



# HORTICULTURE OR LANDSCAPING SUPERVISOR

## Key information

- Proposal approved
- Occupational standard approved
- End-point assessment plan approved

**Reference:** ST0226

**Level:** 3

**Typical duration to gateway:** 30 months

**Typical EPA period:** 5 months

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

**Date updated:** 26/09/2023

**Lars code:** 392

**EQA provider:** Ofqual

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

All

## End-point assessment plan

### Introduction and overview

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

Landscape or horticulture supervisor 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 30 months on-programme (this means in training before the gateway) working towards competence as a landscape or horticulture supervisor. 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.

This EPA has 3 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - practical assessment with questioning:

- fail
- pass
- distinction

Assessment method 2 - project report and presentation with questioning:

- fail
- pass
- distinction

Assessment method 3 - professional discussion underpinned by a portfolio:

- 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 30 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.</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>Ofqual regulated Level 3 award in first aid at work (3-day course)</p> <p>Lantra Awards Level 2 Award in Safe Use of Pesticides OR City &amp; Guilds Level 2 Principles of safe handling and application of pesticides (for Option 1: Horticulture Supervisor)</p> <p>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 (for Option 1: Horticulture Supervisor)</p> <p>City &amp; Guilds NPTC Level 2 Certificate of Competence in the Safe Use of Abrasive Wheel Machines OR Lantra Abrasive Wheel Machines (for Option 2: Landscaping Supervisor)</p> <p>The apprentice must compile 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 landscaping supervisor</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 landscaping supervisor occupational standard ST0226.</p> <p>The qualification(s) required are:</p> <p>Ofqual regulated Level 3 award in first aid at work (3-day course)</p> <p>The qualification(s) required are:</p> <p>Lantra Awards Level 2 Award in Safe Use of Pesticides OR City &amp; Guilds Level 2 Principles of safe handling and application of pesticides (for Option 1: Horticulture Supervisor)</p> <p>The qualification(s) required are:</p> <p>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 (for Option 1: Horticulture Supervisor)</p> <p>The qualification(s) required are:</p> <p>City &amp; Guilds NPTC Level 2 Certificate of Competence in the Safe Use of Abrasive Wheel Machines OR Lantra Abrasive Wheel Machines (for Option 2: Landscaping Supervisor)</p> <p>The apprentice must achieve all of the qualifications listed in the Horticulture or Landscaping Supervisor occupational standard ST0226 relevant to their chosen option.</p> <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by a portfolio the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p><b>End-point assessment - typically 5 months</b></p>	<p><b>Grades available for each assessment method:</b></p> <p>Practical Assessment with Questioning</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Project report and presentation with questioning</p>

	<ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Professional discussion underpinned by a portfolio</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 5 months</li> </ul>

### Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 5 months.

The EPAO should confirm the gateway requirements have been met and the EPA should start as quickly as possible.

### EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

- confirm they are ready to take the EPA
- have achieved English and maths qualifications in line with the apprenticeship funding rules
- have passed Ofqual regulated Level 3 award in first aid at work (3-day course)
- have passed Lantra Awards Level 2 Award in Safe Use of Pesticides OR City & Guilds Level 2 Principles of safe handling and application of pesticides (for Option 1: Horticulture Supervisor)
- have passed 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 (for Option 1: Horticulture Supervisor)
- have passed City & Guilds NPTC Level 2 Certificate of Competence in the Safe Use of Abrasive Wheel Machines OR Lantra Abrasive Wheel Machines (for Option 2: Landscaping Supervisor)
- submit a Portfolio of evidence for the professional discussion underpinned by a portfolio

#### 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 the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.

## Order of 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 Questioning

### Overview

In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The EPAO decides where it takes place. The assessment environment must closely relate to the apprentice's natural working environment. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### Rationale

This assessment method is being used because this is a practical role and therefore it is important that the apprentices demonstrate that they have the skill to undertake the tasks in practice.

This is a level 3 role and they need to show that they can apply their knowledge to take technical decisions on site. Additionally, the setup of the practical (i.e. not providing spacing details for each plant) marks the activity out as more appropriate for the level and job role. This is because typically a horticulture or landscape supervisor would be required to undertake practical tasks, taking decision of how this should be done - rather than - following set instructions (like an operative would do). This allows the task to assess both practical competency and part of the supervisory context of the job role.

Seasonality is a significant factor as only tasks that can be done most of the year round can be selected without limiting the EPAs to certain seasons.

### Delivery

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

An independent assessor must conduct and assess the practical assessment with questioning.

The independent assessor must only observe one apprentice at a time 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 with questioning

The practical assessment with questioning must take 90 minutes.

The independent assessor can increase the time of the practical assessment with questioning 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 questioning 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.

The EPAO must manage invigilation of the apprentice during the assessment, 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 questioning before it starts. This does not count towards the assessment time.

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

#### Task one: Soil Assessment (K14, S8)

- Carry out a soil assessment including a texture and pH test.

#### Task two: Plant Identification, (K10, K30, S5)

- Physically inspect commonly used landscaping or seasonal plants without assistive resources and correctly identify 9 of 12 different plants from three different groups.

#### Task three: plant health, biosecurity and selection (K6, K7, K8, K9, K11, K12, K25, S3, S4, S6, S16, B1)

Preparation and planting of 6 plants from three plant groups considering plant health and biosecurity to include -

- A verbal risk assessment
- Transportation and storage of plants
- Planting preparation
- Planting
- Aftercare

The planting site should be a 2.5m square.

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions. The purpose of the questions is to explore aspects of the KSBs not demonstrated in the practical and show depth of understanding.

Questioning must occur during the practical assessment. The time for questioning is included in the overall assessment time.

