

# QUALIFICATION SPECIFICATION

 gateway  
qualifications



## Landscape Construction (Level 3 Certificate & Diploma)

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational



This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/3438/1	Gateway Qualifications Level 3 Certificate in Landscape Construction
603/3439/3	Gateway Qualifications Level 3 Diploma in Landscape Construction

Version and date	Change detail	Section/Page Reference
1.3 (January 2023)	Updated Funding section, removed address and changed back cover	Page 8 & 18
1.3 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg7 and 8
1.2 (November 2019)	Addition of grading change statement	Pg15

## About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/](http://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/)

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## 1. Qualification Information

### 1.1. About the qualification/s

The qualification has been approved the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

There is a significant skills gap and skills shortage in the landscape and horticultural industries. This market is significant in the UK and is growing as we increase our understanding of the importance our environment has in the quality of life and health issues and future environmental protection.

The qualifications have been designed for those who would like to work as landscapers and is intended to meet industry needs for professional hard landscapers who understand the needs of soft (plant based) landscaping and vice versa. Learners may already be in the work place and wishing to upskill or may take the qualification as part of a 16-19 study programme.

The qualifications have been written in collaboration with a land based college and local employers.

### 1.2. Objective

The qualifications are aimed at learners who wish to gain further knowledge and skills relating to hard landscaping.

### 1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Certificate in Landscape Construction	250	180	25
Gateway Qualifications Level 3 Diploma in Landscape Construction	810	540	81

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate

Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## 1.4. Achievement methodology

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The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

## 1.5. Geographical coverage

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These qualifications have been approved by Ofqual to be offered in England.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

## 1.6. Progression opportunities

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Learners who take the Diploma as part of a study programme may progress into employment, an apprenticeship or further study.

Learners who take the Certificate may require specific units to support their progression in the workplace. If they wish they may progress to the Diploma at a later stage.

## 1.7. Funding

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For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

## 1.8. Equality, diversity and inclusion

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.



## 2 Learner Entry Requirements

### 2.1 Key information

Qualification Titles	
<b>Age</b>	The approved age range for these qualifications is: 16+
<b>Prior qualifications or units</b>	There is no requirement for learners to have achieved prior qualifications or units prior to undertaking these qualifications, although it is expected that learners will have achieved qualifications or equivalent at level 2 and are ready to undertake level 3 learning.
<b>Prior skills/knowledge/understanding</b>	There is no requirement for learners to have prior skills, knowledge or understanding.
<b>Restrictions</b>	There are no restrictions to entry.
<b>Additional requirements/guidance</b>	There are no additional rules or guidance regarding learner entry requirements.

### 2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;

- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

### **Special Considerations**

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

## **2.3 Recruiting learners with integrity**

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It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

## 3 Achieving the Qualification

### 3.1 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.3 Recognition of Prior Learning (RPL)**.

### Gateway Qualifications Level 3 Certificate in Landscape Construction

Learners must achieve a minimum of 25 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Grade
K/617/1483	Business Practice and Project Management in the Landscaping Industry	3	30	6	Pass
H/617/1479	Constructing Landscape Timber Features	3	50	8	Pass
L/617/1475	Construction of Hard Landscaped Surfaces	3	60	8	Pass
J/617/1491	Design and Construct Living walls in an Urban Environment	3	50	7	Pass
R/617/1493	Garden Water Features	3	25	4	Pass
D/617/1495	Landscape Construction Machinery	3	30	4	Pass
Y/617/1494	Landscape Construction Materials	3	30	5	Pass
D/617/1481	Landscape Surveying and Drawing Techniques	3	50	6	Pass
H/617/1496	Show Build Preparation and Project Management	3	30	7	Pass
Y/617/1477	The Use of Brick Work in Landscaping	3	70	9	Pass
L/617/1489	The Use of Plants in Landscaping	3	25	5	Pass
T/617/1485	Using Turf in Landscaping	3	50	6	Pass
F/617/1487	Water Management, Drainage and Groundworks in Landscape Construction	3	40	6	Pass

## Gateway Qualifications Level 3 Diploma in Landscape Construction

Learners must achieve all units.

