

Landscape / Horticulture Supervisor

Apprenticeship Assessment Plan

Level 3 Apprenticeship

Contents

1. Summary of Assessment	3
2. Assessment Overview	4
3. On-programme Assessment	6
5. End Point – Assessment	7
6. End Point – final judgement	9
7. Independence	10
8. End-point – Summary of roles and responsibilities	10
9. Quality Assurance	11
10. End-point – Grading	13
11. Implementation	13

Appendix 1: Grading Table

1. Summary of Assessment

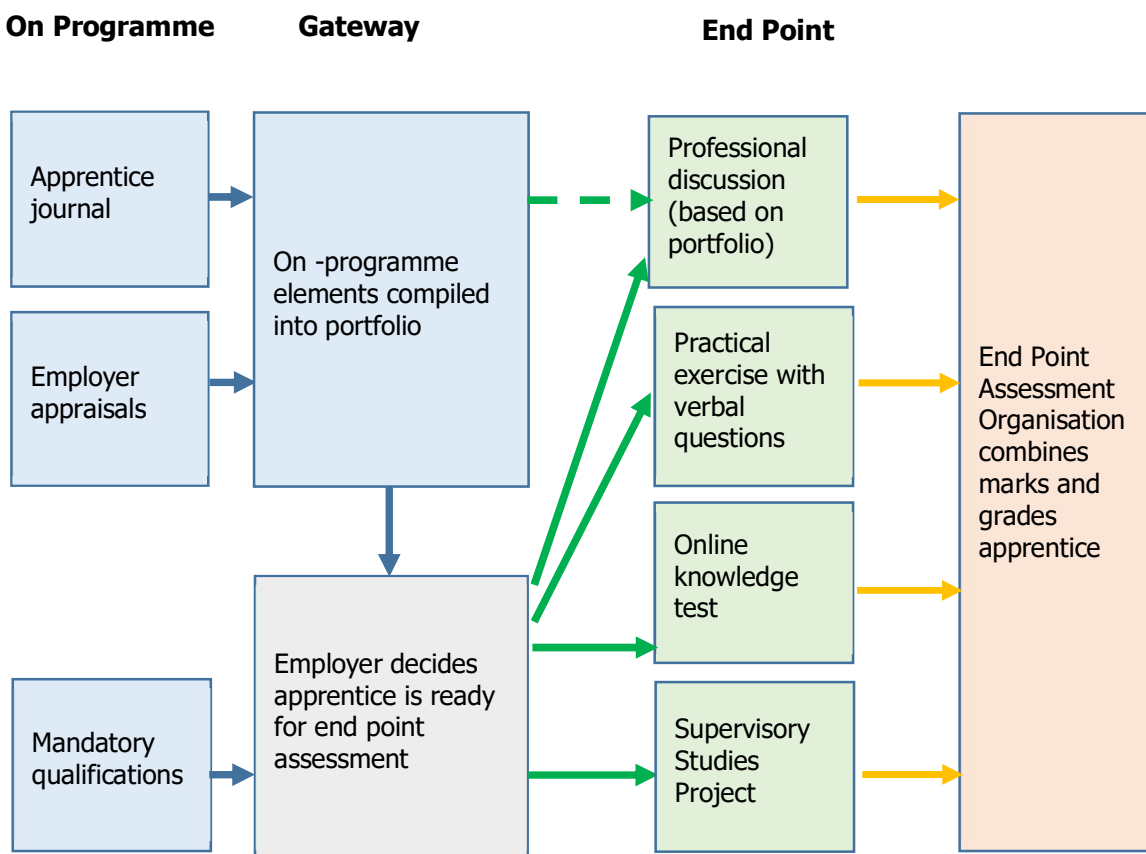
The standard and assessment plan are for a horticulture / landscape supervisor working in public parks and gardens, green spaces and historic gardens, commercial premises, private gardens and estates. The approach is based on the following principles:

- 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. The portfolio should contain employer appraisals, apprentice journal plus the mandatory qualifications.

The end point assessment will have the following elements:

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

Figure 1: Assessment Summary

2. Assessment Overview

Table 1 details the assessment methods, grading and assessor for different areas of the standard during the end point assessment. Skills and knowledge will be sampled, determined by season. In season tasks will be covered by practical assessment and out of season tasks by the professional discussion.