The independent assessor must ask at least 10 questions during the practical assessment. To remain as unobtrusive as possible, the independent assessor should ask questions during natural breaks in work rather than disrupting the apprentice's flow. The independent assessor must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training.

The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the practical assessment with questioning.

The independent assessor must make the grading decision. The independent assessor must assess the practical assessment and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- KSBs demonstrated in answers to questions
- the grade achieved

### Assessment location

The practical assessment with questioning must 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 questioning must be provided by the EPAO, who can liaise with the employer to provide these.

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

### Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of tasks and questions in the case of re-sits and retakes, to minimise predictability.

The EPAO must produce the following materials to support the practical assessment with questioning:

- 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 the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Project report and presentation with questioning

### Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- project report
- presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

### Rationale

This assessment method is being used because this will enable a number of KSBs to be demonstrated covering both generic and practical skills in a holistic way. They will be able to demonstrate their ability to supervise horticultural activities, while also showing that they have the practical

competence in their chosen option. It enables them to demonstrate they can complete a piece of work from start to finish which would take too long to demonstrate as a traditional practical test or observation.

## Delivery

The apprentice must complete a project based on the option selected:

**Landscaping:** the project should entail planning and implementing landscaping activities from a specification or construction drawing.

**Horticulture:** the project should be the enhancement and maintenance of a horticultural area to meet identified design, purpose and objectives. This will include management of pests and diseases using integrated pest management.

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of a report and presentation.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

## Component 1: Project report

The report must include at least:

The project report and presentation with questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. It is likely that the report will focus on communication, project management, environmental mitigation measures and operational delivery plans. It will however, still need to have aspects of the optional specialisms, especially planning.

The apprentice's project can be based on any of the following:

- a practical project either alone or with staff or volunteers undertaking practical delivery.

The apprentice should have the opportunity to:

- Project manage the project
- Develop and implement work plans to specifications
- Keep records and monitor progress
- Interpret specifications and develop work plans
- Communicate progress
- Work within environmental policies and procedures
- Oversee use of tools and machinery
- Reflect on their performance

The projects will differ depending upon if they are on the landscaping or the horticulture pathway.

**Horticulture:** the project should be the enhancement and maintenance of a horticultural area to meet identified design, purpose and objectives. This will include management of pests and diseases using integrated pest management. The area for the project should have at least 2 of the following

- Turf grass surface
- Herbaceous border
- Formal bedding scheme
- Shrubbery
- Young trees
- Hedges
- Wall shrubs or climbers
- Wildflower or species rich border
- Raised beds or containers
- Vegetable plot
- Pond or aquatic feature

**Landscaping:** the project should entail planning and implementing landscaping activities from a specification or construction drawing. The project should have at least two elements for example:

- Paved horizontal feature
- Decking feature

- Walling
- Steps
- Fencing
- Vertical timber feature (pergola)
- Pathways
- Lighting
- Turf
- Planting
- Driveway

The project report must have a word count of 2000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report and any presentation materials to the EPAO by the end of week 14 of the EPA period.

### **Component 2: Presentation with questions**

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

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, report and presentation.

The presentation should cover:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The presentation with questions must last 25 minutes. This will typically include a presentation of 10 minutes and questioning lasting 15 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the EPAO at the same time as the report - by the end of week 14 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 7 days' notice of the presentation with questions.

### **Assessment decision**

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the report and presentation with questions
- the apprentice's answers to questions
- the grade achieved

### **Assessment location**

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room, free from distractions and influence.

### Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project:

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

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

### Professional discussion underpinned by a portfolio

#### Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

#### Rationale

This assessment method is being used because.

- It allows for the assessment of KSBs that do not occur on a predictable or regular basis for example seasonal tasks.
- 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 assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

- Industry and progression
- Repair structures
- Tree safety
- Turf installation
- Vegetation control
- Supervision
- Aquatic environments (Horticulture only)
- Irrigation (Horticulture only)
- Turf Maintenance (Horticulture only)
- Propagation (Horticulture only)
- Pruning (Horticulture only)
- Installing landscape features (Landscaping only)
- Services (Landscaping only)
- Survey sites (Landscaping only)



The EPAO must give an apprentice 14 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence 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.

The independent assessor must ask at least 15 questions - typically 9 on the core and 6 on the options. 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. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

### 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

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio:

- 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 the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Practical Assessment with Questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Plant Growth and Development <a href="#">K6 K7 S3</a>	Plans the care of plants in different environments considering the science of plant growth and cultivation factors (including microclimates, pruning, training, irrigation, nutrition and species requirements) (K6,K7,S3).	Justifies the planned care of the selected plants, supported by detailed examples of the requirements of healthy plant growth and development. (K6, S3)
(Core) Biosecurity <a href="#">K8 K9 S4</a>	Identifies potential threats to the site, including from invasive species, and implements and communicates phytosanitary and biosecurity procedures in line with policies and regulatory requirements including plants supplied from abroad (K8, K9, S4).	Evaluates the methods for prevention and or control of invasive species including phytosanitary and biosecurity procedures suggested, in relation to the horticultural site. (K8, K9, S4).
(Core) Plant identification and classification <a href="#">K10 K30 S5</a>	Applies scientific plant naming conventions (including genus and species) to identify plants via physical inspection and explains why it is important to identify plants correctly, how to use assistive resources and their limitations (K10, K30, S5).	n/a
(Core) Planting <a href="#">K11 K12 S6</a>	Demonstrates they can plan and implement planting activities to support the successful establishment of plants, in context of the stock types, species used and the planting environment. (K11, S6)  Explains the importance of correct plant storage, transport, planting practices and aftercare, supported by examples from the stock types and species used. (K12)	Justifies how the planting activities chosen, in context of the stock type/species used and the environment, will support the successful establishment of plants. (K11, S6)
(Core) Soils and growing <a href="#">K14 S8</a>	Assesses the soil type, identifies the soil condition and quality and recommends a management regime in context of the site, including impact of growing media or different soil types (K14, S8).	Explains why their recommended management regime would result in better plant health, supported by specific examples in context of the site. (K14, S8)