Unit Number	Unit Title	Level	Guided Learning	Credit Value	Grade
H/617/1482	Business Practice and Project Management in the Landscaping Industry	3	30	6	P M D
D/617/1478	Constructing Landscape Timber Features	3	50	8	P M D
J/617/1474	Construction of Hard Landscaped surfaces	3	60	8	P M D
F/617/1490	Design and Construct Living Walls in an Urban Environment	3	50	7	P M D
L/617/1490	Garden Water Features	3	25	4	P M D
Y/617/1480	Landscape Surveying and Drawing Techniques	3	50	6	P M D
R/617/1476	The Use of Brick Work in Landscaping	3	70	9	P M D
J/617/1488	The Use of Plants in Landscaping	3	25	5	P M D
M/617/1484	Using Turf in Landscaping	3	50	6	P M D
A/617/1486	Water Management, Drainage and Groundworks in Landscape Construction	3	40	6	P M D
D/617/1495	Landscape Construction Machinery	3	30	4	Pass only
Y/617/1495	Landscape Construction Materials	3	30	5	Pass only
H/617/1496	Show Build Preparation and Project Management	3	30	7	Pass only

### 3.2 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

#### Gateway Qualifications Level 3 Certificate in Landscape Construction

Achievement of the units and qualifications are at pass only.

The evidence submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.

#### Gateway Qualifications Level 3 Diploma in Landscape Construction

This qualification is graded at unit (with the exception of 3 units that must be achieved as pass only) and qualification level.

Learners can achieve the qualification at Pass, Merit or Distinction grade. **Learners must achieve all the units but only the graded units will count towards the qualification grade.**

The evidence submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

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**To achieve a Pass**

- learners must evidence all Pass criteria from the assessment and grading grid

**To achieve a Merit**

- learners must evidence all Pass and Merit criteria from the assessment and grading grid
- should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria
- partial achievement of the Merit criteria **cannot** attract the Merit grade.

**To achieve a Distinction**

- learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid
  - Distinction criteria are qualitative extensions of the Merit criteria
  - should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria
  - partial achievement of the Distinction criteria cannot attract the Distinction grade.
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The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. Where the unit is graded, the grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit applied.
3. The number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 3	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

	Pass	Merit	Distinction
Points range	325-357	358-422	423+

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

### Example 1

Achievement of Level 3 Diploma in Landscape Construction Merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x points)
Construction of Hard Landscaped Surfaces	8	Pass	5	40
The Use of Brick Work in Landscaping	9	Pass	5	45
Constructing Landscape Timber Features	8	Pass	5	40
Landscape Surveying and Drawing Techniques	6	Merit	6	36
Business Practice and Project Management in the Landscape Industry	6	Merit	6	36
Water Management Drainage and Groundworks in Landscape Construction	6	Pass	5	30
Using Turf in the Landscape	6	Merit	6	42
The Use of Plants in Landscaping	5	Pass	5	25
Design and Construct Living Walls in an Urban Environment	7	Merit	6	42
Garden Water Features	4	Merit	6	24
Landscape Construction machinery	4	Pass only	n/a	Pass

Landscape Construction materials	5	Pass only	n/a	Pass
Show Build Preparation and Project Management	7	Pass only	n/a	Pass
<b>Totals</b>	<b>81</b>			<b>360</b>

## Example 2

Achievement of Level 3 Diploma in Landscape Construction Distinction qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x points)
Construction of Hard Landscaped Surfaces	8	Distinction	7	56
The Use of Brick Work in Landscaping	9	Distinction	7	63
Constructing Landscape Timber Features	8	Distinction	7	56
Landscape Surveying and Drawing Techniques	6	Distinction	7	42
Business Practice and Project Management in the Landscape Industry	6	Merit	6	36
Water Management Drainage and Groundworks in Landscape Construction	6	Pass	5	30
Using Turf in the Landscape	6	Distinction	7	42
The Use of Plants in Landscaping	5	Distinction	7	35
Design and Construct Living Walls in an Urban Environment	7	Distinction	7	49
Garden Water Features	4	Pass	5	20
Landscape Construction machinery	4	Pass only	n/a	Pass
Landscape Construction materials	5	Pass only	n/a	Pass
Show Build Preparation and Project Management	7	Pass only	n/a	Pass
<b>Totals</b>	<b>81</b>			<b>429</b>

### 3.3 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

\*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/3438/1	Gateway Qualifications Level 3 Certificate in Landscape Construction	No
603/3439/3	Gateway Qualifications Level 3 Diploma in Landscape Construction*	Yes

### 3.4 Links to other qualifications

The Level 3 Certificate in Landscape Construction is made up of ungraded versions of units that are included in the Level 3 Diploma in Landscape Construction.



