least **two (2)** occasions.

- Provide supplementary evidence if performance evidence for **performance criterion 1. 6** is not available (**on at least 1 occasion**).
- Demonstrate or produce product evidence for **performance criteria 2.1 – 2.6** on at least **two (2)** occasions.
- Demonstrate **performance criteria 3.1 – 3.5 & 3.7**.
- Provide supplementary evidence if performance evidence for **performance criterion 3. 6** is not available on at least **one (1)** occasion.

## (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

## (3) Context of Assessment

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

## (4) Typical Work Activities

- Collecting and selecting propagation material.
- Preparing propagation material:
  - preparing containers
  - preparing growing media
  - preparing propagation materials e.g. treating, trimming, washing, dipping, cutting
  - preparing work area

- Establishing plants in a growing environments:
  - Propagation plant materials by vegetative means i.e. air layering, cutting etc
  - Monitoring and maintenance of propagated material e.g. pest and disease control, providing nutritional requirements, irrigating etc

### **Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observations of you working over a period of time collecting and selecting propagation material
- Preparing propagation material:
  - preparing containers
  - preparing growing media
  - preparing propagation materials e.g. treating, trimming, washing, dipping, cutting
  - propagating plant material by vegetative means
  - monitoring and maintenance of propagated material by irrigating, pest and disease control etc

### **Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you ensure that your working practices were safe and did not endanger self, others and the environment
- the factors you consider when selecting and collecting propagation material
- how you maintained hygiene throughout the propagating process
- how you safely disposed of waste.
- the factors you consider when preparing propagation material to minimise damage
- why vegetative methods are used
- the factors you consider when preparing propagating plant material by vegetative means
- the types of rooting media in use in the enterprise
- how to maintain the health of propagated materials
- the types of growing environments in use

*Witness Testimony*

- Statements from people who are able to comment on your work.

**U04601: Assist with propagation of plants from seed**

## Unit Descriptor:

This unit is applicable to anyone who is involved in the production of a number of crops, as well as those who are involved in mono-crop production. There is no requirement for you to work with seeds and growing mediums other than those that are used within the enterprise. Seed sowing may be indoors or outdoors, and in any growing medium. The operation may be carried out by hand or machine.

<b>ELEMENT</b>		<b>PERFORMANCE CRITERIA</b>	
<i>To be competent you must achieve the following:</i>			
1.	Assist with preparing for propagation from seed	1.1	Use and maintain equipment in a safe and effective condition throughout.
		1.2	Prepare the <b>growing medium</b> in accordance with instructions.
		1.3	Handle seeds in a way which minimizes damage.
		1.4	Dispose of waste safely and in accordance with instructions and legal requirements.
2.	Assist with sowing seed	2.1	Prepare and maintain the necessary equipment and materials for the work in a fit state for use.
		2.2	Use equipment and materials in a safe and correct manner.
		2.3	Evenly and accurately sow seed in accordance with instructions.
		2.4	Ensure <b>aftercare</b> is provided in accordance with instructions.
		2.5	Ensure your working methods promote health and safety and are consistent with relevant legislation and codes of practice throughout.
		2.6	Dispose of waste safely and in accordance with instructions and legal requirements.

**RANGE STATEMENT**

*You must cover the items below:*

| Element 1: Assist with preparing for propagation from seed

A. Prepare **one (1)** of the following types of **growing medium**:

- (i) natural
- (ii) artificial

| Element 2: Assist with sowing seed

B. Provide **one (1)** of the following types of **aftercare**:

- (i) environmental control, e.g. humidity,
- (ii) temperature, input and soil amelioration
- (iii) weed control

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The maintenance and safe use of equipment.
2. The types of growing medium used.
3. Reasons for the choice of growing medium.
4. Methods for handling and treating seed prior to sowing in accordance with organizational procedures.
5. Safe disposal of waste.
6. The maintenance, preparation and safe use of equipment.
7. The types of growing environments (to include the types of containers) in use.
8. The need for an even distribution of seed.
9. The appropriate depth of sowing.
10. The importance of labeling propagated material.
11. Instructions for the aftercare of the sown seed.
12. Health and safety requirements during work activities.
13. Safe waste disposal.



## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that the required items of the **range** are covered by your evidence.
- Show that **one (1)** item of the in the **range of A** has been covered by your **performance evidence**.
- Produce **evidence which** results from real work **activities undertaken** by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate **performance criteria 1.1 –1. 4** on at least **two (2)** occasions.
- Demonstrate **performance criteria 2.1 – 2.3, 2.5 & 2.6** on at least **two (2)** occasions.
- Provide supplementary evidence if performance evidence for **performance criterion 2.4** is not available on at least **one (1)** occasion.

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Preparing growing media
- Preparing seeds for propagation.

**Examples of Performance Evidence**

- observations of you working over a period of time:
  - preparing growing medium
  - selecting seeds for planting
  - preparing seeds for propagation e.g. washing dipping etc.

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you ensure that your working practices were safe and did not endanger self, others and the environment
- the factors you consider when selecting seeds for propagation
- the factors you consider when preparing seeds for propagation
- the types of growing media in use in the enterprise.

*Witness testimony*

- Statements from people who are able to comment on your work.

**U04701: Assist with harvesting, collecting and preparing crops**

## Unit Descriptor:

The unit describes work expectations associated with harvesting crops or collecting living plants for dispatch to customers. The term 'assist with' is used because you will be supervised in carrying out these activities. There will be limited decision making in relation to the work.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |   |
|----|--|-----|---|
| 1. | Assist with harvesting or collecting crops | 1.1 | <b>Maintain equipment</b> in a safe, clean and effective condition throughout   |
|    |  | 1.2 | Correctly identify the plants which are to be harvested or collected in accordance with instructors                                 |
|    |  | 1.3 | Ensure harvesting and collection <b>methods</b> are in accordance with instructions   |
|    |  | 1.4 | Handle the plants in a way which maintains quality and minimizes damage.  |
|    |  | 1.5 | Promptly report problems which arise during harvesting or collection to the appropriate person                                      |
|    |  | 1.6 | Maintain the appropriate levels of hygiene at all times in accordance with instructions.  |
|    |  | 1.7 | Ensure your working methods promote health and safety and are consistent with relevant legislation and codes of practice throughout |
|    |  | 1.8 | Dispose of waste safely in accordance with instructions and legal requirements  |
|    |  | 1.9 | Perform work in a manner which minimizes environmental damage.  |
| 2. | Assist with preparing crops                | 2.1 | Use and <b>maintain equipment</b> in a safe, clean and effective condition throughout   |
|    |  | 2.2 | Ensure the <b>method</b> used for preparing the crop is in accordance with instructions   |
|    |  | 2.3 | Prepare crops in accordance with instructions and customer requirements   |

- 2.4 When required prior to dispatch, store crops in accordance with instructions
- 2.5 Dispose of waste safely in accordance with instructions and legal requirements
- 2.6 Ensure your working methods promote health and safety and are consistent with relevant legislation and codes of practice throughout
- 2.7 Perform work in a manner which minimizes environmental damage.

## RANGE STATEMENT

*You must cover the items below:*

Element 1: Assist with harvesting or collecting crops

**A. Maintain equipment** through:

- (i) preparation
- (ii) cleaning
- (iii) storage

**B. Harvest crops using one (1) of the following methods:**

- (i) manually
- (ii) mechanically

Element 2: Assist with preparing crops

**C. Maintain equipment** through:

- (i) preparation
- (ii) cleaning
- (iii) storage

**D. Use at least one (1) of the following methods of preparation:**

- (i) handling
- (ii) grading
- (iii) containering / packaging
- (iv) labeling
- (v) cleaning

## UNDERPINNING KNOWLEDGE AND SKILLS

1. Methods for maintenance and use of equipment.
2. Instructions for how harvesting or collection must be carried out.
3. Limits of your responsibility in relation to harvesting or collecting plants and plant products.
4. The plants which require harvesting or collection.
5. Relevant methods for harvesting or collecting plants and plant products.
6. Methods of maintaining quality during operations
7. Common problems which may arise and to whom they should be reported.
8. Levels of hygiene which are necessary in relation to operations.
9. Your own responsibility under health and safety legislation.
10. Correct methods for disposing of waste.
11. Methods of minimizing environmental damage.
12. The maintenance and use of equipment.
13. Methods of preparing the plants or plant products.
14. Customer requirements.
15. Safe methods of waste disposal.
16. Your own responsibility under health and safety legislation.
17. Ways of minimizing environmental damage.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that **the required** items of the **range** are covered by your evidence.
- Show that **all** items of the in the **range of A** and **one (1)** item of the **range of B** have been covered by your **performance evidence**;

- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence for **performance criteria 1.1 – 1.4, & 1.6 – 1.9** on at least **two (2)** occasions.
- Provide supplementary evidence if performance evidence for **performance criterion 1.5** is not available on at least **one (1)** occasion.
- Provide supplementary evidence where your performance evidence is insufficient or has not clearly shown that you possess all the knowledge and understanding required for this element.
- Demonstrate or produce product evidence, **performance criteria 2.1 – 2.7** on at least **two (2)** occasions.

## (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

## (3) Context of Assessment

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Harvesting or collecting crops
- Preparing crops for dispatch

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- observations of you working over a period of time harvesting or collecting crops:
  - identifying crops for harvesting
  - using the correct harvesting methods to minimize damage
  - working efficiently according to organizational and occupational health and safety requirements
  - preparing and using equipment
  - handling, grading, packing, containering, labelling and cleaning
  - sorting harvested material prior to dispatch
- completed reports on problems.

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you ensure that your working practices were safe and did not endanger self, others and the environment
- the factors you consider when determining when crops should be harvested
- methods of harvesting crops
- common problems that could arise during harvesting
- how you maintained the quality of the crop during harvesting
- levels of hygiene necessary in relation to operations.

*Witness testimony:*

- Statements from people who are able to comment on your work.

## U04801: Assist with identifying the presence of and controlling common pests and diseases

### Unit Descriptor:

This unit is designed for anyone who works in intensive crop production and for whom the control of pests and diseases is a supporting part of their overall work.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Identifying the presence of common pests and diseases | 1.1 Demonstrate that your working methods and practices promote health and safety, and are consistent with relevant legislation and codes of practice. |
|  | 1.2 Observe the crop in accordance with instructions.  |
|  | 1.3 Report the presence and extent of common pests and diseases.   |
| 2. Assist with controlling common pests and diseases     | 2.1 Ensure working methods and practices promote health and safety and are consistent with relevant legislation and codes of practice.                 |
|  | 2.2 Use and maintain equipment in a safe, clean and effective condition throughout.  |
|  | 2.3 Carry out control methods in accordance with instructions.   |
|  | 2.4 Perform work in a manner which minimises environmental damage.   |
|  | 2.5 Immediately report problems arising during pest and disease control.   |
|  | 2.6 Dispose of water safely in accordance with instructions and legal requirements.  |



**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Identify the Presence of Common Pests and Diseases

**A.** Observe plants for, and **report** the presence of **one (1)** of the following:

- (i) pests
- (ii) diseases

Element 2: Assist with Controlling Common Pests and Diseases

**B.** Use the following control methods (**at least two 2**)

- (i) biological
- (ii) cultural
- (iii) chemical

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. Working methods which maintain the health and safety of yourself and others.
2. Health and safety risks while observing pests and diseases.
3. Instructions and procedures relating to the observation of pests and diseases.
4. The effects of pests and diseases on the crop.
5. The types of pests and diseases which may be present.
6. Who to report the presence and extent of pests and diseases to.
7. Ways in which environmental damage is minimized.
8. The types of problems which may occur and who these must be reported to.
9. Safe methods of disposing of waste and unused materials.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that **the required** items of the **range** are covered by your **performance evidence**.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulation activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence for **performance criteria 1.1 – 1.2**, on at least **two (2)** occasions.
- Provide supplementary evidence if performance evidence for performance criterion 1.3 is not available on at least **one (1)** occasion.
- Show that at least **two (2)** items of the **Range of A** are covered by your performance evidence.
- Demonstrate or produce product evidence, **performance criteria 2.1 – 2.4** on at least **two (2)** occasions.
- Provide supplementary evidence if performance evidence for performance criterion 2.5 & 2.6 is not available on at least **one (1)** occasion.

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- Observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Identifying, reporting and controlling common pests and diseases.
- Controlling common pest and diseases:
  - Using biological, chemical or cultural methods

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observations of you working over a period of time identifying the presence of common pests and diseases.
- Reports of the presence of common pests and diseases identified
- Observations of you working over a period of time controlling common pests and diseases using biological, chemical or cultural methods
- Reports of problems encountered during the control of common pests and diseases

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- Factors that assist you in identifying the presence of common pest and diseases
- The effects of pests and diseases on crops
- How you report the presence and extent of common pests and diseases
- Factors determining the type of method used

- The environmental threats that may occur when disposing of waste and unused materials
- Ways in which environmental damage is minimized.