(Core) Health, Safety and Welfare K25 S16 B1	Demonstrates they can establish safe systems of work and comply with health, safety and welfare legislation, for themselves and others, including how they would implement and review risk assessments and or Construction Design Management (CDM) plans. (K25, S16, B1)	n/a
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### Project report and presentation with questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Environment <a href="#">K2 K3 K4 S1 S2</a>	<p>Explains the principles of sustainability, government-led sustainability and zero carbon targets, and how they might be applied to the work. (K3)</p> <p>Plans and implements horticultural activities using techniques to protect and enhance the environment, biodiversity or heritage including basic ecology and explain implications of legal designations. (K4, S1)</p> <p>Plans and implements environmental mitigation measures for horticultural tasks including protecting sites from horticultural works in line with current policy including waste management, hazardous waste, pollution controls and recycling. (K2, S2)</p>	Justifies how the selected techniques enhanced biodiversity or heritage, supported by their own contextual examples. (K4, S1)
(Core) Digital Skills and records <a href="#">K21 S13</a>	Uses digital tools to solve problems, collaborate and communicate, and keep records to support business operations (K21, S13).	n/a
(Core) Project Management <a href="#">K19 K20 S12 B2</a>	<p>Manages a project including project processes, problem solving, roles and responsibilities, planning and specifications in line with project proposal. (K19, S12, B2)</p> <p>Explains the principles of budgeting and keeping within a budget. (K20)</p>	n/a
(Core) Operational Delivery <a href="#">K22 S14</a>	Develops a work plan to meet specification. (K22, S14).	Justifies how their scheduling of activities meets the specification. (K22, S14).
(Core) Communications and Customer Service <a href="#">K23 K24 S15</a>	<p>Communicates in writing and verbally, using communication aids suitable for audience and situation. Examines how they have communicated to different audiences and used communication aids to achieve objectives. (K23, S15).</p> <p>Explains the link between principles of customer care and business communication to support the organisation, building relationships and collaboration. (K24)</p>	n/a
(Core) Tools and machinery <a href="#">K27 S18</a>	Manages the safe use of tools and machinery including operator competence and carries out selection appraisals in line with legislation, manufacturers' guidance and operator skills. (K27, S18)	Justifies their selection of tools and machinery for the activities. (K27, S18).
(Horticulture Supervisor) Plant Health <a href="#">K33 S20</a>	Plans a programme of plant pest and disease controls in line with relevant plant threats and Integrated Pest Management principles, including implementing spray control measures (K33, S20)	n/a
(Horticulture Supervisor) Soft Landscaping maintenance <a href="#">K35 S22</a>	Applies and explains principles of planting design to assess a horticultural area and develop an annual maintenance programme. Undertake maintenance activities (as relevant to the site requirements and seasonal context) (K35, S22)	Justifies how maintenance activities meet the planting design and functional requirements. (K35, S22).

(Landscaping Supervisor) Supervising landscaping activities <a href="#">K41</a> <a href="#">S28</a>	Applies estimation techniques and information sources for landscape construction project (including construction drawings, scheduling, quantifying human resources, materials and equipment) to plan and implement quality landscaping activities for a non-complex landscape in a safe manner. (K41, S28)	Justifies their planning in line with the quality of work and adherence to job specification. (K41, S28)
(Landscaping Supervisor) Set out the site <a href="#">K40</a> <a href="#">S27</a>	Uses techniques and tools to measure and set out a site with several features and levels from a construction drawing and explains methods of identifying the location of any utilities or services (K40, S27).	n/a

### Professional discussion underpinned by a portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Industry and progression K1 K5 B3	Describes the benefits of the ornamental horticulture industry for society (including human health and wellbeing and the environment) and explains how horticultural approach varies depending on the organisation and site type. (K1, K5)  Explains how they are committed to continuous improvement and keeping up to date with industry practice including technological advancements. (B3)	n/a
(Core) Repair structures K13 K28 S7	Explains how they assess hard structure or surface, evaluate hazards, damage and faults, rectifying, reporting or maintaining as required and outlines the importance of maintenance regimes (K13, K28, S7).	n/a
(Core) Tree Safety and Protection K15 K29 S9	Identifies health threats and tree features that pose a hazard and require a professional inspection. Explains implications of tree protection legislation and how conservation zones and tree preservation orders impact on work undertaken on trees (K15, K29, S9).	n/a
(Core) Turf installation K16 K17 S10	Explains how they plan, quantify materials and implement turf surface or species rich meadows installation. (K17, S10)  Describes the management implications and uses of different types of turf and their impact on biodiversity. (K16)	Evaluate technique used for installing turf or species rich meadow surface. (K17, S10)
(Core) Vegetation control K18 S11	Describes how they plan and supervise vegetation control including formative, regenerative and maintenance pruning explaining the methods selected and suitability to the situation, including methods for prevention of unwanted growth (K18, S11).	Justifies the vegetation control method selected. (K18, S11)
(Core) Supervision K26 S17 B4	Explains how they supervise staff or volunteers including motivation, work prioritisation, quality, problem-solving, establishing a safety culture and resource deployment in line with organisational policies. (S17, B4)  Explains how they assess capability of team is sufficient for the task and brief them on work method, tools and or machinery used. Outlines the role of the supervisor for delivering wider business plans. (S17, K26)	Justifies supervision techniques used to deliver business needs (K26, S17, B4)

