

Horticulture / Landscape Operative

Apprenticeship Assessment Plan

Level 2 Apprenticeship

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Appendix 1: Grading Table

Appendix 2: Training Specification - hosted on the National Land Based College (UK) website

<https://nlbc.uk/education-training/apprenticeships/apprenticeship-resources/>

## 1. Summary of Assessment

The standard and assessment plan is for a horticulture / landscape operative working in public parks and gardens, green spaces and historic gardens, commercial premises, private gardens and estates. The approach is based on the following principles:

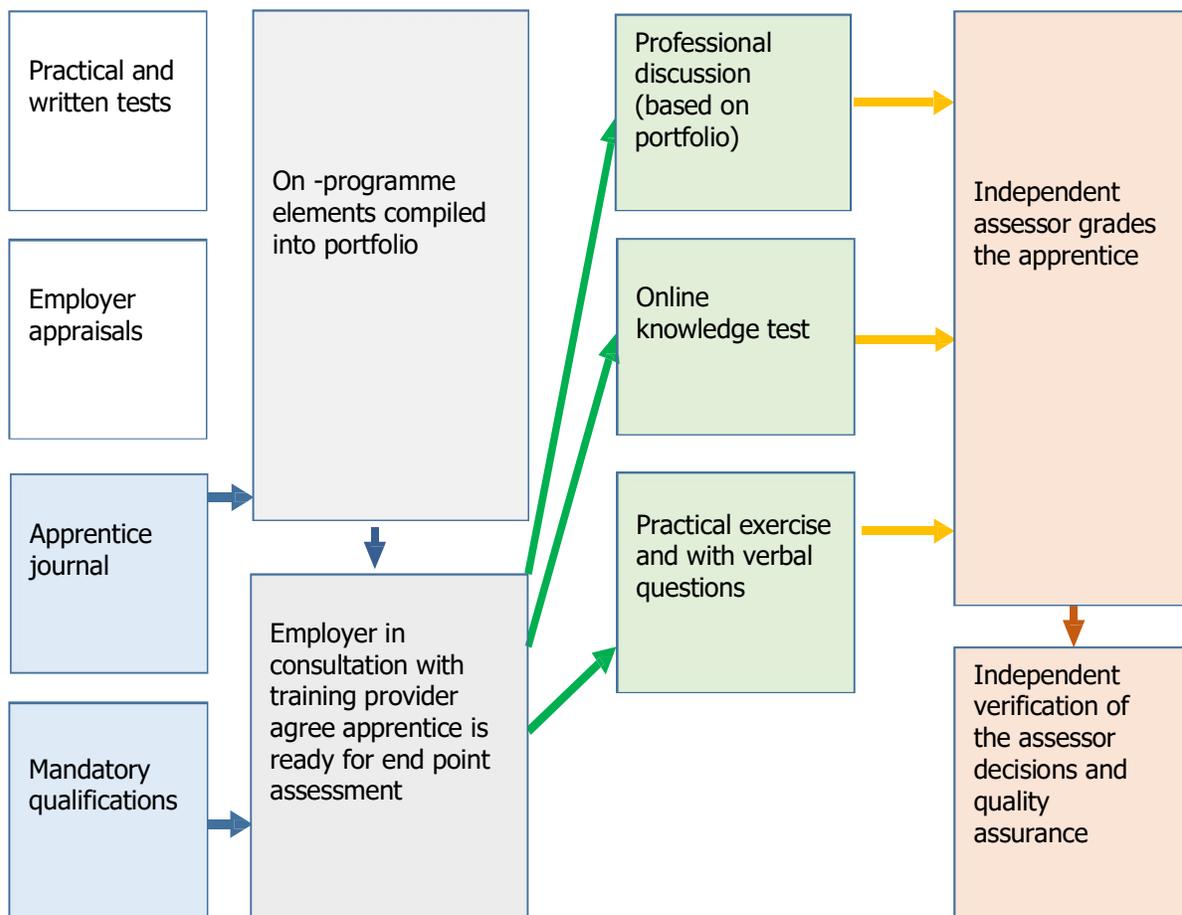
- On programme and end point assessment processes motivates apprenticeships to achieve excellence and not just satisfy the minimum standard
- The assessment process adds value to both the apprentice and employer allowing progression of learning and development of core business
- It links to industry developed recognised qualifications that enable and encourage progression and continuous development of skills and knowledge
- The assessment methods ensure that apprentices have a fair opportunity to meet the minimum required standards
- Employers are engaged in the assessment process as they work closely with the apprentices
- The assessment is cost efficient, practical and proportionate in time for employers

The apprentice should produce a portfolio of evidence on-programme that meets the requirements of the training specification. The portfolio should contain employer appraisals, apprentice journal, practical and knowledge tests.

