



# HORTICULTURE OR LANDSCAPE CONSTRUCTION OPERATIVE

## Key information

**Reference:** ST0225

**Version:** 1.1

**Level:** 2

**Typical duration to gateway:** 24 months

**Typical EPA period:** 4 months

**Maximum funding:** £6000

**Route:** Agriculture, environmental and animal care

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**Approved for delivery:** 27 June 2017

**Lars code:** 181

**EQA provider:** Ofqual

This apprenticeship has options. This document is currently showing the following option:

All



## Contents

1. Introduction and overview
2. EPA summary table
3. Duration of end-point assessment period
4. EPA gateway
5. Assessment methods
6. Practical assessment with questions
7. Multiple-choice test
8. Professional discussion underpinned by a portfolio of evidence
9. Grading
10. Overall EPA grading
11. Re-sits and re-takes
12. Roles and responsibilities
13. Reasonable adjustments

14. Internal quality assurance (IQA)
15. Value for money
16. Professional recognition
17. Mapping of KSBs to assessment methods
18. Mapping of KSBs to grade themes

## End-point assessment plan

Version 1.1

### Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the horticulture or landscape construction operative apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Horticulture or landscape construction operative apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 24 months on-programme (this means in training before the gateway) working towards competence as a horticulture or landscape construction operative. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The occupational standard for Horticulture and landscape construction operative contains 2 options:

Option 1: Horticulture operative

Option 2: Landscape Construction operative

An apprentice must be assessed against all of the Core KSBs plus all of the KSBs in the option which they are assigned to. An apprentice can only be assigned to and assessed upon one of the two options.

This EPA has 3 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - practical assessment with questions:

- fail
- pass

- distinction

Assessment method 2 - multiple-choice test:

- fail
- pass
- distinction

Assessment method 3 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

## **EPA summary table**

<p><b>On-programme (typically 24 months)</b></p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. British sign language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.</p> <p>The apprentice must complete training towards any other qualifications listed in the occupational standard.</p> <p>The qualification(s) required are:</p> <p>(Core) Level 3 Award in Emergency First Aid at Work (Ofqual registered) minimum 1-day course</p> <p>(Horticulture Operative) Lantra Awards Level 2 Award in Safe Use of Pesticides OR City &amp; Guilds Level 2 Principles of Safe Handling and Application of Pesticides</p> <p>(Horticulture Operative) Lantra Awards Level 2 Award in the Safe Application of Pesticide Using Hand Held Equipment OR City &amp; Guilds Level 2 Award In The Safe Application of Pesticides Using Pedestrian Hand Held Equipment</p> <p>(Landscaping construction) City &amp; Guilds NPTC Level 2 Certificate of Competence in the Safe Use of Abrasive Wheel Machines</p> <p>The apprentice must compile a a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>• is working at or above the occupational standard as a horticulture or landscape construction operative</li> <li>• has the evidence required to pass the gateway and is ready to take the EPA</li> </ul> <p>The apprentice must have passed any other qualifications listed in the horticulture or landscape construction operative occupational</p>

standard ST0225.

The qualification(s) required are:

(Core) Level 3 Award in Emergency First Aid at Work (Ofqual registered) minimum 1-day course

The qualification(s) required are:

(Horticulture Operative) Lantra Awards Level 2 Award in Safe Use of Pesticides OR City & Guilds Level 2 Principles of Safe Handling and Application of Pesticides

The qualification(s) required are:

(Horticulture Operative) Lantra Awards Level 2 Award in the Safe Application of Pesticide Using Hand Held Equipment OR City & Guilds Level 2 Award In The Safe Application of Pesticides Using Pedestrian Hand Held Equipment

The qualification(s) required are:

(Landscaping construction) City & Guilds NPTC Level 2 Certificate of Competence in the Safe Use of Abrasive Wheel Machines

The apprentice must achieve all of the qualifications listed in the Horticulture or landscape construction operative occupational standard ST0225 relevant to their chosen option.

The apprentice must have passed English and mathematics qualifications at Level 1. (For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).

For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a a portfolio of evidence.

The apprentice must submit any policies and procedures as requested by the EPAO.

**End-point  
assessment (typically  
4 months)**

**Grades available for each method:**

Practical assessment with questions

- fail

	<ul style="list-style-type: none"> <li>• pass</li> <li>• distinction</li> </ul> <p>Multiple-choice test</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• Re-take and re-sit grade cap: pass</li> <li>• Re-sit timeframe: typically 2 months</li> <li>• Re-take timeframe: typically 4 months</li> </ul>

## Duration of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 4 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

## EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and mathematics Level 1
- achieved (Core) Level 3 Award in Emergency First Aid at Work (Ofqual registered) minimum 1-day course
- achieved (Horticulture Operative) Lantra Awards Level 2 Award in Safe Use of Pesticides OR City & Guilds Level 2 Principles of Safe Handling and Application of Pesticides
- achieved (Horticulture Operative) Lantra Awards Level 2 Award in the Safe Application of Pesticide Using Hand Held Equipment OR City & Guilds Level 2 Award In The Safe Application of Pesticides Using Pedestrian Hand Held Equipment
- achieved (Landscaping construction) City & Guilds NPTC Level 2 Certificate of Competence in the Safe Use of Abrasive Wheel Machines
- for the professional discussion underpinned by a portfolio of evidence the apprentice must submit: a portfolio of evidence

### **Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

The apprentice must submit any policies and procedures as requested by the EPAO.

## Assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## Practical assessment with questions

### Overview

In a practical assessment, the independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The EPAO, in consultation with the provider and/or employer, decides where it takes place, and the test environment must closely relate to the apprentice's natural working environment.

The practical and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the practical assessment.

### Rationale

This EPA method is being used because:

- this is a practical role and therefore it is important that apprentices demonstrate that they have the skills to undertake the tasks in practice. They would not naturally do these range of tasks within one day so this would not reflect a natural working day.

### Delivery

The practical assessment with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour they must be as unobtrusive as possible.

The EPAO must give an apprentice 14 days' notice of the practical assessment.

The practical assessment with questions must take 285 minutes.

The independent assessor can increase the time of the practical assessment with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The practical assessment with questions cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total EPA time.

EPAOs must manage invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.



The independent assessor must explain to the apprentice the format and timescales of the practical assessment with questions before it begins. This does not count towards the assessment time.

The independent assessor should observe the following during the practical assessment:

### **activity 1 (core) planting**

prepare a 2.5m squared site for planting - 60 minutes plus 10 minutes for questioning (70 minutes total). a planting plan will be provided.

the following should be observed:

- soil improvement: application of nutrients and cultivation
- storing and handling plant material
- planting a tree of at least a feather size by digging a pit and installing support and protection
- planting shrubs to plan (a minimum of 5)
- pruning for example, damaged or unwanted material
- undertaking aftercare including irrigation
- applying mulch
- tidying the area and leaving with a good finish

### **activity 2 (core) mowing**

mow turf using a pedestrian controlled mower in a defined area 15m squared. this might be a range of different turf types. a specification will be provided - 30 minutes plus 10 minutes for questioning (40 minutes total).

the following should be observed:

- creating a risk assessment
- setting up and preparing mower including pre-start checks, setting up for example, cutter height
- block mowing
- avoidance of at least one feature for example path, tree, border edge and block mowing
- disposal of waste
- cleaning and preparing equipment for storage

### **activity 3 (core) plant identification**

identifying plants using live specimens - 20 from a selection of 25 plants, including weeds selected by the assessor - 40 minutes plus 5 minutes for questioning (45 minutes total).

### **activity 4a (horticulture) soft landscape maintenance**

undertake seasonal relevant maintenance of soft landscape. a maintenance plan will be provided - 120 minutes plus 10 minutes for questioning (130 minutes total).

the following should be observed:

- equipment should be checked prior to work
- pruning plants established in the ground with formal and or trained form such as a hedge and a natural form
- maintaining soft landscape appropriately for season for example, staking or support, division, seasonal clearance and re-planting
- tools and equipment prepared and cleaned for storage

#### **activity 4b (landscaping construction) paving**

set out a 9m squared site and lay paving on 3m squared. a plan and specification will be provided - 120 minutes plus 10 minutes for questioning (130 minutes total).

the following should be observed:

- setting out a site including measuring, marking and plotting to a plan
- sub levels, sub bases, laying bases
- laying paving as part of the plan including a pre-determined fall
- finishing

These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked. The purpose of the independent assessor's questions will be to explore aspects of the KSBs not demonstrated in the practical and show depth of understanding.

Questioning can be asked both during and after the practical assessment and the time for questioning is included in the overall assessment time. The independent assessor must ask at least 8 questions - 2 for each task. To remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor can ask questions to clarify answers given by the apprentice. These questions are in addition to the set number of questions for the practical assessment with questions and should be kept to a minimum.

The independent assessor conducts and assesses the practical assessment with questions. They must record the KSBs observed, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor makes all grading decisions.

## Assessment location

The practical assessment with questions will take place in a simulated environment selected by the EPAO (for example the EPAO's or employer's premises). The simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the practical assessment with questions must be provided by the EPAO, who can liaise with the employer to provide these.

Questioning that occurs after the practical assessment with questions should take place in a quiet space, free from distractions and influence

## Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs must develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place. For example, considering standardisation, training and moderation. EPAOs must ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the practical assessment with questions:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and employer

## Multiple-choice test

### Overview

A test is an assessment for asking questions in a controlled and invigilated environment.

## Rationale

This EPA method is being used because:

- it tests the apprentice's knowledge in a robust and cost-effective method where this would be difficult in the other assessment methods
- it allows for flexibility in terms of when, where, and how it is taken
- it allows larger volumes of apprentices to be assessed at one time.

## Delivery

This method must be appropriately structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The multiple-choice test can be computer or paper based.

The multiple-choice test will consist of 30 multiple-choice questions.

Multiple-choice questions will have four options, including one correct answer.

Apprentices must be given at least 14 days' notice of the date and time of the multiple-choice test.

## Test administration

Apprentices must have 50 minutes to complete the test.