(Horticulture Supervisor) Aquatic Environments K31	Describes water features (including formal and informal) and aquatic environments, their maintenance requirements and the role of plants within them. (K31)	n/a
(Horticulture Supervisor) Irrigation K32 S19	Recalls how they use and maintain irrigation systems in line with the setting, regulation, manufactures instructions and efficient water use to produce healthy plants (S19)  Describe types of irrigation systems and water sources and explains environmental considerations and suitability for site (K32)	Explains the environmental impact of water sources and irrigation in terms of sustainability (K32, S19)
(Horticulture Supervisor) Maintain turf K36 S23	Outlines how they assess, maintain, repair and renovate ornamental turf areas in line with the Pitch Quality Standard. (K36, S23)	n/a
(Horticulture Supervisor) Propagation K34 S21	Plans and implements the propagation of plants using a range of seed and vegetative methods in line with crop production plan, explaining the implications for future plant management (K34, S21).	n/a
(Horticulture Specialist) Pruning K37 S24	Explains how they pruned or trained a climber, shrub and tree using specialist techniques to maintain plant health and achieve design or functional objectives (K37, S24)	Provides justifications for how the selected specialist pruning and/or training technique supports plant health and achieves design and or functional objectives (K37, S24)
(Landscaping Supervisor) Installing landscape features K38 S25	Explains how they selected work method(s) for landscape construction and planned and undertook the application of a range of landscape materials for horizontal and vertical features including brick laying, paving and timber features in line with specification, safety, and regulatory requirements. (K38, S25)	Justifies their selection of work methods for landscape construction, in relation to specification requirements (K38, S25)
(Landscaping Supervisor) Services K39 S26	Recalls how they installed a landscape service in line with specification (K39, S26)	n/a
(Landscaping Supervisor) Survey site K42 S29	Describes how they surveyed a site including services, drainage, plantings, features, protected areas and hazards. Explains the techniques and equipment used including cable and service avoidance techniques. (K42, S29)	Provide justification for the selection of site surveying and measuring techniques used (K42, S29)

### Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the: practical assessment with questioning, project report and presentation with questioning and professional discussion underpinned by a portfolio in line with this EPA plan.

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

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. 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 must be combined in the following way to determine the grade of the EPA overall.

PRACTICAL ASSESSMENT WITH QUESTIONING	PROJECT REPORT AND PRESENTATION WITH QUESTIONING	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO	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

## Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their 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. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should 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 5 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 14 weeks to rework and submit the amended report.

Failed assessment 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 an apprentice wishing to move from pass to a higher grade.

The 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, the apprentice 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>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• meet the gateway requirements</li> <li>• undertake the EPA</li> </ul>
Employer	<p>As a minimum, the apprentice's employer 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 off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and is ready for EPA</li> <li>• ensure that supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner</li> </ul> <p>Post-gateway, the employer 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 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 the opportunity for the apprentice to be assessed against the KSBs</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 regular basis</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO	<p>As a minimum, the EPAO 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 the EPA contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials as detailed for each assessment method in this EPA plan</li> <li>• appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working</li> <li>• appoint administrators (and invigilators where required) to administer the EPA</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm all gateway requirements have been met as quickly as possible</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace</li> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest</li> </ul>

	<ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually)</li> <li>• manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at the level of this apprenticeship 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 occupation</li> <li>• deliver the end-point assessment in-line with this 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; there must be no conflict of interest</li> <li>• attend induction training</li> <li>• attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship</li> <li>• assess each assessment method, as determined by the EPA plan</li> <li>• assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan</li> <li>• make the grading decisions</li> <li>• record and report 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, the training provider must:</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 KSBs as listed in the occupational standard</li> <li>• conduct training covering the KSBs agreed as part of the Commitment Statement or 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</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

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must appoint independent assessors who meet the following requirements:

- • qualified to level 3 in horticulture

- current recognised assessment qualification
- record of horticultural continued professional development 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
- using the employer's premises
- conducting assessment methods on the same day

### **Professional recognition**

Professional body recognition is not relevant to this occupational apprenticeship.

### **KSB mapping table**

KNOWLEDGE	ASSESSMENT METHODS
<b>K1:</b> Core. The benefits of the ornamental horticulture industry for society (including human health and wellbeing) and the environment.	Professional discussion underpinned by a portfolio
<b>K2:</b> Core. Environmental mitigation measures, procedure and regulations, including waste management, hazardous waste and recycling.	Project report and presentation with questioning
<b>K3:</b> Core. Principles of sustainability and how to contribute to government-led sustainability and zero carbon targets.	Project report and presentation with questioning
<b>K4:</b> Core. Techniques to protect and enhance biodiversity and heritage on horticultural sites, including basic ecology and legal designations.	Project report and presentation with questioning
<b>K5:</b> Core. How horticultural approaches vary with organisation type (for example charities, commercial, governmental) and site type (for example parks, greenspaces, heritage, botanic, destination or domestic gardens).	Professional discussion underpinned by a portfolio
<b>K6:</b> Core. Science of plant growth and development and requirements for healthy growth and development, including plant tissues and their functions, germination, photosynthesis, respiration, transpiration and fertilization.	Practical Assessment with Questioning
<b>K7:</b> Core. Naturally occurring factors (including microclimate, light, water, nutrients) and cultivation factors (including designed microclimates, pruning, training, irrigation, nutrition, species requirements), and how they affect plant growth.	Practical Assessment with Questioning
<b>K8:</b> Core. Principles of biosecurity, regulation, measures and policies for horticultural sites, including when importing plant material.	Practical Assessment with Questioning
<b>K9:</b> Core. Prevention and control methods of invasive species, including identification of species, their environmental and human impact, and regulatory requirements.	Practical Assessment with Questioning
<b>K10:</b> Core. Scientific plant naming conventions, including genus and species.	Practical Assessment with Questioning
<b>K11:</b> Core. Planting activities (including planting techniques, planting support, and protection methods) and their suitability to different stock types/ species and the planting environment.	Practical Assessment with Questioning
<b>K12:</b> Core. Importance of correct plant storage, transport, planting practices and aftercare.	Practical Assessment with Questioning
<b>K13:</b> Core. Methods to assess, rectify and maintain hard structures or surfaces, for example paving, walls, fences, pergolas, decking.	Professional discussion underpinned by a portfolio
<b>K14:</b> Core. Soil and growing media types and factors that affect soil quality and condition and management regimes, including sources, potential problems, storage, characteristics, including the prevention of damage from traffic and works.	Practical Assessment with Questioning
<b>K15:</b> Core. How to identify tree features that pose a risk and require professional inspection.	Professional discussion underpinned by a portfolio
<b>K16:</b> Core. Uses of general amenity, higher ornamental and species-rich meadow turf types, including biodiversity and management implications.	Professional discussion underpinned by a portfolio
<b>K17:</b> Core. Techniques for planning and installing turf surfaces (seed or turf) and species- rich meadows, including calculating material volumes.	Professional discussion underpinned by a portfolio