The end point assessment will have three elements:

- A synoptic practical assessment containing a range of practical activities
- Professional discussion
- On line knowledge assessment meeting the knowledge requirements of the standard

**Figure 1:** Assessment Summary



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## 2. Assessment Overview

Table 1 details the assessment methods, grading and assessor for different areas of the standard during the end point assessment. Skills will be sampled by the relevant assessment method.

**Table 1:** Assessment Overview

Key:

Core – everyone

LC=Landscape Construction Role

H=Horticulture Role

S- Skill

K-Knowledge

B-Behaviour

Assessment Method	Area Assessed from the Standard	Assessed by	Grading
Online Knowledge test	Health and Safety (Core K/B) Biosecurity (Core K) Plant growth and development (Core K) Plant identification (Core K) Business (Core K) Soil science (Core K) Tools, equipment and machinery (Core K) Plant health (Core K) Industry understanding (Core K) Environmental (Core K) Vegetation Control (Core K) Communication (Core K) Set out site (LC K) Interpretation of drawings (LC K) Use of abrasive wheels (LC K) Water feature construction (LC K) Growing media for plant production (H K) Watering techniques (H K) Ornamental turf management (H K) Aquatic environments (H K)	Assessment Organisation	Fail / Pass / Distinction
Practical skills assessment	Health and safety (Core K/S/B) Communication (Core K/S) Customer care (Core K/S/B) Attitude (Core B) Decision making (Core B) Planting, plant growth and development (Core K/S) Plant Identification (Core K) Soil cultivation (Core K/S) Tools, equipment and machinery (Core K/S) Vegetation control (Core K/S) Environmental (Core K/S) Assess, repair and maintain hard structures (Core S) Site presentation (Core S) Team working (Core S) Install hard landscape features (LC S) Free hand cutting and bench cutting of landscape materials (LC – S/K) Assess and repair hard structures (LC S) Propagation (H S) Pruning (H S) Cultivate and maintain soft landscape elements (H S)	Assessment organisation  Independent assessor	Fail / Pass / Distinction

	Turf establishment (H K/S)		
Professional discussion	Health and safety (Core K/S/B) Learn behaviour (Core B) Communication (Core K/S) Planting, plant growth and development (Core K/S) Soil cultivation (Core K/S) Tools, equipment and machinery (Core K/S) Vegetation control (Core K/S) Environmental (Core K/S) Assess, repair and maintain hard structures (Core S) Site presentation (Core S) Install hard landscape features (LC S) Assess and repair hard structures (LC S) Pruning (H S) Cultivate and maintain soft landscape elements (H S) Turf establishment (H K/S)	Assessment organisation  Independent assessor	Fail / Pass / Distinction

### 3. On-programme Assessment

The apprentice must complete a portfolio of evidence that meets the requirements of the training specification and the apprenticeship standard. The training specification (see Appendix 2) outlines the recommended content that needs to be covered during the apprenticeship programme to meet the skills, knowledge and behavioural requirements of the standard. The portfolio is mandatory and elements of it may be used to inform questioning during the professional discussion. Supporting evidence must be collected in all seasons of the final year to allow for the student to build their portfolio. The portfolio will not be graded as part of the end point assessment, but will be the basis of the professional discussion.

The elements of the portfolio are:

- a) Apprentice journal: the apprentices should record experiences gained through the learning journey and reflect on their development over the apprenticeship period; reviewing the impact of their activities and behaviours on (a) the business and (b) the team.
- b) Written and practical tests: these should be designed to prepare the apprentice for the end point assessment and test seasonal elements.
- c) Employer appraisals: the progress of the apprenticeship should be monitored by the employer through a performance appraisal system. This will help in confirming that the apprentice is on track to complete the learning, and agree how any issues will be addressed.