*Witness Testimony:*

- Statements from people who are able to comment on your work.

**U04901: Assist with preparation of growing media**

## Unit Descriptor:

The unit includes, but is not limited to, the preparation of soil, compost and synthetic media. However, there is no requirement for evidence to be obtained for the preparation of all these types of growing media.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Assist with making materials ready for the preparation of growing media	1.1 Correctly and safely use equipment and materials throughout.
	1.2 Ensure materials for incorporation into the growing media are <b>made ready</b> in accordance with instructions.
	1.3 Dispose of <b>waste</b> safely in accordance with instructions and legal requirements.
	1.4 Ensure working methods promote health and safety, and are consistent with relevant legislation and codes of practice.
2. Assist with preparation of growing media	2.1 Maintain equipment in a safe, clean and effective condition.
	2.2 Correctly and safely use equipment and materials throughout.
	2.3 Incorporate materials into the growing medium in accordance with instructions.
	2.4 Prepare the growing medium to the correct consistency in accordance with instructions.
	2.5 Dispose of <b>waste</b> safely in accordance with instructions and legal requirements.
	2.6 Ensure working methods promote health and safety, and are consistent with relevant legislation and codes of practice.
	2.7 Perform work in a manner.

**RANGE STATEMENT**

*You must cover the items below:*

Element 1: Assist with preparation of growing media

**A. Make ready** materials in the following ways:

- (i) obtain materials correctly
- (ii) measure out
- (iii) position materials

**B. Handle** the following types of **waste**:

- (i) organic
- (ii) inorganic

Element 2: Assist with preparation of growing media

**C. Handle** the following types of the **waste**:

- (i) organic
- (ii) inorganic

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The safe use of equipment and materials.
2. The types of equipment required.
3. The different growing media required within the enterprise.
4. Different materials used in the preparation of growing media.
5. Relevant procedures for collecting and measuring out materials.
6. Safe disposal of waste.
7. Working methods which maintain the health and safety of yourself and others.
8. The maintenance and correct use of equipment.
9. Factors affecting the timing of operations.
10. The different growing media required within the enterprise.
11. Reasons for the preparation of growing media.
12. Requirements of a growing medium for planting.

13. Different methods of incorporating ingredients into growing medium.
14. Need for appropriate levels of hygiene during operations.
15. Different methods of preparing growing media.
16. Safe methods for disposing of waste.
17. Working methods which maintain the health and safety of yourself and others.
18. Ways in which environmental damage must be minimized.

## EVIDENCE GUIDE

### (1) Critical Aspect of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that **the required** items of the **range** are covered by your **performance evidence**.
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. **Evidence from simulated activities is only acceptable for this unit where specified.**
- Demonstrate or produce product evidence or **performance criteria 1.1 –1. 4** for at least **two (2) types of growing media** on at least **two (2)** occasions
- Demonstrate **performance criteria 2.1 – 2.7** for at least **one (1) type of growing media** on at least **two (2)** occasions.

### (2) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

### **(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

### **(4) Typical Work Activities**

- Preparing growing media.

#### **Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence.*

- Observations of you working over a period of time:
  - gathering together and putting in place materials to be used in preparing the growing media
  - disposing waste in accordance with environmental and organisational procedures

#### **Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- the different materials used in preparing growing media
- how you determine the type of growing media to be prepared
- the environmental threats that may occur when disposing of waste and unused materials
- ways in which environmental damage is minimised.
- how you incorporate the materials to prepare the growing media
- the different types of growing media

*Witness Testimony*

- Statements from people who are able to comment on your work.