<b>K18:</b> Core. Methods to control unwanted vegetation and suitability to different situations, including prevention of unwanted growth, vegetation clearance and routine pruning techniques.	Professional discussion underpinned by a portfolio
<b>K19:</b> Core. Principles of project management, including purpose and structure of a project, roles and responsibilities, project plans and controls.	Project report and presentation with questioning
<b>K20:</b> Core. Principles of budgeting and keeping within a budget.	Project report and presentation with questioning
<b>K21:</b> Core. Digital tools and their ability to support business operations, including for problem solving, planning, collaboration and communication.	Project report and presentation with questioning
<b>K22:</b> Core. Components of work plans and specifications, including schedule of activities and resource requirements.	Project report and presentation with questioning
<b>K23:</b> Core. Principles of business communication and communication aids (including information technology) and how to adapt communication for different audiences and situations.	Project report and presentation with questioning
<b>K24:</b> Core. Principles of customer care, including types of customers (internal and external), impact of customer care on the organisation, building relationships and collaboration.	Project report and presentation with questioning
<b>K25:</b> Core. Statutory health, safety and welfare policies, procedures and regulations, safe working practices and how to comply with them, including how to implement and reviewing risk assessments and or Construction Design Management (CDM) plans.	Practical Assessment with Questioning
<b>K26:</b> Core. The role of the supervisor for delivering wider business plans, including techniques for allocating work, overseeing quality, communicating work instructions and establishing safe systems of work in a team (staff or volunteers).	Professional discussion underpinned by a portfolio
<b>K27:</b> Core. Principles of operating, maintaining and storing tools, equipment and machinery, including implications of legislation, manufacturer's guidance, operator skill and training, safety and procurement.	Project report and presentation with questioning
<b>K28:</b> Core. The importance of maintenance regimes for hard structures or surfaces, including hazards associated with faults and damage, for example broken drainage, rotten timber, cracked paving stone, pointing, frost, damaged brick work.	Professional discussion underpinned by a portfolio
<b>K29:</b> Core. Tree protection legislation and causes of damage to trees from horticultural operations, including how conservation zones and tree preservation orders impact work undertaken on trees.	Professional discussion underpinned by a portfolio
<b>K30:</b> Core. Methods of identifying plants and their limitations, including physical inspection and assistive resources (for example, mobile applications and botanical keys), and the importance of correct plant identification.	Practical Assessment with Questioning
<b>K31:</b> Horticulture Supervisor. Types of water feature (including formal and informal) and aquatic environments, their maintenance requirements, and the role of plants in aquatic environments.	Professional discussion underpinned by a portfolio
<b>K32:</b> Horticulture Supervisor. Types of irrigation system and water sources, their suitability to the situation and environmental impact, and regulation and principles of use in line with manufacturers' instructions.	Professional discussion underpinned by a portfolio
<b>K33:</b> Horticulture Supervisor. Principles of Integrated Pest Management and planning plant pest and disease management, including types of plant threats and their impact on the plant and control measures and principles of the application of pesticides.	Project report and presentation with questioning
<b>K34:</b> Horticulture Supervisor.	Professional discussion underpinned by a

Different plant propagation methods using seed and vegetative methods (including cuttings, division and layering) and implications of propagation method on management of plants including grafting.	portfolio
<b>K35:</b> Horticulture Supervisor. Components of a maintenance schedule and methods to assess maintenance requirements, including principles of planting design and how to enhance and manage a design through maintenance activities.	Project report and presentation with questioning
<b>K36:</b> Horticulture Supervisor. Turf and species-rich meadow management regimes for different outcomes and the Pitch Quality Standard.	Professional discussion underpinned by a portfolio
<b>K37:</b> Horticulture Supervisor. Specialist pruning and training techniques for climbers, shrubs and trees.	Professional discussion underpinned by a portfolio
<b>K38:</b> Landscaping Supervisor. Work methods for landscape construction (including horizontal, vertical, water and timber features), regulatory requirements and the importance of construction methods for quality and safety of end feature.	Professional discussion underpinned by a portfolio
<b>K39:</b> Landscaping Supervisor. Principles and techniques for planning and installing services into landscapes, including lighting conduits, irrigation and drainage.	Professional discussion underpinned by a portfolio
<b>K40:</b> Landscaping Supervisor. Techniques and tools for measuring and setting out a site with several features and levels for landscape construction, including methods to identify location of utilities and or services.	Project report and presentation with questioning
<b>K41:</b> Landscaping Supervisor. Estimation techniques and information sources for landscape construction projects, including construction drawings, scheduling, quantifying of human resources, materials and equipment.	Project report and presentation with questioning
<b>K42:</b> Landscaping Supervisor. Site surveying, measuring and cable and service avoidance techniques, including cable avoidance tools and interpreting diagrams to avoid water, gas and electricity.	Professional discussion underpinned by a portfolio