The multiple-choice test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

The following equipment is allowed to be used during the multiple-choice test:

- writing materials

The multiple-choice test must be taken in the presence of an invigilator who is the responsibility of the EPAO. Specialised (proctor) software can be used if the test can be taken on-line, to ensure the security of the test.

The EPAO must have an invigilation policy setting out how the multiple-choice test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the identity of the apprentice.

The EPAO is responsible for the security of the multiple-choice test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the multiple-choice test.

## Marking

The multiple-choice test must be marked by independent assessors or markers employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question types support this.

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the multiple-choice test. The EPAO must ensure standardisation and moderation of written response test.

## Assessment location

Apprentices must take the multiple-choice test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The multiple-choice test could take place remotely if the appropriate technology and systems are in place to prevent malpractice. EPAOs must verify the apprentice's identity and ensure invigilation of apprentices for example with, and not limited to, 360-degree cameras and screen sharing facilities.

## Question and resource development

EPAOs must write a test specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The test specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs must develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place. For example, considering previous item performance data, item analysis, standardisation, training and moderation. EPAOs must ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the multiple-choice test:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance

- test specification
- sample test and mark schemes
- live tests and mark schemes
- question bank
- EPA guidance for the apprentice and employer

## Professional discussion underpinned by a portfolio of evidence

### Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

### Rationale

This EPA method is being used because:

- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows the apprentice to be assessed against skills and behaviours which may not naturally occur during the other assessment methods
- it enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge
- it allows scope for the apprentice to demonstrate the depth and breadth of KSBs

### Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The purpose of the independent assessor's questions will be:

- to assess the KSBs mapped to this method against the grading descriptors
- to explore aspects of work, including how it was carried out, in more detail
- to require the apprentice to draw on their portfolio of evidence to demonstrate the KSBs

The EPAO must give an apprentice 2 weeks' notice of the professional discussion. The independent assessor must have at least 14 days to review the supporting documentation.

Apprentices must have access to their during the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their , however the is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a

question if necessary.

For the professional discussion, the independent assessor must ask at least 12 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. The professional discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the professional discussion.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

## Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

## Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs must develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs must ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials

- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and employer

## **Grading**

### **Practical assessment with questions**

Fail - does not meet pass criteria



THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Environment Controls <a href="#">K3 S2</a>	Applies environmental mitigation measures in compliance with legal requirements, organisational policies and pollution controls, waste reduction management and recycling. (K3, S2)	n/a
(Core) Identification <a href="#">K8 S5</a>	Identifies plants commonly grown in the UK by scientific names including genus, species and or cultivar, explaining the methods they use and why it is important to be able to use scientific names accurately. (K8, S5)	Carries out the writing and formatting of scientific names of plants for accuracy of identification in line with recognised naming conventions. (S5)
(Core) Biosecurity <a href="#">K11 S6</a>	Demonstrates biosecurity and phytosanitary measures in line with employer policy and legislation. Lists the reasons why biosecurity measures are important. (K11, S6)	n/a
(Core) Soil cultivation <a href="#">K16 S9</a>	Cultivates, improves and preserves soil, including levelling if required, explaining why the chosen techniques and amelioration will provide suitable conditions for successfully establishing plants according to the plan and when and why they might use other methods. Applies mulch to soil in accordance with conditions and planting scheme. (K16, S9)	Explains the benefits and disadvantages of cultivating soil including when cultivation should be avoided. (K16, S9)
(Core) Pruning cuts <a href="#">K18 S11</a>	Prunes plant using a targeted pruning cut to remove unwanted or damaged growth in order to promote plant health and or aesthetics. Explains impact of pruning on plants and poor placement of pruning cuts. (K18, S11)	n/a
(Core) Planting	Plants shrubs and a tree (including	Explains how poor planting and

K19 S12	support and protection) for healthy establishment and in line with planting plan. Describes consequences of poor storage and planting practice. (K19, S12)	storage practice impacts on establishment. (K19)
(Core) Maintain turf K20 S14	Demonstrates the techniques and tools for mowing turf using a pedestrian controlled powered driven mower to achieve turf maintenance specification. (K20, S14)	n/a
(Core) Plant health K14 S8	Maintains plant health and meet plant's requirements for healthy growth whilst taking into account the impact of the local environmental conditions. (K14, S8)	Identifies methods to provide a plant's basic needs in different environmental conditions. (K14, S8)
(Core) Health and safety S1 B1	Applies health and safety processes and procedures, and safe systems of work, in line with risk assessment and or construction design management (CDM), manual handling, legislative requirements and organisational policies. (S1, B1)	n/a
(Core) Tools equipment and machinery K5 S3	Selects, undertakes a pre-start check, sets up, cleans, stores and operates tools, equipment and machinery, including personal protective equipment (PPE), in line with manufacturers guidelines, current legislation and business policies. (K5, S3)	n/a
(Horticulture) Natural and formal pruning K30 S23	Prunes plants, including natural habit and formal and or trained form, in line with design intentions and plant requirements, whilst taking into account timing and species suitability. (K30, S23)	Explains why species and season should be considered when pruning. (K30)
(Horticulture) Maintain soft landscapes K29 S20	Maintains soft landscape areas by using techniques in line with site design intentions and plant requirements. (K29, S20)	n/a
(Landscaping)	Selects and uses tools and techniques	n/a