**U05001: Assist in preparing and maintaining a cricket pitch**

## Unit Descriptor:

This unit is about assisting with the preparation and maintenance of cricket table and pitches under close supervision using appropriate tools and equipment e.g. mowers, rollers and walk-behind powered equipment. You will also be required to prepare specific materials for use e.g. top-dressing material.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |     |  |
|--|-----|--|
| 1. Assist in preparing a cricket pitch   | 1.1 | Prepare, check and adjust the necessary <b>tools, equipment and materials</b> for the job.                             |
|  | 1.2 | Accurately measure and mark the area to be prepared and cordon off as required to restrict access.                     |
|  | 1.3 | Mow the grass as required in accordance with specifications.   |
|  | 1.4 | <b>Maintain adequate moisture levels</b> in the pitch taking into account environmental conditions.                    |
|  | 1.5 | Prepare level pitch with even grass cover.   |
|  | 1.6 | Set out marking on pitch and outfield in accordance with match specifications.   |
|  | 1.7 | Set up stumps in accordance with ICC specifications.   |
|  | 1.8 | Adopt safe working practices when using tools and equipment to protect yourself, colleagues and members of the public. |
|  | 1.9 | Maintain tools and equipment in a clean and serviceable condition.   |
| 2. Assist in maintaining a cricket pitch | 2.1 | Prepare, check and adjust the necessary tools, equipment and materials for the job.                                    |
|  | 2.2 | Maintain a level cricket table with sufficient uniform slope to encourage drainage.                                    |
|  | 2.3 | Maintain and improve the condition of the grass on the cricket table to encourage healthy growth.                      |

- 2.4 Identify and repair damaged areas of the cricket table.
- 2.5 Maintain sufficient moisture levels in the cricket table taking into account environmental conditions.
- 2.6 Adopt safe working practices when using tools and equipment to protect yourself colleagues and members of the public.
- 2.7 Maintain tools and equipment in a clean and serviceable condition.

## RANGE STATEMENT

*You must cover the items below:*

Element 1: Assist in preparing a cricket pitch

**A. Tools and equipment** include:

- (i) irrigation equipment
- (ii) hand-held tools - **at least three (3)**
- (iii) covers
- (iv) walk-behind powered equipment - **at least one (1)**
- (v) personal protective equipment

**B. Materials** include:

- (i) dried grass
- (ii) Hessian (or similar material)
- (iii) paint
- (iv) fertilizer
- (v) pesticides and herbicides
- (vi) top dressing (soil) material

**C. Maintain adequate levels of moisture** by:

- (i) watering
- (ii) covering and uncovering
- (iii) rolling

**D. Prepare level pitch by:**

- (i) remoulding
- (ii) rolling grass into surface of pitch
- (iii) sealing

**E. Prepare even grass cover by:**

- (i) applying and rolling in dried grass cuttings in bare areas of the pitch
- (ii) mowing
- (iii) thinning

**F. Specifications include:**

- (i) ICC
- (ii) Local Cricket Authority
- (iii) Type of match
  - Long version
  - Short version
- (iv) Level of match
  - Senior Level
  - Junior Level

**G. Safe working practices include:**

- (i) correct use of personal protective equipment and clothing
- (ii) roping off areas where mowing machinery is in use.
- (iii) placing appropriate warning signs

## Element 2: Assist in maintaining a cricket pitch

**H. Tools and equipment include:**

- (i) irrigation equipment
- (ii) hand tools
- (iii) covers
- (iv) walk-behind powered equipment
- (v) personal protective equipment

**I. Materials include:**

- (i) planting material e.g. sprigs and seeds
- (ii) topdressing material
- (iii) fertilizer
- (iv) shade netting
- (v) Hessian
- (vi) pesticides and herbicides

**J. Maintain a level cricket table by:**

- (i) topdressing
- (ii) rolling
- (iii) sweeping
- (iv) removal of loose debris

**K. Maintain and improve the condition of the grass by:**

- (i) planting and replanting
- (ii) mowing
- (iii) watering
- (iv) shading
- (v) fertilizing
- (vi) resting pitch
- (vii) pest, disease and weed control
- (viii) Scarifying

**L. Maintain sufficient moisture levels by at least 2:**

- (i) maintaining sufficient grass cover
- (ii) irrigating
- (iii) aerating
- (iv) covering and uncovering

**M. Specifications include:**

- (i) ICC
- (ii) Local Cricket Authority

**N. Safe working practices include:**

- (i) correct use of personal protective equipment and clothing
- (ii) roping off areas where mowing machinery is in use
- (iii) placing appropriate warning signs