Table 1: Assessment Overview

Key:

Core – everyone
S-Skill

LC=Landscape Construction Role
K-Knowledge

H=Horticulture Role
B-Behaviour

Assessment Method	Area Assessed from the Standard	Assessed by	Grading
Online Knowledge test	Industry understanding (Core K) Business (Core K) Communication (record keeping) (Core K) Customer Care (Core K) Health and Safety (Core K/B) Environmental (Core K) Plant Growth and Development (Core K) Tools, Equipment and Machinery (Core K)	End Point Assessment Organisation	Fail /Pass / Distinction

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	Vegetation Control (Core K) Biosecurity (Core K) Plant Identification and Classification (Core K) Soils and Growing Media (Core K) Plant Health (Core K) Protection of Biodiversity and Heritage (Core K) Assess, Repair and Maintain Hard Structures (Core K) Tree Safety (Core K) Supervision (Core K) Landscape Feature Construction Methods (LC K) Cable and Service Avoidance Techniques (LC K) Estimation Techniques (LC K) Plant Propagation (H K) Growing Media (H K) Ornamental Aquatic Environments (H K)		
Practical exercise with verbal questions	Health and Safety (Core K/S/B) Communication (Core K/S) Work Ethic (Core B) Environmental (Core K/S) Plant Growth and Development (Core K/S) Tools, Equipment and Machinery (Core K/S) Vegetation Control (Core K/S) Plant Identification and Classification (Core K) Soils and Growing Media (Core K/S) Assess, Repair and Maintain Hard Structures (Core K/S) Site Presentation (Core S) Biosecurity (Core K/S) Installation of Landscape Features (LC K/S) Measure and Set Out a Site (LC S) Interpret Job Specification (LC S) Application of Landscape Construction Materials (LC S) Site Survey & Measuring (LC S) Free Hand Cutting and Bench Cutting of Hard Landscape Materials (LC S) Assess and Repair Hard Landscape Features (LC S) Irrigation Systems (LC S) Pruning (H S) Growing Media (H S) Propagation (H K/S) Maintenance, Restoration and Installation of Turf (H S) Cultivation & Maintenance of Soft Landscape Elements (H S) Develop Maintenance Programmes (H S) Schedule Work to Protect Features Present (H S) Using and Maintaining Irrigation Systems (H S)	End Point Assessment Organisation Independent assessor	Fail /Pass / Distinction
Professional discussion	Health and Safety (Core K/S/B) Communication (Core K/S) Plant Growth and Development (Core K/S) Soils and Growing Media (Core K/S)	End Point Assessment Organisation	Fail /Pass / Distinction

	Tools, Equipment and Machinery (Core K/S) Vegetation Control (Core K/S) Environmental (Core K/S) Assess, Repair and Maintain Hard Structures (Core K/S) Tree Safety (Core S) Supervision (Core S) Work ethic (Core B) Installation of Landscape Features (LC K/S) Measure and Set Out a Site (LC S) Interpret Job Specification (LC S) Application of Landscape Construction Materials (LC S) Site Survey & Measuring (LC S) Assess and Repair Hard Landscape Features (LC S) Irrigation Systems (LC S) Pruning (H S) Growing Media (H S) Propagation (H K/S) Maintenance, Restoration and Installation of Turf (H S) Cultivation & Maintenance of Soft Landscape Elements (H S) Develop Maintenance Programmes (H S) Schedule Work to Protect Features Present (H S) Using and Maintaining Irrigation Systems (H S)	Independent assessor	
Supervisory Studies Project	Communication (Core K/S) Customer Care (Core K/S) Supervision (Core K) Health and Safety (Core K/S/B) Team Working (Core S) People Management (Core S) Business (Core K) Change (Core B)	Independent Assessor	Fail /Pass / Distinction

3. On-programme Assessment

The apprentice must complete a portfolio of evidence that meets the apprenticeship 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; reviewing the impact of their activities and behaviours on (a) the business and (b) the team.
- b) 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. Reflective accounts and self-evaluations should not be included as evidence in the portfolio.

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 and apprentice journal). On completion of the following elements, the employer should check the apprentice is at the required standard, has completed their portfolio and that this is their own work. Once satisfied that the apprentice has met the requirements of the standard, they will put forward the apprentice for end point assessment with:

- complete portfolio
- their professional qualifications (as found in the standard)
 - Emergency first aid: Level 2 award in emergency first aid at work.
 - Pesticides: 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 this prior to taking the end point assessment.
 - Horticulture option only - Level 2 Award in the Safe Application of Pesticides using Pedestrian Hand Held Equipment

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 the following components – all must be passed for the apprentice to meet the apprenticeship standard. All components are equally weighted.