## 4 Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 4.1 Method of assessment

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The method of assessment for the qualification is through a portfolio of evidence.

### 4.2 Assessment language

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This qualification is assessed in English only.

### 4.3 Assessment guidance

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There is no additional assessment guidance for these qualifications

### 4.4 Qualification-specific centre requirements

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Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

### 4.5 Qualification-specific tutor/assessor requirements

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Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

### 4.6 Qualification-specific quality assurance requirements

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There are no additional internal/external quality assurance requirements for this/these qualification/s.

### 4.7 Additional requirements/guidance

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There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

## 5 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 6 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

## 7 Appendices

### 7.1 Appendix 1 – Unit Details

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The following section displays the full unit information for graded units only. Ungraded units have the same Learning Outcomes and Assessment Criteria as their graded counterparts.

#### Construction of Hard Landscaped Surfaces

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<b>Unit Number (Ungraded):</b>	L/617/1475	<b>Unit Number (Graded):</b>	J/617/1474
<b>Level:</b>	3		
<b>Credit Value:</b>	8		
<b>GLH:</b>	60		
<b>Aim:</b>	The learner will gain an understanding of how to construct an area of paving from setting out to completion and maintenance using a range of materials both rigid and flexible.		

Health and safety and legislation for the works will be underpinned throughout this unit.

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Be able to set out hard landscaping works.	1.1 Set out hard landscaping on plan. 1.2 Set up vertical controls for excavation to reduced level and sub bases. <i>(Setting out accurate to within +/- 10mm Reduced level accurate to within +/- 20mm)</i>	M1 Demonstrate a good level of accuracy.  <i>(Setting out accurate to within +/- 5mm Reduced level accurate to within +/- 10mm)</i>	D1 Demonstrate a high level of accuracy.  <i>(Setting out accurate to within +/- 3mm Reduced level accurate to within +/- 5mm)</i>
2. Understand the processes involved in excavation for landscaping.	2.1 Explain the construction standards and regulations for hard landscaping. 2.2 Describe the pavement layers and their uses. 2.3 Explain the issues associated with the excavation of ground.		D2 Explain how standards, regulations and specific circumstances influence processes applied in a particular excavation.
3. Be able to construct pavements.	3.1 Construct rigid hard surfaces to a given specification.  3.2 Construct free draining surfaces to a given specification.  Horizontal or laid to falls hard landscaped surfaces have a horizontal tolerance of +/- 10 mm	M2 Demonstrate a good level of accuracy.  <i>Horizontal or laid to falls hard landscaped surfaces have a (horizontal tolerance of +/- 5 mm) Some attention to detail.</i>	D3 Demonstrate a high level of accuracy and attention to detail.  <i>Horizontal or laid to falls hard landscaped surfaces have a (horizontal tolerance of +/- 3 mm) Professional/Industry Standard</i>

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4. Be able to maintain paved surfaces.	4.1 Explain maintenance operations required on paved surfaces. 4.2 Carry out routine maintenance to paved surface.		

## Assessment Guidance and Indicative Content - Construction of Hard Landscaped Surfaces

### Learning Outcome 1:

#### Assessment Guidance

The learner will practise transferring information from scale plans and marking out geometric and irregular shapes, levels and gradients working from a datum point and running line. Learners must also be able to demonstrate that they can establish a suitable sub-base for subsequent work, according to drawing specifications.

#### Indicative Content

##### Setting out landscaping

- reading drawings and plans
- use of tape measures
- automatic levelling
- calculation of diagonals
- setting out corner pegs
- checking against drawn information.

##### Setting out vertical controls

- establishing levels from drawings
- location of a datum
- transfer of vertical control point
- setting up profile boards
- calculation of traveller height
- construction of traveller.

**Assessment Guidance and Indicative Content - Construction of Hard Landscaped Surfaces****Learning Outcome 2:****Assessment Guidance**

Learners will evaluate current construction standards and regulations and detail the various sources of information. Industry terminology will be defined, and a variety of materials will be identified. Potential problems will be explored, and a working plan drawn up to overcome these issues.