To meet legislative requirements or industry standards, employers may have to ensure apprentices obtain specific evidence of training, statutory licences or approved competency cards to work or undertake activities in different parts of the sector. For example, apprentices must have appropriate evidence of training before use of abrasive wheels.

### 4. Assessment Gateway

The apprentice will be considered ready to undertake the end point assessment on completion of the training programme and the on-programme portfolio (including appraisals, apprentice journal, qualifications, written and practical tests). The employer, in consultation with the training provider, will put the apprentice forward for end point assessment when they have completed:

- their portfolio to a sufficient standard

- their professional qualifications (as found in the Standard):
  - Level 3 award in emergency first aid at work.
  - Level 2 Principles of Safe Handling and Application of Pesticides Guidance OR Level 2 Award in the Safe Use of Pesticides
  - Apprentices without level 2 English and maths must achieve level 1 and take the test for level 2.

The apprentice will have completed statutory licences and health and safety approved competency cards required to work in different parts of the sector.

Any marks or grades awarded on programme will not contribute towards the end point assessment. Selected evidence from the portfolio may be included or adapted to inform questioning during the professional discussion in the end point assessment.

## 5. End Point – Assessment

The End Point Assessment will contain 3 components – all components must be passed for the apprentice to meet the apprenticeship standard.

Assessment organisations will need to maintain a large enough bank of items (for the online knowledge test) and activities (for the synoptic practical assessment) to prevent the assessment from being predictable.

- a) **An online knowledge test** to be taken at the end of the apprenticeship programme in controlled conditions. This will contain 40 multiple choice questions set from an item bank, each with a minimum of four response options. It will be available online to learners and will take an hour. The paper will be developed and administered by the Assessment Organisation(s). This will be graded pass/distinction/fail.

The paper will be developed against an agreed test specification and will be mapped to the knowledge requirements in the apprenticeship standard.

The test will be marked by the Assessment Organisation and the apprentice will be allowed a maximum of two re-takes if they do not pass. No cap on grading will be placed on apprentices who need to retake.

- b) A **synoptic practical assessment**, assessed by an independent assessor, that requires the apprentice to complete a range of three practical activities in controlled conditions and respond to verbal knowledge questions posed by the assessor. The activities will be chosen from a bank of tasks developed by the Assessment Organisation(s). The tasks will cover a range of essential skills expected of a horticulture and landscape operative.

The practical assessments will take no more than six hours, they will be time bound and the apprentice will have no prior knowledge of which task they will be allocated.

This assessment will cover both skills and knowledge requirements in the apprenticeship standard, and will be mapped to these learning outcomes within the apprenticeship standard. The apprentice will be allowed a maximum of two retakes if they fail this assessment.

This will be graded pass/distinction/fail.

The practical assessment can take place either in the apprentice's place of work or at an assessment site as agreed between the employer and the assessment organisation. The resources required will be defined by the assessment organisation and only sites with those resources can be used.

- c) **Professional Discussion** –the apprentice, with support from the training provider and their employer, will select evidence from the final year of their apprenticeship. The evidence will be in line with guidance produced by the Assessment Organisation. It should focus on seasonal elements and may contain items selected or adapted from the portfolio.

The independent assessor will review evidence completed by the apprentice as part of their apprenticeship programme. The professional discussion will verify the portfolio as the apprentice’s own work.

The evidence will provide the basis for an hour long professional discussion under controlled conditions between one independent assessor and the apprentice that will allow the apprentice to demonstrate their knowledge of different conditions, the requirements of different seasons, and different scenarios through a structured discussion. This does not require a presentation by the apprentice. The apprentice will be allowed a maximum of two retakes if they fail this assessment. No cap on grading will be placed on apprentices who need to retake.

This will be graded pass/distinction/fail.

The professional discussion will take place under controlled conditions either in the apprentice’s own place of work or elsewhere. This will be agreed between the assessment organisation and the employer.

## 6. End Point – final judgement

The final judgement on whether the apprentice has met the requirements of the apprenticeship, and at what grade, will be made by the assessment organisation and independent assessor based on the grading criteria outlined in section 10 and appendix 1.

## 7. Independence

The End Point Assessment will be carried out by independent assessors appointed by the Assessment Organisation.