End Point Assessment Organisations must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action. Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

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An apprentice who fails an assessment method will be required to re-sit any failed assessment methods only.

- 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 four response options, including one correct response. There will be one mark awarded per question. It will be available online to learners and will take an hour. The paper will be developed and administered by the End Point Assessment Organisation(s). This will be graded fail/pass/distinction.

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 End Point Assessment Organisation.

- b) **A practical exercise with verbal questions**, assessed by an independent assessor, that requires the apprentice to complete three practical activities in controlled conditions and, at the end of the assessment, respond to verbal knowledge questions posed by the assessor. The activities will be chosen from a bank of at least 12 tasks developed by the End Point Assessment Organisation. The tasks will cover a range of essential skills expected of a horticulture and landscape supervisor. One of these tasks will test supervision of practical work through elements such as quality checks, writing of work plans or undertaking preparation for work such as risk assessments. This will not include physical supervision of staff during the test. The remaining tests will cover practical skills, but not working as part of a team.

The practical assessment will take 6 hours with a +10% tolerance, under the discretion of the independent assessor to allow tasks to be completed. The apprentice will have no prior knowledge of which tasks they will be allocated.

Verbal questions will be asked after each individual practical exercise. They will take 45 minutes in total out of the 6 hours allocated for the practical exercises and will cover knowledge and application of knowledge. Questions will reflect the work observed and the assessor will have the flexibility to question a decision or action, but will follow a template provided by the End Point Assessment Organisation.

This assessment will cover both skills, knowledge and behaviour requirements in the apprenticeship standard, and will be mapped to these learning outcomes within the apprenticeship standard. 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. The resources required (e.g. tools, equipment and site requirements) will be defined by the End Point Assessment Organisation and only sites with those resources can be used.

- c) **Professional Discussion**, the apprentice will submit their portfolio to the EPAO when they pass the gateway. The evidence will be in line with guidance produced by the End Point Assessment Organisation.

The independent assessor will review the apprentice's portfolio ahead of the professional discussion in order to formulate questions for the professional discussion. EPAOs will develop a structured brief and example questions for independent assessors to ensure consistency and comparability.

The portfolio will provide the basis for an hour-long professional discussion, with a +10% tolerance, under controlled conditions between one independent assessor and the apprentice that will allow the apprentice to demonstrate their knowledge, skills and behaviours of different conditions, the requirements of different seasons, and different scenarios through a structured discussion. This does not require a presentation by the apprentice.

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 other suitable location e.g. training provider or test centre. This will be agreed between the End Point Assessment Organisation and the employer.

- d) **Supervisory Studies Project**, assessed by an independent assessor. The apprentice will be required to document and write a word-processed report, citing sources, on a subject suitable to their option (horticulture or landscape construction) in the end point assessment after going through the 'gateway', depending on their occupational role. The word limit is 1500 and they will give a 10-minute presentation to an independent assessor on the project. This may include slides, props or video. The project must reflect actual activities in the workplace and simulation will not be permitted. This is a supervisory task of managing an activity using personnel, resources and materials, it is not intended to be a garden/landscape design project.

Submission requirements:-

- A report written by the apprentice documenting; activity, research, outcomes, timelines, financial control, quality control, learning conclusions and demonstrating staff supervisory techniques.
- Environmental and health and safety documentation
- Presentation given to an independent assessor

This assessment will cover the skills, knowledge and behaviours required for an apprentice to effectively supervise a work activity. The apprentice will write their own project under the supervision of the employer. The project will take 8 weeks, be submitted at least three weeks prior to the presentation and be marked by the independent assessor.

The supervisory studies presentation will take place under controlled conditions either in the apprentice's own place of work or another suitable location (e.g. training provider or test centre). This will be agreed between the End Point Assessment Organisation and the employer. The presentation will take 10 minutes with further 20 minutes for questions afterwards. The questions should be based on the presentation and the written project and should follow a template provided by the End Point Assessment Organisation (which allows scope for the assessor to add other questions where required).

There is a +10% tolerance on the duration. The presentation will be assessed by one independent assessor. The independent assessor will give a final holistic mark for both the project and the presentation together.

Supervisory studies project will be graded pass/distinction/fail.