SKILL	ASSESSMENT METHODS
<b>S1:</b> Core. Plan and implement horticultural activities using techniques to protect and enhance the environment, biodiversity or heritage.	Project report and presentation with questioning
<b>S2:</b> Core. Plan and implement environmental mitigation measures for horticultural tasks, including protecting sites (for example aquatic environments, soils, plants, structures) from horticultural works, waste management planning, hazardous waste and pollution controls.	Project report and presentation with questioning
<b>S3:</b> Core. Plan the care of plants in different environments, including suitability for the site and providing irrigation and nutrition.	Practical Assessment with Questioning
<b>S4:</b> Core. Identify biosecurity threats for a horticultural site (including main pests or diseases and their identification features) and implement and communicate phytosanitary and biosecurity procedures for the site in line with legal requirements.	Practical Assessment with Questioning
<b>S5:</b> Core. Apply scientific plant naming conventions (including genus and species) to identify plants via physical inspection and without assistive resources.	Practical Assessment with Questioning
<b>S6:</b> Core. Plan and implement planting activities in context of the stock type/ species and planting environment.	Practical Assessment with Questioning
<b>S7:</b> Core. Assess hard structure or surface, evaluate hazards, damage and faults and rectify, report or maintain as required.	Professional discussion underpinned by a portfolio
<b>S8:</b> Core. Assess soil type and quality (imported or natural), identify soil condition and recommend management regimes as required and appropriate to the site, including the prevention of damage from traffic and works.	Practical Assessment with Questioning
<b>S9:</b> Core. Identify basic health threats and hazards for established trees.	Professional discussion underpinned by a portfolio
<b>S10:</b> Core. Plan, quantify materials and implement turf or species-rich meadow surface installation.	Professional discussion underpinned by a portfolio
<b>S11:</b> Core. Plan and supervise vegetation control (including formative, regenerative and maintenance pruning), selecting methods and equipment.	Professional discussion underpinned by a portfolio
<b>S12:</b> Core. Implement project management skills, including project processes, planning and specifications.	Project report and presentation with questioning
<b>S13:</b> Core. Use digital tools to solve problems, plan, collaborate, communicate and keep records.	Project report and presentation with questioning
<b>S14:</b> Core. Develop a work plan to a specification.	Project report and presentation with questioning
<b>S15:</b> Core. Communicate using verbal and written communication skills.	Project report and presentation with questioning
<b>S16:</b> Core. Establish safe systems of work and comply with health, safety and welfare legislation, including basic risk assessment.	Practical Assessment with Questioning
<b>S17:</b> Core. Supervise others (staff or volunteers ), including motivation, work prioritisation, quality, problem-solving, capability for task, establishing a safety culture and resource deployment.	Professional discussion underpinned by a portfolio

<b>S18:</b> Core. Manage use of tools and machinery on site (including safety and record keeping) and carry out selection appraisals.	Project report and presentation with questioning
<b>S19:</b> Horticulture Supervisor. Use and maintain irrigation system (hose and lance, drip, sprinkler or rotary system) to ensure accurate and timely water application.	Professional discussion underpinned by a portfolio
<b>S20:</b> Horticulture Supervisor. Plan a programme of plant pest and disease controls in line with Integrated Pest Management principles. Spraying of pesticides and or fertilisers or non-chemical alternatives.	Project report and presentation with questioning
<b>S21:</b> Horticulture Supervisor. Select propagation methods and plan and implement propagating plants by seed and vegetative methods in an indoor or outdoor context.	Professional discussion underpinned by a portfolio
<b>S22:</b> Horticulture Supervisor. Assess a horticultural area, develop an annual maintenance programme and undertake maintenance activities.	Project report and presentation with questioning
<b>S23:</b> Horticulture Supervisor. Assess turf or species-rich meadow quality and plan and implement the maintenance, repair and renovation of ornamental turf areas.	Professional discussion underpinned by a portfolio
<b>S24:</b> Horticulture Supervisor. Prune or train a climber, shrub and tree using specialist pruning and or training techniques to maintain plant health and achieve design or functional objectives.	Professional discussion underpinned by a portfolio
<b>S25:</b> Landscaping Supervisor. Select work method and plan and undertake the application of a range of landscape construction materials to a specification, including brick laying, paving, timber features; construct horizontal and vertical features.	Professional discussion underpinned by a portfolio
<b>S26:</b> Landscaping Supervisor. Install a service into a landscape, for example lighting conduits, irrigation or draining.	Professional discussion underpinned by a portfolio
<b>S27:</b> Landscaping Supervisor. Measure and set out a site with several features and levels from a construction drawing.	Project report and presentation with questioning
<b>S28:</b> Landscaping Supervisor. Plan and implement landscaping activities for a non-complex landscape construction project, including interpreting job specification and construction drawings, estimating materials required, planning resource allocation (human and physical), work quality and health and safety considerations.	Project report and presentation with questioning
<b>S29:</b> Landscaping Supervisor. Survey site for landscape construction, including presence of services, drainage, plantings, features, protected areas and hazards.	Professional discussion underpinned by a portfolio
<b>BEHAVIOUR</b>	<b>ASSESSMENT METHODS</b>
<b>B1:</b> Core. Puts safety first for themselves and others.	Practical Assessment with Questioning
<b>B2:</b> Core. Sources solutions to problems in a proactive manner.	Project report and presentation with questioning
<b>B3:</b> Core. Committed to continuous improvement and keeping up to date with industry practice including technological advancements.	Professional discussion underpinned by a portfolio
<b>B4:</b> Core. Team focused and works effectively with colleagues and others.	Professional discussion underpinned by a portfolio