Setting out site K32 S24	to measure and set out site in preparation for landscape construction activities in line with employer specifications. Explains why services and hazards should be identified. (K32, S24)	
(Landscaping) Paved features K36 S27	Constructs paved feature including setting levels, sub bases, laying bases and finishing in line with construction guidelines and regulations. (K36, S27)	Explains the purpose of levels and importance for functionality of constructed surface. (K36)

## Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Communications K7 S4 B2	Describes how they communicate with technical and non-technical audiences to achieve a positive outcome. Explains the importance of effective and timely communication in customer care. (K7, S4, B2)	n/a
(Core) Vegetation control K17 S10	Describes how and why they cleared a site or removed weeds in line with employer specifications, using different techniques. (K17, S10)	Explains why the techniques for control used were the most suitable for the situation. (K17)
(Core) Install turf K21 S13	Describes how they install turf in line with employer specifications and the characteristics of the turf type. (K21, S13)	Identifies two suitable turfs for one situation and explains the differences. (K21)
(Core) Maintain constructed landscape features K22 S15	States how they maintain or protect hard surfaces, features or structures in line with employer specifications, and explains the reasons for undertaking maintenance. (K22, S15)	Explains maintenance techniques suitable for different situations. (K22)
(Core) Business, team and self K23 S16 B3 B4 B5	Describes how they work with others as part of a team to help meet their organisation's objectives in line with its policies, vision and values, explaining how they take ownership of their work and why this is important for the business. (K23, B4, B5)  Describes how they have used digital tools to find solutions to challenges and to develop their skills and knowledge. (S16, B3)	n/a
(Horticulture) Propagation	Describes how they select environment, growing media and or	Explains the impact of plant material health and environment on successful

K25 S17	soil for propagation. Propagates plants by cuttings and seed sowing. States the importance of technique for optimal success rates. Explains the components of growing media, purpose and sustainability implications. (K25, S17)	propagation. (K25)
(Horticulture) Establish and maintain turf K26 K27 S18	Describes how they establish and maintain turf or species rich meadows and the purpose, importance and features of techniques used, in line with turf maintenance specifications. (K26, K27, S18)	Explains the importance of the turf maintenance specification for achieving different quality standards. (K27)
(Horticulture) Monitor and control pests and diseases S21	Describes how they monitor plant pests, pathogens and disorders and apply basic controls to improve plant health in line with the principles of Integrated Pest Management. (S21)	n/a
(Horticulture) Herbaceous and seasonal planting K31 S22	Recalls how they plant herbaceous and seasonal plantings for healthy establishment and in line with planting plan. Describes tree stock types and planting techniques. (K31, S22)	Explains the reasons for selecting different techniques for planting herbaceous plants for seasonal display. (K31)
(Landscaping) Abrasive wheels K33 S25	Describes how they free hand cut or bench cut hard landscape materials using abrasive wheels in line with legislation and organisational policies regarding safety. (K33, S25)	n/a
(Landscaping) Repair hard landscaping features K35 S26	Describes how they repair constructed features in line with employer specifications and explains the importance of repairs for longevity and aesthetics. (K35, S26)	Explains why repairs to landscape features improves longevity. (K35)
(Landscaping) Horizontal features K39 S30	Describes how they construct horizontal landscape features in line with construction guidelines and regulations. (K39, S30)	Explains the purpose of levels and importance for functionality of constructed surface. (K39)
(Landscaping)	States how they construct vertical	Explains the techniques they would

Vertical features K37 S28	landscape features including foundations, fences, brick laying and walls in line with employer specifications and to ensure stability. (K37, S28)	take into account in deciding on suitable foundations for different vertical structures. (K37)
(Landscaping) Drainage K38 S29	Describes how they install drainage in landscaping in line with employer specifications and explains the purpose and importance. (K38, S29)	Justifies why method of drainage is suitable for the site and purpose. (K38)

## Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	19
Pass	20	24
Distinction	25	30

## Overall EPA grading

The EPA methods contribute equally to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade the: practical assessment with questions and professional discussion underpinned by a portfolio of evidence according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. In order to achieve an overall EPA 'distinction', apprentices must achieve at least a distinction in two assessment methods and a pass in the remaining one.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

PRACTICAL ASSESSMENT WITH QUESTIONS	MULTIPLE-CHOICE TEST	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Pass	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

Failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the level required by the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• require the training provider and EPAO to ensure the EPA is booked in a timely manner</li> </ul> <p>Post-gateway, employers must:</p> <ul style="list-style-type: none"> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any</li> </ul>



	<p>employer-specific documentation as required, for example company policies)</p> <ul style="list-style-type: none"> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met</li> <li>• remain independent from the delivery of the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors and oversee their working</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> </ul>

- where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
- develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest
- have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes
- deliver induction training for independent assessors, and for invigilators and/or markers (where used)
- undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)
- manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy
- verify the identity of the apprentice being assessed
- use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Pre-gateway, EPAOs must:

- make all necessary contractual arrangements, including agreeing the price of the EPA
- provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
- arrange for the EPA to take place, in consultation with the employer.