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 End Point Assessment Organisation 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 End Point Assessment Organisation.

The independent assessor will be recruited, trained and standardised by the End Point Assessment Organisation(s). They will be allocated by the End Point Assessment Organisation(s) from a pool of approved assessors maintained by the End Point Assessment Organisation(s). The independent assessor must have met the criteria for independent assessors:

- i) a level 4 qualification in a relevant occupational area
- ii) a recognised qualification and proven competence in assessment
- iii) correct and up to date CPD record and current technical competence in the breadth of the role being assessed. Assessors should provide an up to date CPD record in a format determined by the EPAO. Examples include seminars, knowledge exchange events, trade shows, conferences etc. The EPAO should also ask assessors to explain what they have gained from attendance and how they will apply this to their work. To maintain technical competence, assessors may work part time or have recent time in industry, undertake industry placements, judge / compete in skills competitions, volunteer, undertake training etc...

The assessor must be independent as defined by Government and therefore must not have had any prior involvement in the apprenticeship or with the apprentice.

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 their portfolio. Provides pastoral care for the apprentice and decides when the apprentice is ready for the end point assessment.
Training provider	Work to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process. 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.
Independent Assessor	Recruited and trained by the End Point 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>Scores all components of the synoptic practical assessment, supervisory studies project and professional discussion.</p> <p>Assesses against Fail, Pass and Distinction criteria.</p> <p>Participates in annual standardisation events run by the End Point Assessment Organisation(s).</p>
End Point Assessment Organisation	<p>Develops the end point assessments.</p> <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>Assesses online knowledge test against Fail, 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 End Point Assessment Organisation will determine overall grade.</p>

9. Quality Assurance

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. 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
- Supervisory skills project

a) Quality Assurance – Internal

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

The End Point Assessment Organisation shall also provide standardisation update days related to assessment matters and procedures and carryout 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 End Point 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.

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It is strongly recommended that End Point Assessment Organisations work collaboratively to set common test specifications to be reviewed annually. End Point 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 End Point 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.

It is recommended that consistency and comparability between End Point Assessment Organisations is achieved by the collaboration of End Point Assessment Organisations to develop test specifications designed to sample knowledge and understanding across the standard.

The use of End Point 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 End Point 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/assessment 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.

It is recommended 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 online knowledge test, the apprentice must attain a 60% mark and to gain a distinction an 80% mark. They must meet the marking criteria set by the End Point Assessment Organisation, based on the grading table (appendix 1) for both the professional discussion, practical skills assessment and supervisory project. The overall grade for the apprentice would then be aggregated based on the grades for the assessment elements. Four passes generate a pass, four distinctions: a distinction. The lowest grade achieved for an individual element will therefore determine the overall grade.

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 developed and recommended for use by the employer group. This training specification is hosted on the following website <https://nlbc.uk/education-training/apprenticeships/apprenticeship-resources/>.

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 End Point 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 end point 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.

No more than 20% 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 End Point Assessment on the day

f) Volumes

After five years it is anticipated that there will be 250 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 (in addition to pass criteria)
Online Knowledge Test This will cover all the knowledge requirements identified in the Assessment Overview table. Each question will have equal weighting.	59% or lower mark	60%-79% mark	80% and above mark
Practical exercise with verbal questions	Does not meet the requirements of the Pass criteria	Explanations are logical, show comprehension and free from misunderstanding. Successful application of skills. Shows understanding of theory.	Evidence of clear causal links in explanations. Uses concepts and theories confidently in explaining decisions taken and application to new situations. Demonstrates skill showing ability to successfully adjust practice. Evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.
		Core Health and safety: safe working practices demonstrated, risk assessment completed with all safety critical information, understanding of legislation, risk assessment and employer/employee responsibilities.	Core Health and safety: understanding of legislation and impact in the work place. Understands risk assessment. Shows dynamic review of risk assessment in relation to changing circumstances on site.