**UNDERPINNING KNOWLEDGE AND SKILLS**

1. The ICC and BCA specifications for preparing cricket pitches for a match.
2. Types of covers used and how to correctly use them.
3. The types of tools, materials and personal protective equipment required for the job.
4. How to get tools and materials ready for the job.
5. How to use and store tools, materials and personal protective equipment correctly.
6. How to prevent cracks from appearing in the pitch.
7. Why you should roll the pitch at the correct moisture content.
8. The specifications for maintaining cricket pitches.
9. Types and uses of covers used and how to use them.
10. The types of tools, materials and personal protective equipment required for different operations.
11. How to use and store tools, materials and personal protective equipment correctly.
12. The off and in-season seasonal maintenance requirements for the cricket table.
13. The importance of using top dressing material that is similar to the existing soil type.

**EVIDENCE GUIDE****(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent. You have to prove that you can meet all of the performance criteria on at least **two (2)** occasions.

It is essential that competence be demonstrated in the following aspects:

- Show that the required items of the range are covered by your performance evidence.
- Show that:
  - hand tools and walk-behind powered equipment from the Range of A
  - three (3) items from the Range of B
  - two (2) items from the Range of E
  - ICC Regulations from the Range of F
  - all items from the Ranges of C, D and G are covered by your performance evidence
- Produce evidence which results from real work activities undertaken by yourself in either a real working environment or realistic working environment. Evidence from simulated activities is only acceptable for this unit where specified.
- Demonstrate or produce product evidence or performance criteria 1.1 – 1.9 on at least two (2) occasions.
- Show that:
  - hand tools and walk-behind powered equipment from the Range of A top dressing and any two (2) other items from the Range of B top dressing and rolling from the Range of C watering and any three (3) other items from the Range of D
  - Maintaining sufficient grass cover, irrigating, and from the Range of E.
  - All items from the Range of F and G are covered by your performance evidence
- Provide supplementary evidence where your performance evidence is insufficient or has not clearly shown that you possess all the knowledge and understanding required for this element.
- Demonstrate or produce product evidence or performance criteria 2.1 – 2.7 on at least two (2) occasions.

**(2) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts. Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

- observation
- oral questioning
- written test
- evaluation of products of work
- testimonials from clients
- supporting statement from supervisor or previous employer

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties).

**(3) Context of Assessment**

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified on at least **one (1)** occasion.

**(4) Typical Work Activities**

- Assisting in the preparation of a cricket pitch by:
  - rolling
  - watering
  - marking out lines
  - mowing
  - scarifying
  - repairing damaged/worn sections of the pitch
  - top dressing
  - planting and establishing turf grass
- Correctly using and maintaining equipment
- Preparing topdressing material

**Examples of Performance Evidence**

*The following examples illustrate the types of evidence, arising from your daily work, which you could collect to prove your competence*

- Observations by your assessor of you preparing cricket pitches by:
  - rolling
  - mowing, etc
  - scarifying
  - watering
  - fertilizing grass surface
- Prepared cricket pitch
- Work products e.g. repaired areas of pitch

**Examples of Supplementary Evidence**

- Answers to written or oral questions from your assessor.

*Written or spoken reports describing:*

- how you prevent cracks from appearing in a cricket pitch
- the type of surface required from different types of matches
- how you repaired damaged areas on the pitch
- the requirements for topdressing material

*Witness testimony:*

- Statements from people who are able to comment on your work.



# **Glossary of Terms**

**NVQB**

**in**

**AMENITY HORTICULTURE**

**Horticulture Level 1**

**About NVQs**

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**Assessment methods**

The assessment methods describe the methods which should be used to assess performance and underpinning knowledge.

**Assessors**

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 – Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 – Skilled Occupations:**

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 – Technician and Supervisory Occupations:**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 – Technical Specialist and Middle Management Occupations:**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

**Level 5 – Chartered, Professional and Senior Management Occupations:**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

**Extracted workplace examples**

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Internal Verifier**

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

**Key role**

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

**NVQ**

National Vocational Qualification.

**NVQ Coordinator**

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Questioning**

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

**Range statements**

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

**Role-plays**

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### AHLB

Amenity Horticulture Lead Body.

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of a person's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** – are core to a qualification and have to be completed.

**Elective units** – within some qualifications which allow the candidate to choose a number of individual units from a specific group.

**Additional units** – are units which do not have to be completed to achieve a qualification.

### Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a

**Work-based projects (Cont'd)**

structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).