At the Gateway, EPAOs must:

- confirm all gateway requirements have been met as quickly as possible.

Post-gateway, EPAOs must:

- where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise

	with the employer to agree this if necessary
Independent assessor	<p>As a minimum, independent assessors must:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the</li> </ul>

	<p>knowledge, skills and behaviours as listed in the occupational standard</p> <ul style="list-style-type: none"> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan)</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from the delivery of the EPA. Where the training provider is the EPAO (i.e. a HEI), there must be procures in place to mitigate against any conflict of interest.</li> </ul>
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI)</li> <li>• mark test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
  - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years
  - hold, or are working towards, an assessor qualification
  - have a record of CPD in previous 12 months

## Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the method of assessment permits this
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K1:</b> Core. Importance and application of health and safety legislation, codes of practice and policies including risk assessment, manual handling, use and storage of pesticides and hazards associated with horticultural environment.</p>	Multiple-choice test
<p><b>K2:</b> Core. Concepts of good environmental and sustainable good practice, including a basic understanding of how to contribute to government-led sustainability and zero carbon targets.</p>	Multiple-choice test
<p><b>K3:</b> Core. Environmental controls and compliance with regulations including pollution control, waste reduction, management and recycling.</p>	Practical assessment with questions
<p><b>K4:</b> Core. Situations where special care should be taken including where heritage, environmental or planning designations may be present. The importance of complying with rules in place to protect the site.</p>	Multiple-choice test
<p><b>K5:</b> Core. Maintenance, operational requirements/pre start checks and legislation for tools, equipment and machinery including operator competence requirements.</p>	Practical assessment with questions
<p><b>K6:</b> Core. The importance of maintaining records in a business setting.</p>	Multiple-choice test
<p><b>K7:</b> Core. Techniques for communicating with technical and non-technical audiences and the importance of effective communication in the workplace with colleagues, customers and the public. The value of effective and timely communication in customer care.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>K8:</b> Core. Methods to identify plants and their limitations including the importance and role of scientific names and terminology.</p>	Practical assessment with questions
<p><b>K9:</b> Core. Main introduction routes for plant pests and diseases.</p>	Multiple-choice test

<p><b>K10:</b> Core. The importance of controlling invasive species including identification features, environmental impacts and legislation and actions that should be taken if present (includes invasive plants, pests and diseases).</p>	Multiple-choice test
<p><b>K11:</b> Core. Biosecurity and phytosanitary measures and why they are important.</p>	Practical assessment with questions
<p><b>K12:</b> Core. Sources of information on plant pests and diseases, their control measures and actions required if listed as notifiable by Government.</p>	Multiple-choice test
<p><b>K13:</b> Core. Plant biology and implications for plant health and growth, including plant structures and their adaptations, lifecycles, germination, photosynthesis, respiration, transpiration and requirements.</p>	Multiple-choice test
<p><b>K14:</b> Core. Impact of environmental conditions on plant growth and how this affects plant care.</p>	Practical assessment with questions
<p><b>K15:</b> Core. Soil science including soil formation, characteristics, texture and components, biological processes and their impact on plant growth.</p>	Multiple-choice test
<p><b>K16:</b> Core. Soil management practices, when and why to cultivate and when to use other methods. Techniques to achieve tilth, levelling, aeration, drainage, level, pH, nutrient levels. Implications of site types, end use and finish to include fertilisers, soil amelioration, mulches.</p>	Practical assessment with questions
<p><b>K17:</b> Core. Techniques for clearing sites and controlling weeds including identification and reasons for removal, techniques for control (including chemical) and situations for use.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>K18:</b> Core. Impact of pruning on the plant and the importance of placing pruning cuts correctly.</p>	Practical assessment with questions

<p><b>K19:</b> Core. Planting techniques for shrubs and trees (using a simple tree pit including support and protection), storage and handling of containerised and bare root plant material and impact of poor storage and planting practice.</p>	<p>Practical assessment with questions</p>
<p><b>K20:</b> Core. Techniques and tools for maintaining turf including quality standards.</p>	<p>Practical assessment with questions</p>
<p><b>K21:</b> Core. Types of turf, their characteristics and methods for installing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K22:</b> Core. Reasons for maintaining or protecting hard landscape features, maintenance specifications and maintenance techniques including suitability to different situations.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K23:</b> Core. Role of business policies, vision and values. Workers' contribution to earning profit and or awareness of implications of actions on business (for example work rate). How project management informs a team to achieve objectives.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K24:</b> Core. The importance and benefits of green-space and the types of quality standards appropriate to different businesses and horticultural sites.</p>	<p>Multiple-choice test</p>
<p><b>K25:</b> Horticulture operative. Propagation techniques including environment, preparation and aftercare. Components of growing media, purpose, sustainability implications and formulation.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K26:</b> Horticulture operative. Techniques of establishing ornamental turf and species rich meadows.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K27:</b> Horticulture operative. Purpose, importance and features of turf maintenance activities to achieve quality standards and how they are presented in turf maintenance specifications.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>