## Mapping of KSBs to grade themes

### Practical assessment with questioning



KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Plant Growth and Development K6 K7 S3	<p>Science of plant growth and development and requirements for healthy growth and development, including plant tissues and their functions, germination, photosynthesis, respiration, transpiration and fertilization. (K6)</p> <p>Naturally occurring factors (including microclimate, light, water, nutrients) and cultivation factors (including designed microclimates, pruning, training, irrigation, nutrition, species requirements), and how they affect plant growth. (K7)</p>	Plan the care of plants in different environments, including suitability for the site and providing irrigation and nutrition. (S3)	None
(Core) Biosecurity K8 K9 S4	<p>Principles of biosecurity, regulation, measures and policies for horticultural sites, including when importing plant material. (K8)</p> <p>Prevention and control methods of invasive species, including identification of species, their environmental and human impact, and regulatory requirements. (K9)</p>	Identify biosecurity threats for a horticultural site (including main pests or diseases and their identification features) and implement and communicate phytosanitary and biosecurity procedures for the site in line with legal requirements. (S4)	None
(Core) Plant identification and classification K10 K30 S5	<p>Scientific plant naming conventions, including genus and species. (K10)</p> <p>Methods of identifying plants and their limitations, including physical inspection and assistive resources (for example, mobile applications and botanical keys), and the importance of correct plant identification. (K30)</p>	Apply scientific plant naming conventions (including genus and species) to identify plants via physical inspection and without assistive resources. (S5)	None
(Core) Planting K11 K12 S6	<p>Planting activities (including planting techniques, planting support, and protection methods) and their suitability to different stock types/ species and the planting environment. (K11)</p> <p>Importance of correct plant storage, transport, planting practices and aftercare. (K12)</p>	Plan and implement planting activities in context of the stock type/ species and planting environment. (S6)	None
(Core) Soils and growing K14 S8	Soil and growing media types and factors that affect soil quality and condition and management regimes, including sources, potential problems, storage, characteristics, including the prevention of damage from traffic and works. (K14)	Assess soil type and quality (imported or natural), identify soil condition and recommend management regimes as required and appropriate to the site, including the prevention of damage from traffic and works. (S8)	None
(Core) Health, Safety and Welfare K25 S16 B1	Statutory health, safety and welfare policies, procedures and regulations, safe working practices and how to comply with them, including how to implement and reviewing risk assessments and or Construction Design Management (CDM) plans. (K25)	Establish safe systems of work and comply with health, safety and welfare legislation, including basic risk assessment. (S16)	Puts safety first for themselves and others. (B1)



**Project report and presentation with questioning**

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Environment K2 K3 K4 S1 S2	<p>Environmental mitigation measures, procedure and regulations, including waste management, hazardous waste and recycling. (K2)</p> <p>Principles of sustainability and how to contribute to government-led sustainability and zero carbon targets. (K3)</p> <p>Techniques to protect and enhance biodiversity and heritage on horticultural sites, including basic ecology and legal designations. (K4)</p>	<p>Plan and implement horticultural activities using techniques to protect and enhance the environment, biodiversity or heritage. (S1)</p> <p>Plan and implement environmental mitigation measures for horticultural tasks, including protecting sites (for example aquatic environments, soils, plants, structures) from horticultural works, waste management planning, hazardous waste and pollution controls. (S2)</p>	None
(Core) Digital Skills and records K21 S13	Digital tools and their ability to support business operations, including for problem solving, planning, collaboration and communication. (K21)	Use digital tools to solve problems, plan, collaborate, communicate and keep records. (S13)	None
(Core) Project Management K19 K20 S12 B2	<p>Principles of project management, including purpose and structure of a project, roles and responsibilities, project plans and controls. (K19)</p> <p>Principles of budgeting and keeping within a budget. (K20)</p>	Implement project management skills, including project processes, planning and specifications. (S12)	Sources solutions to problems in a proactive manner. (B2)
(Core) Operational Delivery K22 S14	Components of work plans and specifications, including schedule of activities and resource requirements. (K22)	Develop a work plan to a specification. (S14)	None
(Core) Communications and Customer Service K23 K24 S15	<p>Principles of business communication and communication aids (including information technology) and how to adapt communication for different audiences and situations. (K23)</p> <p>Principles of customer care, including types of customers (internal and external), impact of customer care on the organisation, building relationships and collaboration. (K24)</p>	Communicate using verbal and written communication skills. (S15)	None
(Core) Tools and machinery K27 S18	Principles of operating, maintaining and storing tools, equipment and machinery, including implications of legislation, manufacturer's guidance, operator skill and training, safety and procurement. (K27)	Manage use of tools and machinery on site (including safety and record keeping) and carry out selection appraisals. (S18)	None
(Horticulture Supervisor) Plant Health K33 S20	Principles of Integrated Pest Management and planning plant pest and disease management, including types of plant threats and their impact on the plant and control measures and principles of the application of pesticides. (K33)	Plan a programme of plant pest and disease controls in line with Integrated Pest Management principles. Spraying of pesticides and or fertilisers or non-chemical alternatives. (S20)	None