		Communication: communicate work related information in a timely logical manner to progress tasks.	Communication: communicate work related information effectively, concisely, clearly and logically. Keep all relevant parties involved with the flow of information. Open discussions with different audiences on work progress using different communication styles.
		Work ethic: positive and motivated attitude towards work, including having pride in work.	Work ethic: care taken in presentation, time keeping and attention to detail. Pride demonstrated in all aspects of work.
		Plant identification and classification: identify plants correctly by scientific names, family known.	Plant identification and classification: attention to detail with correct notation in presentation of genus, species and cultivar names.
		Environment & biosecurity: develop site waste plans, implement and record and store waste transfer notes. Identify protected species and take appropriate action. Identify invasive species, take appropriate actions including preventing spread and biosecurity measures.	Environment & biosecurity: develop site waste plans, implement and record and store waste transfer notes with attention to detail and accuracy.
		Plant growth and development: physical properties and processes involved in plant growth known. Understanding of effect of naturally occurring factors on plant growth (e.g. light, water, nutrients). Effect of cultivation (e.g. pruning, training, irrigation) on plant growth understood. Cultivation problems identified.	Plant growth and development: physical properties and processes involved in plant growth understood and can be related to horticultural practice. Cultivation problems identified, related to above factors and solutions identified.
		Tools, equipment and machinery: tools selected and used correctly. Machinery risk assessments meet requirements. Start up, maintenance and post operation requirements known and	Tools, equipment and machinery: tools selected and used demonstrating detailed knowledge of relevant machinery and equipment. Machinery risk assessment and checks carried out efficiently and

		understood. Common faults identified. Records kept if required.	with care. Records completed with appropriate action recommended and carried out on common faults.
		Vegetation control: vegetation correctly identified, suitable methodology selected for control, vegetation controlled.	Vegetation control: understanding demonstrated of vegetation types, factors impacting selection of control methods, strengths and limitations.
		Identify soil, characteristics and how they affect plant growth, including potential contamination. Supervise soil cultivation suitable for planting and to required specification level.	Identify soil and how it was formed. Know how it affects plant growth and development. Identify potential sources of contamination and effect on plant growth. Demonstrate understanding of soil amelioration for improved plant growth.
		Identify maintenance and repair requirements for hard landscape features. Undertake any immediate actions, identify materials required to affect repair and instruct work team to undertake required actions.	Effect maintenance and repairs to specified standards with attention to detail and application of knowledge to practice. Anticipate potential sources of wear and damage and preventative actions that can be taken.
		<p>Landscape Construction Option</p> <p>Construct, assess, and repair landscape features as described in the Standard (including irrigation) to stated specification:</p> <ul style="list-style-type: none"> • Interpret job specification • Plan operations for implementation • Survey and measure a site • Set out a site from a construction drawing • Install feature <p>Evaluate hard landscape structures including hazard and damage and take appropriate action.</p>	<p>Landscape Construction Option</p> <p>Work done well within time limitations, works safely and effectively. Result has a 'high quality finish' i.e. is uniform, exceeds specification, is tidy and shows attention to detail.</p>

		<p>Horticulture Option</p> <p>Cultivation and maintenance of soft landscape elements (as described in the standard) to specification. Including development of maintenance programmes for horticultural sites. Includes bedding, trees, shrubs, herbaceous, pruning and training, propagation, ornamental turf areas and irrigation systems. Work scheduled to prevent damage to features present.</p>	<p>Horticulture Option</p> <p>Work done well within time limitations. Result has a 'high quality finish' i.e. is uniform, exceeds specification, is tidy and shows attention to detail.</p>
<p>Supervisory Studies Project</p> <p>This will cover all the requirements identified in the Assessment Overview table.</p>	<p>Does not meet the requirements of the Pass criteria</p>	<p>Project brief followed, and all project elements are present (report, environmental and H&S documents). Content coherent, shows correct practice, demonstrates relevant skills.</p>	<p>Project brief comprehensively addressed. All elements present with, concise, clear and logical communication style. Correct use of grammar and good presentation of information using figures (e.g. images, charts and diagrams) and tables.</p> <p>Attention to detail, demonstration skills with evidence of correct practice. Relevant reflection including what could be done better.</p>
		<p>May show some anxiety or inexperience in presentation, but communicates project content and shows enough familiarity to ratify it is own work.</p>	<p>Presentation well structured, clear and informative. Comprehensively explains the project and clearly demonstrates familiarity and understanding of material present. Effective use of appropriate presentation materials e.g. slides, video and props. Demonstrates good presentation technique.</p>
		<p>Demonstrates use of communication channels and communication of information, depending on type. Can communicate using different methods e.g. face to face, letter, email or telephone</p> <p>Demonstrates effective communication with different audiences such as staff, colleagues, management, clients / visitors.</p>	<p>Demonstrates use of communication channels and communication of information, depending on type. Can communicate using different methods e.g. face to face, letter, email or telephone. Shows understanding of benefits / pitfalls of methods when deciding how to communicate.</p>