<p><b>K28:</b> Horticulture operative. Factors influencing plant selection including planting combinations, microclimate, soil, purpose, aesthetics</p>	Multiple-choice test
<p><b>K29:</b> Horticulture operative. Techniques for maintaining soft landscapes.</p>	Practical assessment with questions
<p><b>K30:</b> Horticulture operative. Reasons for pruning and pruning techniques including timing and species suitability.</p>	Practical assessment with questions
<p><b>K31:</b> Horticulture operative. Stock types and techniques for planting trees (other than simple tree pits). Techniques for planting herbaceous plants and those for seasonal display.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>K32:</b> Landscape construction operative. Importance of identification of services, utilities and site hazards. Techniques and tools for measuring and setting out sites for landscape construction. The principles in defining site levels using manual or electrical equipment.</p>	Practical assessment with questions
<p><b>K33:</b> Landscape construction operative. Safety and practical considerations when using abrasive wheels.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>K34:</b> Landscape construction operative. Landscaping materials, their application, uses, maintenance implications, environmental impact, benefits and disadvantages.</p>	Multiple-choice test
<p><b>K35:</b> Landscape construction operative. Indicators that constructed structures require repair and techniques for correcting common problems. Importance of repairs for longevity and aesthetics.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>K36:</b> Landscape construction operative. Techniques for paving, including setting levels, sub bases, laying bases, finishing.</p>	Practical assessment with questions
<p><b>K37:</b> Landscape construction operative.</p>	Professional discussion underpinned by a

Techniques for constructing vertical landscape features including foundations, fences, brick laying and walls.	portfolio of evidence
<b>K38:</b> Landscape construction operative. Purpose of drainage systems including methods for installation.	Professional discussion underpinned by a portfolio of evidence
<b>K39:</b> Landscape construction operative. Techniques for constructing horizontal landscape features (excluding paving).	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
<p><b>S1:</b> Core. Apply health and safety processes and procedures including risk assessments and or construction design management (CDM), manual handling, legislative requirements and organisational policies. Follow safe systems of work and safety information in line with employer requirements or site context (for example clearing their route before transporting materials).</p>	<p>Practical assessment with questions</p>
<p><b>S2:</b> Core. Apply environmental mitigation measures including storage and disposal of waste, for example sorting materials for recycling or composting, acting in compliance with legal requirements, organisational policies and pollution controls.</p>	<p>Practical assessment with questions</p>
<p><b>S3:</b> Core. Select, undertake a pre start check, set up, clean, store and safely operate tools, equipment and machinery (including pedestrian controlled and handheld) in line with current legislation and business policies.</p>	<p>Practical assessment with questions</p>
<p><b>S4:</b> Core. Communicate with technical (for example supervisors or managers) and non-technical audiences (for example clients or the public) using language appropriate to the audience.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>S5:</b> Core. Identify plants commonly grown in the UK by scientific names including genus species and or cultivar.</p>	<p>Practical assessment with questions</p>
<p><b>S6:</b> Core. Maintain the correct phytosanitary and bio-security procedures for the site, in accordance with legal requirements.</p>	<p>Practical assessment with questions</p>
<p><b>S7:</b> Core. Identify and report symptoms and or signs of commonly found UK plant pests, pathogens and disorders.</p>	<p>Multiple-choice test</p>
<p><b>S8:</b> Core. Maintain plant health for example providing for basic needs such as water, nutrition (either organic or inorganic), light.</p>	<p>Practical assessment with questions</p>

<p><b>S9:</b> Core. Cultivate, improve and preserve soils by mechanical methods and or by hand including amelioration and mulching (these might be imported or natural).</p>	Practical assessment with questions
<p><b>S10:</b> Core. Clear unwanted vegetation, selecting techniques to be used (for example weeding).</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S11:</b> Core. Remove unwanted or damaged growth from plants using a pruning cut.</p>	Practical assessment with questions
<p><b>S12:</b> Core. Plant shrubs and a tree using a simple tree pit.</p>	Practical assessment with questions
<p><b>S13:</b> Core. Install turf for situation.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S14:</b> Core. Mow turf using pedestrian controlled powered driven mower.</p>	Practical assessment with questions
<p><b>S15:</b> Core. Maintain or protect hard surfaces, features or structures for example painting, re-gravelling, removing weeds from paving, drain clearance, cleaning.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S16:</b> Core. Use digital tools and techniques for research, collaboration, continuous professional development and resolution of problems.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S17:</b> Horticulture operative. Propagate plants by cuttings and seed sowing (this might be indoors or outdoors). Including selection of suitable growing media and or soil.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S18:</b> Horticulture operative. Provide aftercare to recently installed turf and maintain established turf or species rich meadows including irrigation, maintenance, monitoring health and protection from use.</p>	Professional discussion underpinned by a portfolio of evidence