(Horticulture Supervisor) Soft Landscaping maintenance K35 S22	Components of a maintenance schedule and methods to assess maintenance requirements, including principles of planting design and how to enhance and manage a design through maintenance activities. (K35)	Assess a horticultural area, develop an annual maintenance programme and undertake maintenance activities. (S22)	None
(Landscaping Supervisor) Supervising landscaping activities K41 S28	Estimation techniques and information sources for landscape construction projects, including construction drawings, scheduling, quantifying of human resources, materials and equipment. (K41)	Plan and implement landscaping activities for a non-complex landscape construction project, including interpreting job specification and construction drawings, estimating materials required, planning resource allocation (human and physical), work quality and health and safety considerations. (S28)	None
(Landscaping Supervisor) Set out the site K40 S27	Techniques and tools for measuring and setting out a site with several features and levels for landscape construction, including methods to identify location of utilities and or services. (K40)	Measure and set out a site with several features and levels from a construction drawing. (S27)	None

**Professional discussion underpinned by a portfolio**

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Industry and progression K1 K5  B3	The benefits of the ornamental horticulture industry for society (including human health and wellbeing) and the environment. (K1)  How horticultural approaches vary with organisation type (for example charities, commercial, governmental) and site type (for example parks, greenspaces, heritage, botanic, destination or domestic gardens). (K5)	None	Committed to continuous improvement and keeping up to date with industry practice including technological advancements. (B3)
(Core) Repair structures K13 K28 S7	Methods to assess, rectify and maintain hard structures or surfaces, for example paving, walls, fences, pergolas, decking. (K13)  The importance of maintenance regimes for hard structures or surfaces, including hazards associated with faults and damage, for example broken drainage, rotten timber, cracked paving stone, pointing, frost, damaged brick work. (K28)	Assess hard structure or surface, evaluate hazards, damage and faults and rectify, report or maintain as required. (S7)	None
(Core) Tree Safety and Protection K15 K29 S9	How to identify tree features that pose a risk and require professional inspection. (K15)  Tree protection legislation and causes of damage to trees from horticultural operations, including how conservation zones and tree preservation orders impact work undertaken on trees. (K29)	Identify basic health threats and hazards for established trees. (S9)	None
(Core) Turf installation K16 K17 S10	Uses of general amenity, higher ornamental and species-rich meadow turf types, including biodiversity and management implications. (K16)  Techniques for planning and installing turf surfaces (seed or turf) and species- rich meadows, including calculating material volumes. (K17)	Plan, quantify materials and implement turf or species-rich meadow surface installation. (S10)	None
(Core) Vegetation control K18 S11	Methods to control unwanted vegetation and suitability to different situations, including prevention of unwanted growth, vegetation clearance and routine pruning techniques. (K18)	Plan and supervise vegetation control (including formative, regenerative and maintenance pruning), selecting methods and equipment. (S11)	None
(Core) Supervision K26 S17 B4	The role of the supervisor for delivering wider business plans, including techniques for allocating work, overseeing quality, communicating work instructions and establishing safe systems of work in a team (staff or volunteers). (K26)	Supervise others (staff or volunteers ), including motivation, work prioritisation, quality, problem-solving, capability for task, establishing a safety culture and resource deployment. (S17)	Team focused and works effectively with colleagues and others. (B4)
(Horticulture Supervisor) Aquatic Environments	Types of water feature (including formal and informal) and aquatic environments, their maintenance	None	None

K31	requirements, and the role of plants in aquatic environments. (K31)		
(Horticulture Supervisor) Irrigation K32 S19	Types of irrigation system and water sources, their suitability to the situation and environmental impact, and regulation and principles of use in line with manufacturers' instructions. (K32)	Use and maintain irrigation system (hose and lance, drip, sprinkler or rotary system) to ensure accurate and timely water application. (S19)	None
(Horticulture Supervisor) Maintain turf K36 S23	Turf and species-rich meadow management regimes for different outcomes and the Pitch Quality Standard. (K36)	Assess turf or species-rich meadow quality and plan and implement the maintenance, repair and renovation of ornamental turf areas. (S23)	None
(Horticulture Supervisor) Propagation K34 S21	Different plant propagation methods using seed and vegetative methods (including cuttings, division and layering) and implications of propagation method on management of plants including grafting. (K34)	Select propagation methods and plan and implement propagating plants by seed and vegetative methods in an indoor or outdoor context. (S21)	None
(Horticulture Specialist) Pruning K37 S24	Specialist pruning and training techniques for climbers, shrubs and trees. (K37)	Prune or train a climber, shrub and tree using specialist pruning and or training techniques to maintain plant health and achieve design or functional objectives. (S24)	None
(Landscaping Supervisor) Installing landscape features K38 S25	Work methods for landscape construction (including horizontal, vertical, water and timber features), regulatory requirements and the importance of construction methods for quality and safety of end feature. (K38)	Select work method and plan and undertake the application of a range of landscape construction materials to a specification, including brick laying, paving, timber features; construct horizontal and vertical features. (S25)	None
(Landscaping Supervisor) Services K39 S26	Principles and techniques for planning and installing services into landscapes, including lighting conduits, irrigation and drainage. (K39)	Install a service into a landscape, for example lighting conduits, irrigation or drainage. (S26)	None
(Landscaping Supervisor) Survey site K42 S29	Site surveying, measuring and cable and service avoidance techniques, including cable avoidance tools and interpreting diagrams to avoid water, gas and electricity. (K42)	Survey site for landscape construction, including presence of services, drainage, plantings, features, protected areas and hazards. (S29)	None

## Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
Revised version awaiting implementation	In revision	30/10/2023	Not set	Not set
1.0	Approved for delivery	12/12/2018	29/10/2023	Not set