The independent assessor will be recruited, trained and standardised by the Assessment Organisation(s). The independent assessor will be allocated by the Assessment Organisation(s) from a pool of approved assessors maintained by the Assessment Organisation(s). The independent assessor must have met the criteria for independent assessors defined by the Assessment Organisation(s) in consultation with industry and employers. These criteria are:

- i) a level 3 qualification in a relevant area and current occupational experience in the role
- ii) a recognised qualification and proven competence in assessment
- iii) Correct and up to date CPD record

The assessor must be independent as defined by Government.

## 8. End-point – Summary of roles and responsibilities

Who	Role
Apprentice	Attends work and training undertaking tasks set. Completes any homework required, revises for tests and attends any assessment appointments. Builds their portfolio of evidence.
Employer	Provides the opportunities to learn. Gives feedback on the apprentice’s work and completes work appraisals quarterly; participates in consensus decision on the behaviours of the apprentice. Communicates with the training provider to ensure that the apprentice is on track and supports the apprentice with building

	<p>their portfolio. Provides pastoral care for the apprentice and decides the time for the end point assessment alongside the training provider.</p>
Training provider	<p>Work to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process.</p> <p>Supports the employer and the apprentice to make sure that learning outcomes are achieved. Structures the programme of learning and provides it for the apprentice and their employer. Provides pastoral care for the apprentice and communicates with the employer regularly to make sure the apprentice is meeting their goals. Marks the apprentices work and provides feedback to the apprentice and their employer. Decides the time for the end point assessment alongside the employer.</p>
Independent Assessor	<p>Recruited and trained by the Assessment Organisation(s) from employers, industry and brings independence as they will not have had any prior involvement in the apprenticeship or with the apprentice.</p> <p>Scores all components of the synoptic practical assessment and professional discussion.</p> <p>Assesses against Pass and Distinction criteria.</p> <p>Participates in annual standardisation events run by the Assessment Organisation(s).</p>
Assessment Organisation	<p>External and independent assessment of knowledge and practical competence through the examination requirement.</p> <p>Brings independence as they will not have had any prior involvement in the apprenticeship or with the apprentice.</p> <p>Brings added rigour and consistency to the assessment through their wider industry perspective, knowledge and experience.</p> <p>Supplies assessor guidance and templates for use in the on-programme assessment process.</p> <p>Assesses online knowledge test against Pass and Distinction criteria.</p> <p>Recruits independent assessors from employers, industry and training providers.</p> <p>Trains, and hosts annual standardisation events for independent assessors.</p> <p>The assessment organisation will combine the marks of the assessments and determine overall grade.</p>

## 9. **Quality Assurance**

Quality assurance and quality control shall be delivered by independent assessors responsible for assessing and grading of the final summative assessments and award successful apprentices with a pass or distinction.

The assessment processes set out to cover the range of technical knowledge, understanding, skills and behaviours required of an apprentice as set out in the Apprenticeship Standard and further detailed in the Training Specification. The following end point summative assessments shall cover the full range of assessments undertaken. This will enable assessment and verification to take place by independent assessment providers.

- Practical exercise with verbal questions
- Professional discussion
- Online knowledge test

a) Quality Assurance – Internal

The assessment organisation shall carry out annual standardisation between assessors, the appointment of a lead assessor to overview assessor reports, sample assessors work on an annual basis and carry out observed visits on a regular basis. The assessment organisation should monitor appropriate CPD to determine the technical competence of the lead assessor and any internal verifiers. Employers should be involved in the setting of CPD standards and offering opportunities to support development of lead / internal verifiers.

The assessment organisation shall also provide standardisation update days related to assessment matters and procedures and carry out reviews of assessor's continued professional development to ensure they have relevant technical and assessor qualifications and experience.

The horticulture / landscape trailblazer group are willing to provide employer input for assessment organisations on standard setting and materials developed.

b) Quality Assurance - External

Ofqual will undertake external quality assurance of the end point assessments through regulation.

Ofqual's approach to external quality assurance is through regulation of end-point assessments and the awarding organisations who deliver them: holding awarding organisations to account against our General Conditions of Recognition (the Conditions).