<p><b>S19:</b> Horticulture operative. Identify if plants are suitable to site, purpose and aesthetics.</p>	Multiple-choice test
<p><b>S20:</b> Horticulture operative. Maintain soft landscapes for example - staking or support, division, seasonal clearance, and re-planting.</p>	Practical assessment with questions
<p><b>S21:</b> Horticulture operative. Monitor and control plant pests, pathogens, and disorders using basic control methods (including application of chemicals or organic equivalents).</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S22:</b> Horticulture operative. Plant herbaceous and seasonal planting (for example bedding, herbs or bulbs).</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S23:</b> Horticulture operative. Prune plants to achieve healthy growth and form (including natural habit and formal or trained form).</p>	Practical assessment with questions
<p><b>S24:</b> Landscape construction operative. Measure and set out an uncomplicated site in preparation for landscape construction activities.</p>	Practical assessment with questions
<p><b>S25:</b> Landscape construction operative. Use free hand cutting and or bench cutting of hard landscape materials using abrasive wheels.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S26:</b> Landscape construction operative. Repair constructed landscape features (simple and noncomplex) for example re-grouting, re-sanding, damaged fencing.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S27:</b> Landscape construction operative. Construct paved feature for example path, patio or shed base. Including setting levels, sub bases, laying bases, finishing.</p>	Practical assessment with questions
<p><b>S28:</b> Landscape construction operative. Construct vertical landscape features including fences, ornamental vertical features, and walls.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S29:</b> Landscape construction operative.</p>	Professional discussion

Install drainage in landscaping.	underpinned by a portfolio of evidence
<b>S30:</b> Landscape construction operative. Construct horizontal landscape features (excluding paving).	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
<b>B1:</b> Core. Puts safety first for themselves and others.	Practical assessment with questions
<b>B2:</b> Core. Respectful of others including customer care.	Professional discussion underpinned by a portfolio of evidence
<b>B3:</b> Core. Sources solutions and seeks to continuously improve and develop.	Professional discussion underpinned by a portfolio of evidence
<b>B4:</b> Core. Takes pride in and ownership of work.	Professional discussion underpinned by a portfolio of evidence
<b>B5:</b> Core. Team focused and works effectively with colleagues and others.	Professional discussion underpinned by a portfolio of evidence

## Mapping of KSBs to grade themes

### Practical assessment with questions - PracticalAssessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Environment Controls K3 S2	Environmental controls and compliance with regulations including pollution control, waste reduction, management and recycling. (K3)	Apply environmental mitigation measures including storage and disposal of waste, for example sorting materials for recycling or composting, acting in compliance with legal requirements, organisational policies and pollution controls. (S2)	N/A
(Core) Identification K8 S5	Methods to identify plants and their limitations including the importance and role of scientific names and terminology. (K8)	Identify plants commonly grown in the UK by scientific names including genus species and or cultivar. (S5)	N/A
(Core) Biosecurity K11 S6	Biosecurity and phytosanitary measures and why they are important. (K11)	Maintain the correct phytosanitary and bio-security procedures for the site, in accordance with legal requirements. (S6)	N/A
(Core) Soil cultivation K16 S9	Soil management practices, when and why to cultivate and when to use other methods. Techniques to achieve tilth, levelling, aeration, drainage, level, pH, nutrient levels. Implications of site types, end use and finish to include	Cultivate, improve and preserve soils by mechanical methods and or by hand including amelioration and mulching (these might be imported or natural). (S9)	N/A

	fertilisers, soil amelioration, mulches. (K16)		
(Core) Pruning cuts K18 S11	<del>Impact of pruning on the plant and the importance of placing pruning cuts correctly. (K18)</del>	Remove unwanted or damaged growth from plants using a pruning cut. (S11)	N/A
(Core) Planting K19 S12	Planting techniques for shrubs and trees (using a simple tree pit including support and protection), storage and handling of containerised and bare root plant material and impact of poor storage and planting practice. (K19)	Plant shrubs and a tree using a simple tree pit. (S12)	N/A
(Core) Maintain turf K20 S14	Techniques and tools for maintaining turf including quality standards. (K20)	Mow turf using pedestrian controlled powered driven mower. (S14)	N/A
(Core) Plant health K14 S8	Impact of environmental conditions on plant growth and how this affects plant care. (K14)	Maintain plant health for example providing for basic needs such as water, nutrition (either organic or inorganic), light. (S8)	N/A
(Core) Health and safety  S1 B1	N/A	Apply health and safety processes and procedures including risk assessments and or construction design management (CDM), manual handling, legislative requirements and organisational	Puts safety first for themselves and others. (B1)



		<p>policies. Follow safe systems of work and safety information in line with employer requirements or site context (for example clearing their route before transporting materials). (S1)</p>	
<p>(Core) Tools equipment and machinery K5 S3</p>	<p>Maintenance, operational requirements/pre start checks and legislation for tools, equipment and machinery including operator competence requirements. (K5)</p>	<p>Select, undertake a pre start check, set up, clean, store and safely operate tools, equipment and machinery (including pedestrian controlled and handheld) in line with current legislation and business policies. (S3)</p>	N/A
<p>(Horticulture) Natural and formal pruning K30 S23</p>	<p>Reasons for pruning and pruning techniques including timing and species suitability. (K30)</p>	<p>Prune plants to achieve healthy growth and form (including natural habit and formal or trained form). (S23)</p>	N/A
<p>(Horticulture) Maintain soft landscapes K29 S20</p>	<p>Techniques for maintaining soft landscapes. (K29)</p>	<p>Maintain soft landscapes for example - staking or support, division, seasonal clearance, and re-planting. (S20)</p>	N/A
<p>(Landscaping) Setting out site K32 S24</p>	<p>Importance of identification of services, utilities and site hazards. Techniques and tools for measuring and setting out sites for landscape</p>	<p>Measure and set out an uncomplicated site in preparation for landscape construction activities. (S24)</p>	N/A