			Demonstrates effective communication with different audiences such as staff, colleagues, management, clients / visitors. Understands why style should vary with different audiences.
		Understands different types of customers, the impact of customer care on the organisation, customer service delivery and managing teams to deliver customer service.	Understand different types of customers, the impact of customer care on the organisation, customer service delivery and managing teams to deliver customer service Demonstrates either resolution of a customer complaint or effective communication of difficult news such as a problem on site.
		Demonstrates financial and budgetary understanding. Achieving a result within budget. Knows the impact of the project and the organisation's reasons for implementation.	Demonstrates financial and budgetary understanding and implications to the business. Able to manage and negotiate expenditure e.g. in response to changes, to achieve a result within budget. Incorporates business needs/objectives into decision making.
		Understands safe working practices, risk assessment, legislation and employer/employee responsibilities.	Knows how to establish safety culture on site. Leads safety briefings / toolbox talks.
		Supervision, team working & people management: supervises team, including, clear instructions, motivation, quality control, performance and solving problems. Supports staff members. Explains tasks to staff and keeps staff members working safely, adjusting practice where needed. Able to manage staff performance within organisation's processes and procedures.	Supervision, team working & people management: applies supervisory techniques showing practical application of supervisory theory. Involves team in decision making. Understands principals establishing safety culture within an organisations. Establishes a safety culture in the work team and on site in practical situations. This encourages safety through the work environment, equipment, systems and procedures and the people in the organisation. It leads to

			<p>workers exhibiting safety conscious behaviours and attitudes and is more than just ensuring safe working practices are followed on site.</p> <p>Able to respond to changes in work programme e.g. due to supplier delays, staffing issues, machinery problems, site changes or client requirements. Show dynamic problem solving in relation to risks, environment and task.</p> <p>Shows leadership when directing the work team and motivates staff. Team participate in decisions and are encouraged to identify ways to improve the work situation. Team understands the wider context of the work they are doing and how it fits into the vision of the organisation. Team are motivated and developed as a unit. They work together to help the company achieve corporate goals.</p>
<p>Professional Discussion</p> <p>This will cover all the requirements identified in the Assessment Overview table.</p>	<p>Does not meet the requirements of the Pass criteria</p>	<p>Explanations of concepts and theories relating to knowledge items in table 1 (Assessment Overview) are logical, showing comprehension and free from misunderstanding. Connections are explored. Logical, plausible.</p>	<p>Evidence of clear causal links in explanations generated. Uses concepts and theories in explaining decisions taken and application to new situations.</p>
		<p>Health and safety and environmental: can explain logical choices resulting from risk assessment and environmental risk assessment. Knowledge applied appropriately to support choices. Demonstrates effective communication in relation to these documents with staff.</p>	<p>Health and safety and environmental: shows comprehensive understanding of the hazards and risks from health and safety and environmental perspective. Choices show this understanding applied to the tasks. Demonstrates relevant communication to staff of these documents. Evidence of establishing a strong health and safety culture on site.</p>

		<p>Supervision: explains how they motivated a team, kept a team on time, manage performance and problems and supported staff members.</p>	<p>Supervision: explains different supervisory techniques and when they should be applied with examples for motivating a team, keeping a team on time, managing performance and problems, supporting staff members and providing leadership.</p> <p>Examples show dynamic problem solving in relation to risks, environment and task.</p>
		<p>Communication: understands principals of work-related communication and communication channels in work place. Gives examples of communicating with different audiences such as staff, colleagues, management and clients / visitors.</p> <p>Selects appropriate communication method such as phone, email, face to face or letter.</p>	<p>Communication: Understands principals of work-related communication and how these can be applied in practice. Explains clearly and concisely how communication should differ dealing with staff, colleagues, management, clients / visitors. Examples of this given from the work place. Understands the benefits and pitfalls of communication through different methods such as phone, face to face and via email.</p>
		<p>In relation to practical tasks listed in summary table can demonstrate logical decisions and application of knowledge when making choices about machinery, techniques used, staff allocation and finishing to specification. Can demonstrate communication of specification to work team.</p>	<p>Interprets technical specification with clear explanation of how to achieve standard on site. Shows awareness of productivity and cost when making choices to implement the specification.</p>