**Indicative Content**

## Excavation for landscaping

- manufacturers specifications and installation instructions
- structural engineers' reports
- building regulations
- planning constraints
- conservation areas.

## Pavement construction technology

- reduced levels for excavation
- level and compaction of reduced levels
- removal of topsoil layers
- geotextile membranes, to stabilise soil
- sub base layers, spreading of loads
- compaction of subbases
- sand blinding to surface of sub base
- sand/cement bedding layers
- hard landscaping pavement
- jointing and pointing.

## Excavation issues

- soft spots, removal and back filling
- excessive ground water, barrier and removal
- weed control
- tree roots, tree preservation orders
- ground stabilisation
- obstructions, drainage pipes, communication
- water pipework, gas services, electrical cables
- sloping ground, support
- disposal of excavated materials.

### Assessment Guidance and Indicative Content - Construction of Hard Landscaped Surfaces

#### Learning Outcome 3:

#### Assessment Guidance

Learners will construct a range of rigid paved surfaces using materials such as: flag stones or pavers (natural and artificial), concrete, tarmac. Learners will construct a range of flexible hard surfaces using materials such as: gravels/aggregates, hoggin, bark chip and other loose materials, including edgings.

#### Indicative Content

##### Construction of pavements

- construction of a paved surface area to a provided specification and drawing
- completion of observation record by tutor and learner
- measurements for higher order grading.

##### Construction of free draining surfaces

- excavation and installation of edging kerbs
- clearing and laying of flexible surface materials
- completion of observation record by tutor and learner
- measurements for higher order grading.

### Assessment Guidance and Indicative Content - Construction of Hard Landscaped Surfaces

#### Learning Outcome 4:

#### Assessment Guidance

Learners will be able to evaluate an area of paving and produce a schedule of works for its maintenance and upkeep. They will perform a range of basic repairs and maintenance tasks.

#### Indicative Content



### Assessment Guidance and Indicative Content - Construction of Hard Landscaped Surfaces

#### Maintaining landscaped surfaces

- landscaping survey on site
- identification of problems
- report writing
- maintenance report
- maintenance schedules produced.

#### Carry out maintenance works

- reference to maintenance schedules or plans
- COSHH assessments if chemicals used
- risk assessment
- barriers to areas
- undertake maintenance activities
- maintenance schedule updated.

## The Use of Brick Work in Landscaping

<b>Unit Number (Graded):</b>	R/617/1476	<b>Unit Number (Ungraded):</b>	Y/617/1477
<b>Level:</b>	3		
<b>Credit Value:</b>	9		
<b>GLH:</b>	70		
<b>Aim:</b>	The purpose of this unit is to provide learners with an understanding of how to construct and maintain walls. The learners will be able to develop the skills, knowledge and techniques to construct walls in gardens and the landscape and comply with the health and safety regulations.		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Understand the construction of landscape walls.	1.1 Explain the difference in construction techniques for a free standing and retaining wall. 1.2 Assess the suitability and cost of a range of different bricks and bonds for a free-standing wall in the landscape.	M1 Recommend specific bricks and bonds for a particular free-standing wall, justifying choices with reference to suitability and cost	

Learning Outcomes	Assessment Criteria	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Be able to construct landscape walls.	2.1 Mark out and excavate footings. 2.2 Construct a single brick wall with attached pier. 2.3 Apply render to a smooth finish.	M2 Demonstrate a good level of accuracy  <i>(Vertical plumb tolerance within +/-8 mm; horizontal tolerance within +/- 8 mm)</i>	D1 Demonstrate a high level of accuracy and attention to detail  <i>(Vertical plumb tolerance of 3 mm or less; a horizontal tolerance of +/- 3 mm or less. Industry standard work)</i>
3. Understand codes of practice and legislation.	3.1 Explore building regulations and planning constraints for landscaping. 3.2 Explain the application of health and safety legislation to landscaping.		D2 Assess the impact of building regulations and planning constraints on a particular landscaping project and of health and safety legislation on the way in which the work was carried out.

## Assessment Guidance and Indicative Content - The Use of Brick Work in Landscaping

### Learning Outcome 1:

#### Assessment Guidance

Produce an annotated drawing of the construction technique for a free standing and a retaining wall summarising the differences.

Compare the benefits and limitations of 5 different bonds using SWOT analysis (Strengths, Weaknesses, Opportunities & Threats).