	construction. The principles in defining site levels using manual or electrical equipment. (K32)		
(Landscaping) Paved features K36 S27	Techniques for paving, including setting levels, sub bases, laying bases, finishing. (K36)	Construct paved feature for example path, patio or shed base. Including setting levels, sub bases, laying bases, finishing. (S27)	N/A

## Professional discussion underpinned by a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Communications K7 S4 B2	Techniques for communicating with technical and non-technical audiences and the importance of effective communication in the workplace with colleagues, customers and the public. The value of effective and timely communication in customer care. (K7)	Communicate with technical (for example supervisors or managers) and non-technical audiences (for example clients or the public) using language appropriate to the audience. (S4)	Respectful of others including customer care. (B2)
(Core) Vegetation control K17 S10	Techniques for clearing sites and controlling weeds including identification and reasons for removal, techniques for control (including chemical) and situations for use. (K17)	Clear unwanted vegetation, selecting techniques to be used (for example weeding). (S10)	N/A
(Core) Install turf K21 S13	Types of turf, their characteristics and methods for installing. (K21)	Install turf for situation. (S13)	N/A
(Core) Maintain constructed landscape features K22 S15	Reasons for maintaining or protecting hard landscape features, maintenance specifications and maintenance techniques including suitability to different situations. (K22)	Maintain or protect hard surfaces, features or structures for example painting, re-gravelling, removing weeds from paving, drain clearance, cleaning. (S15)	N/A

<p>(Core) Business, team and self K23 S16 B3 B4 B5</p>	<p>Role of business policies, vision and values. Workers' contribution to earning profit and or awareness of implications of actions on business (for example work rate). How project management informs a team to achieve objectives. (K23)</p>	<p>Use digital tools and techniques for research, collaboration, continuous professional development and resolution of problems. (S16)</p>	<p>Sources solutions and seeks to continuously improve and develop. (B3)</p> <p>Takes pride in and ownership of work. (B4)</p> <p>Team focused and works effectively with colleagues and others. (B5)</p>
<p>(Horticulture) Propagation K25 S17</p>	<p>Propagation techniques including environment, preparation and aftercare. Components of growing media, purpose, sustainability implications and formulation. (K25)</p>	<p>Propagate plants by cuttings and seed sowing (this might be indoors or outdoors). Including selection of suitable growing media and or soil. (S17)</p>	<p>N/A</p>
<p>(Horticulture) Establish and maintain turf K26 K27 S18</p>	<p>Techniques of establishing ornamental turf and species rich meadows. (K26)</p> <p>Purpose, importance and features of turf maintenance activities to achieve quality standards and how they are presented in turf maintenance specifications. (K27)</p>	<p>Provide aftercare to recently installed turf and maintain established turf or species rich meadows including irrigation, maintenance, monitoring health and protection from use. (S18)</p>	<p>N/A</p>
<p>(Horticulture) Monitor and control</p>	<p>N/A</p>	<p>Monitor and control plant pests, pathogens, and</p>	<p>N/A</p>

pests and diseases S21		disorders using basic control methods (including application of chemicals or organic equivalents). (S21)	
(Horticulture) Herbaceous and seasonal planting K31 S22	Stock types and techniques for planting trees (other than simple tree pits). Techniques for planting herbaceous plants and those for seasonal display. (K31)	Plant herbaceous and seasonal planting (for example bedding, herbs or bulbs). (S22)	N/A
(Landscaping) Abrasive wheels K33 S25	Safety and practical considerations when using abrasive wheels. (K33)	Use free hand cutting and or bench cutting of hard landscape materials using abrasive wheels. (S25)	N/A
(Landscaping) Repair hard landscaping features K35 S26	Indicators that constructed structures require repair and techniques for correcting common problems. Importance of repairs for longevity and aesthetics. (K35)	Repair constructed landscape features (simple and noncomplex) for example re-grouting, re-sanding, damaged fencing. (S26)	N/A
(Landscaping) Horizontal features K39 S30	Techniques for constructing horizontal landscape features (excluding paving). (K39)	Construct horizontal landscape features (excluding paving). (S30)	N/A
(Landscaping) Vertical features K37 S28	Techniques for constructing vertical landscape features including foundations, fences,	Construct vertical landscape features including fences, ornamental vertical	N/A

	brick laying and walls. (K37)	features, and walls. (S28)	
(Landscaping) Drainage K38 S29	Purpose of drainage systems including methods for installation. (K38)	Install drainage in landscaping. (S29)	N/A

## Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	Funding band, standard and end-point assessment plan revised	21/09/2022	Not set	Not set
1.0	Approved for delivery	27/06/2017	20/09/2022	Not set

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