It is strongly recommended that assessment organisations work collaboratively to set common test specifications to be reviewed annually. Assessment organisations can then develop live assessment materials against these specifications.

c) Reliability, Validity and Consistency

The assessment methods and quality assurance procedures described above are designed to produce assessment outcomes that are educationally reliable and consistent across different assessment organisations. The processes described are also designed to ensure the consistent application of the assessment processes and standards by all parties allowing the apprentice fair access to assessment and fair comparison between apprentices and organisations.

Delivering reliability in judgement stems from the carefully laid out Apprenticeship Standard defining what is required of the knowledge, skills and behaviours. The Standard forms the pivotal point of the assessment process around which the other processes function.

Consistency and comparability between assessment organisations should be achieved by the collaboration of assessment organisations to develop test specifications designed to sample knowledge and understanding across the standard.

The use of assessment organisations provides confidence in those undertaking assessment and verification that they can make reliable judgements. Their use also provides confidence that results obtained across different organisations and employers can be relied upon as they are required to have robust internal quality assurance and verification processes to ensure that reliability of assessment is maintained within their organisations. Staff operating under these conditions shall meet the requirements set out in section 7 of this document.

The assessment organisation(s) will hold standardisation events to ensure consistency between its assessors and verifiers as this is paramount to the process.

Reliability in the assessment process depends upon the accuracy with which the test/assessment measures the skill or attainment that it is designed to measure. Therefore, each test/assessments shall be carefully designed allowing measures of internal consistency between assessors and organisations.

Reliability in the marking process shall be achieved in the following ways:

- Use of computer software to mark online tests

- Clearly written assessment methodologies
- Use of marking schemes as appropriate
- Use of standardisation events between markers marking the same piece of work

The combination of several assessment methods in the final summative assessment ensures that the assessment of each apprentice is based on their performance and reflects accurately the quality of their work and the application of skills, knowledge and behaviours specified in the Standards. Taken together, the components of the end point assessment plus the qualifications stated in the standard build a cumulative picture of performance against the Apprenticeship Standards.

Within the processes there are opportunities to integrate the testing of the application of skills, knowledge and behaviours. This not only allows the independent assessor to make a holistic judgement about how well the apprentice meets or exceeds the Standards but also to test the reliability of the processes.

## **10. End-point – Grading**

There will be 2 levels of achievement within this apprenticeship: Pass and Distinction.

A grading profile will be developed by the Assessment Organisation(s) in consultation with employers, and training providers to articulate the skills, knowledge and behaviours expected of a pass and distinction level apprentice, and the characteristics of a fail apprentice. This will be based on the grading table in appendix 1. This profile will then be used to inform the grading descriptors used in the assessment the final end assessments.

To pass the multiple choice tests, the apprentice must attain a 60% mark and to gain a distinction an 80% mark. They must meet the grading criteria in appendix 1 for both the professional discussion and practical skills assessment. The overall grade for the apprentice would then be aggregated based on the grades for the assessment elements. Three passes generate a pass, three distinctions: a distinction.

## **11. Implementation**

### a) Delivering Accurate (Valid) Judgements

The End Point Assessment is focused on the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Standard. Each of the components of the End Point Assessment builds a cumulative picture of competence against the detailed Standard.

### b) Delivering Consistent (Reliable) Judgements

The internal and external quality assurance measures have been designed to ensure consistent and reliable judgements.

Detail has been included within the plan in areas such as grading, conditions under which the assessments are held and what details assessment organisations should outline about sites for practical assessments.

A training specification has been written to give a more detailed framework for the technical content that it is hoped assessment organisations will use.

### c) Synoptic Assessment

The components of the End Point Assessment and the assessment tools being used in this apprenticeship all require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the standard. The End Point Assessments will be synoptic in their design, sampling a sufficiency of skills and knowledge across the training programme, and apprenticeship standard.

This will build a cumulative and holistic picture, from all the components of the Final Assessment, of how well the apprentice meets or exceeds the standard.

#### d) Affordability & Flexibility

In developing this assessment approach with employers we have consistently sought to keep the approach simple but effective, to use existing work-based training methods wherever possible and to avoid duplication or the need for adding additional burden into the assessment process.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their own environment. Where additional support is required, the training provider can step in to offer their expertise.

The flexibility and affordability built into this assessment model is critical to its ability to cater for all types and sizes of employers. The following key points deliver this:

- Use of evidence generated by the apprentice gathered during the training programme to inform the timing of the final assessment
- Option to use of the apprentice's work place for the end practical assessment
- On-line end knowledge assessment
- Option to flex the amount of support required from the training provider. This can be discussed and tailored (utilising the training provider's expertise) during contract discussions

This flexibility, plus the additional payment that the Government is proposing to provide to small businesses offering apprenticeships, will make this an affordable apprenticeship model for small and large employers.

An indicative proportion of 10% of funds should be spent on assessment, the remainder on training.

#### e) Manageability / Feasibility

This apprenticeship has been designed to be viable for both large and small employers.

- The end Practical Assessment may take place at the apprentice's place of work
- Independent Assessors will attend a standardisation event before they commence any engagement with the End Point Assessment process. This will be face-to-face or virtual, depending on the location of individuals
- Independent Assessors will travel to the location of the Final Assessment on the day

#### f) Volumes

After five years it is anticipated that there will be 1,000 registrations per year.

## Appendix 1: Grading Table

This table is only intended to provide assessment organisations with a framework for grading and it is expected that detailed grading criteria will be developed using this as a guide.

Test	Fail	Pass	Distinction
<p><b>Online Knowledge Test</b></p> <p>This will cover all the knowledge requirements identified in the Assessment Overview table. Each question will have equal weighting.</p>	<p><b>59% or lower mark</b></p>	<p><b>60%-79% mark</b></p>	<p><b>80% and above mark</b></p>
<p><b>Practical Skills Assessment</b></p>	<p>Unable to give complete explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.</p> <p>Incomplete evidence of familiarity with practical skills. Ill at ease with tasks and equipment, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect.</p> <p>Incomplete evidence of consideration of theory when attempting tasks. Tends to attend</p>	<p>Explanations are logical, show comprehension and free from misunderstanding.</p> <p>Successful application of skills, although areas of complexity may present a challenge.</p> <p>Shows good application of theory to practice.</p>	<p>Evidence of clear causal links in explanations. Uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>High levels of skill and/or dexterity, showing ability to successfully adjust practice; able to deal successfully with complexity.</p> <p>Skilled and practiced in professional environment.</p> <p>Evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p>

	<p><b>to single aspects at a time without considering implication of contextual information.</b></p>		
	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Health and safety: health and safety procedures and requirements not consistently followed on site and incorrect or confused understanding of their requirement.</li> <li>• Communication: lack of clarity or no communication when required.</li> <li>• Customer care: inconsiderate or unclear when dealing with others.</li> <li>• Attitude: lack of care in presentation, attention to detail or time keeping.</li> <li>• Decision making: incorrect decisions or decisions not made in a timely manner.</li> <li>• Planting, plant growth and development: plants / seed / turf with low chance of establishing consistently. Incorrect moisture and nutrient levels and pruning techniques. Knowledge incorrect or incomplete for compost production, moisture, nutrient and pruning requirements. Knowledge incorrect or incomplete for physical structure of plants, principles of germination, photosynthesis, respiration and transpiration and the</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Health and safety: health and safety procedures and requirements followed on site.</li> <li>• Communication: communicate work related information logically.</li> <li>• Customer care: considerate and efficient in dealing with customers</li> <li>• Attitude: positive and motivated attitude towards work, including having pride in work.</li> <li>• Decision making: adopt a pragmatic timely approach by identifying appropriate solutions to practical problems.</li> <li>• Planting, plant growth and development: plants / seeds / turf planted correctly. Correct moisture, nutrient levels and pruning techniques used. Understand value of compost. Show understanding of physical structure of plants, principles of germination, photosynthesis, respiration and transpiration and the relationship between environmental conditions and plant growth.</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Health and safety: health and safety procedures and requirements followed on site and understanding of why they are required.</li> <li>• Communication: communicate work related information concisely, clearly and logically.</li> <li>• Customer care: show dignity, respect and empathy when dealing with customers</li> <li>• Attitude: care taken in presentation, time keeping and attention to detail. Pride demonstrated in all aspects of work.</li> <li>• Decision making: problems solved quickly and to positive effect through effective decision making.</li> <li>• Planting, plant growth and development: plants / seeds / turf planted correctly and at a professional work rate. Correct moisture and nutrient levels and pruning techniques used with application of underpinning knowledge. Understanding of compost production, moisture, nutrient and pruning requirements.</li> </ul>

	<p>relationship between environmental conditions and plant growth.</p> <ul style="list-style-type: none"> <li>• Plant Identification: plants incorrectly or not identified or scientific names not used.</li> <li>• Soil cultivation: incorrect or incomplete preparation of ground for seeding and planting including selecting equipment and work method, minimising environmental damage and correct storage of equipment / disposal of waste.</li> <li>• Tools, equipment and machinery: tools, equipment and machinery selected or used incorrectly. Incorrect or incomplete assessment of maintenance requirements and identification of suitable action in line with company policy.</li> <li>• Vegetation control: unable to identify vegetation type for control, methods and equipment not suitable or incorrectly applied.</li> <li>• Environmental: sources of pollution not identified or management not known. Actions required to manage waste incomplete and not fully understood. Protected and invasive species not known, incomplete or incorrect actions if identified. Activities suggested could cause environmental harm.</li> </ul>	<ul style="list-style-type: none"> <li>• Plant Identification: identify plants correctly by scientific names.</li> <li>• Soil cultivation: correctly prepare ground for seeding and planting including selecting equipment and work method, minimising environmental damage and correct storage of equipment / disposal of waste.</li> <li>• Tools, equipment and machinery: tools, equipment and machinery selected and used correctly. Assess maintenance requirements and identify suitable action in line with company policy. Make repairs where appropriate. Vegetation control: identify species and type of vegetation for control, select methods and equipment used to control and remove unwanted plant material.</li> <li>• Environmental: manage sources of pollution, prevent pollution and control waste. Identify protected and invasive species, know what actions to take if identified and how work methods should be modified if necessary.</li> <li>• Site presentation: remove debris, work safely on a site with public use.</li> </ul>	<p>Comprehension of physical structure of plants, principles of germination, photosynthesis, respiration and transpiration and the relationship between environmental conditions and plant growth. Knowledge applied to practical applications.</p> <ul style="list-style-type: none"> <li>• Plant Identification: plants identified correctly by scientific names with attention to detail in presentation.</li> <li>• Soil cultivation: correctly prepare ground for seeding and planting, including selecting equipment and work method, minimising environmental damage and correct storage of equipment / disposal of waste.</li> <li>• Tools, equipment and machinery: tools, equipment and machinery selected and used correctly. Assess maintenance requirements and identify suitable action in line with company policy. Demonstrate understanding of machinery, make repairs and keep records where appropriate.</li> <li>• Environmental: manage sources of pollution, prevent pollution and control waste. Understanding of environmental impacts of horticulture works and actions taken on site to minimise risk. Identify protected and</li> </ul>
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	<ul style="list-style-type: none"> <li>Site presentation: action required to remove specific debris types not known. Work does not demonstrate awareness of public presence on site.</li> <li>Team working: is not aware of other team members and does not contribute fully to the team.</li> </ul>	<ul style="list-style-type: none"> <li>Team working: work effectively in a team.</li> </ul>	<p>invasive species, know what actions to take if identified and how work methods should be modified if necessary.</p> <ul style="list-style-type: none"> <li>Team working: shows collaboration with other team members and adjusts work practices to help other team members if required.</li> </ul>
	<p><b>Landscape Construction and Horticulture Roles</b></p> <p>Tasks not undertaken as described in the Standard. Incomplete evidence of familiarity with practical skills. Ill at ease with tasks and equipment, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect.</p>	<p><b>Landscape Construction and Horticulture Roles</b></p> <p>Tasks undertaken as described in the Standard.</p> <p>Demonstration of skills, although areas of complexity may present a challenge.</p> <p>Shows application of theory to practice.</p>	<p><b>Landscape Construction and Horticulture Roles</b></p> <p>Tasks undertaken as described in the Standard, but with skill, making adjustments to practice; able to deal with complexity.</p> <p>Shows understanding of theory and application to practice.</p>
<p><b>Professional Discussion</b></p> <p>This will cover all the requirements identified in the Assessment Overview table.</p>	<p>Unable to give explanations of concepts and theories. Explanations recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing.</p>	<p>Explanations are logical. Showing comprehension and free from misunderstanding. Connections are explored. Logical, plausible.</p>	<p>Evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories in explaining decisions taken and application to new situations.</p>