Compare the benefits and limitations of 3 different bricks and 2 different blocks using SWOT analysis.

#### Indicative Content

Landscaping dwarf walling, types

- wall foundations
- facing brickwork
- rubble walling
- stone walling
- precast concrete structures
- timber structures
- fencing
- composite walls
- blockwork
- integrated drainage
- functions as retaining structures
- resistance to over turning
- single and one brick thick construction.

Types of Bond

- stretcher bond
- English garden wall bond
- English bond
- Flemish bond.

Specifications

The design specification for a wall that may include any of the following properties

- brickwork strength
- classification of engineering brickwork
- insertion of dpc's
- foundation reinforcement

### Assessment Guidance and Indicative Content - The Use of Brick Work in Landscaping

- brick sizes, metric, imperial
- type of mortar mix constituents e.g. (1:4, 1:2:4)
- type of pointing required, flush, bucket handle, recessed, weather struck
- drainage to rear of wall if used as a retaining structure
- thickness of wall and size of any supporting piers
- capping to top of wall to resist weathering.

#### Walling materials

The application of different materials to create an aesthetic landscaping structure that functions as an independent wall or as a retaining structure

- use of engineering brickwork at ground level, Class A and B, red or blue
- facing brickwork, wire cut, handmade, recycled bricks, smooth finish
- coloured mortar
- pointing features
- use of solid concrete blocks
- rendering finish with external galvanised beads to blockwork.

**Assessment Guidance and Indicative Content - The Use of Brick Work in Landscaping****Learning Outcome 2:****Assessment Guidance**

Learners will mark out and excavate footings for a free-standing brick wall.

Construct a range of brick bond free-standing walls to centre specifications. Learners will construct returns and piers.

Learner to apply render to a smooth finish.

**Indicative Content**

Wall construction, workshop simulation, work experience or employment

- excavation for foundation
- concreting of foundation
- construction of class B engineering brickwork courses
- construction of half brick walls
- construction of one brick walls
- construction of attached piers
- application of different bonding techniques
- pointing to courses
- insertion of retaining wall drainage
- backfilling to walls.

Blockwork wall with rendered finish

- excavation for foundation
- concreting of foundation
- construction of class B engineering brickwork courses
- construction of 100mm walls
- construction of 190mm walls
- construction of attached piers in blockwork
- pointing to courses
- insertion of retaining wall drainage
- rendered finish to blockwork
- backfilling to walls.

## Assessment Guidance and Indicative Content - The Use of Brick Work in Landscaping

### Learning Outcome 3:

#### Assessment Guidance

From a centre devised scenario student to produce a report for the customer explaining the various building regulations and planning restrictions for a proposed landscape wall construction.

Learners will explore the current building regulations and determine sources of accurate information. Legislation covering boundary disputes, party wall, heights, planning permission, conservation areas and listed property work explored.

Learners will produce a risk assessment covering health and safety legislation for the proposed landscape wall construction

#### Indicative Content

Legislative constraints, Building regulations, Planning Permission

Planning Constraints: Application of planning law to landscaping works

- colour of walling
- height adjacent highway junctions
- conservation areas
- listed consent
- tree preservation orders
- flooding risks
- hard surface drainage
- natural drainage.

Building Regulations: Application of building regulations approved documents to landscaping works

- associated landscaping drainage
- support structural elements
- party wall foundations
- external landscaping lighting.

General Legislation

- Party Wall Act
- Health & Safety at Work Act
- Construction Design and Management Regulations.

## Constructing Landscape Timber Features

<b>Unit Number (Graded):</b>	D/617/1478	<b>Unit Number (Ungraded):</b>	H/617/1479
<b>Level:</b>	3		
<b>Credit Value:</b>	8		
<b>GLH:</b>	50		
<b>Aim:</b>	The learners will develop the knowledge to construct and maintain timber landscape features. The learner will construct and maintain timber landscape features.		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Understand the construction of timber features.	1.1 Evaluate the different timbers suitable for landscape features. 1.2 Explain the construction process for different timber features.		



Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Be able to construct, timber features.	2.1 Construct horizontal timber features. 2.2 Construct vertical timber features.	M1 Demonstrate a good level of accuracy.  <i>(Horizontal tolerance within +/- 8 mm Squared</i>  <i>Vertical plumb tolerance within +/-8 mm)</i>	D1 Demonstrate a high level of accuracy and attention to detail.  <i>(Horizontal tolerance of +/- 3 mm or less</i>  <i>Vertical plumb tolerance within +/-3 mm</i> <i>Professional/Industry Standard.</i>
3. Know how to repair and maintain timber features.	3.1 Describe the use of a range of preservatives in timber treatment. 3.2 Produce a COSHH assessment for a timber preservative. 3.3 Produce a maintenance plan for timber features.	M2 Justify the different aspects of the maintenance plan including choice of preservative(s) and maintenance process(es).	D2 Explain how COSHH assessment influences the maintenance plan.

**Assessment Guidance and Indicative Content - Constructing Landscape Timber Features****Learning Outcome 1:****Assessment Guidance**

Learners will produce a drawing detailing the timber feature along with a specification for the materials to be used for the construction process. Learners will evaluate a range of timbers for proposed applications for timber landscaped features.

**Indicative Content**

## Hardwoods

- Iroko
- English oak
- Mahogany
- Balau.

## Softwoods

- Douglas fir
- Western red cedar
- Scots pine
- Larch.

## Construction processes

- initial survey
- drawing production or setting out rod
- machine and cut timber
- form any joints
- dry assemble
- construction
- treatment
- installation.

**Assessment Guidance and Indicative Content - Constructing Landscape Timber Features****Learning Outcome 2:****Assessment Guidance**

Learners will set out and construct horizontal timber feature following specifications using a range of appropriate joints and techniques. They will set out and construct vertical timber features following specifications using a range of joints and techniques. Learners will identify and carry out repairs and maintenance of one horizontal or one vertical feature.

**Indicative Content**

## Construction of horizontal timber features

- site measurements, design, drawing, dry fit, construction, installation and treatment of a timber horizontal feature to a given specification.

## Construction of vertical timber features

- site measurements, design, drawing, dry fit, construction, installation, check verticality and treatment of a timber vertical feature to a given specification.

## Maintenance and repair of timber features

- survey of existing rot or damage
- cut out and removal of damaged area
- measure, mark and cut new timbers
- undertake repair
- retreat timber.

**Assessment Guidance and Indicative Content - Constructing Landscape Timber Features****Learning Outcome 3:****Assessment Guidance**

Learners will investigate a range of timber preservative treatments and make recommendations of suitable preservatives for a range of timber types. Learners will produce a COSHH assessment for a selected timber preservative application. Learners will survey timber features and produce a five year maintenance plan for a vertical and a horizontal timber feature.

**Indicative Content**

## Timber treatment methods

- use of weathered timbers e.g. cedar boards
- vac vac
- tantalised
- painted surface treatments.

## Control of Substances Hazardous to Health

- manufacturers/suppliers data sheets
- COSHH hazard data
- control measures
- implementation and monitoring.

## Landscape Surveying and Drawing Techniques

<b>Unit Number (Graded):</b>	Y/617/1480	<b>Unit Number (Ungraded):</b>	D/617/1481
<b>Level:</b>	3		
<b>Credit Value:</b>	6		
<b>GLH:</b>	50		
<b>Aim:</b>	The learner will be able to survey a given site highlighting key site characteristics, set out a design and produce detailed construction drawings for specific features.		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Be able to carry out a survey and analysis of a site for a landscape.	1.1 Carry out a site survey and analysis of a specified site. 1.2 Analyse survey data and produce a drawing using an appropriate scale. 1.3 Evaluate how site characteristics influence the choice of landscape design.	M1 Demonstrate a good level of accuracy.  <i>(Site survey accurate to +/- 10mm)</i>  <i>Setting out accuracy to within +/- 15mm</i>  M2 Produce drawings to an appropriate scale.	D1 Demonstrate a high level of accuracy and attention to detail.  <i>(Site survey accurate to within +/- 5mm)</i>  <i>Setting out accuracy to within +/- 5mm)</i>

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Be able to set out specified features using a landscape design plan.	2.1 Analyse landscape design plans for setting out data. 2.2 Establish control points on site. 2.3 Evaluate dimensional control for accuracy against design data.	( <i>Drawings accurate to +/- 3mm</i> )	D2 Follow industry conventions for scale drawings.  ( <i>Scale drawing meets industry standards</i> )
3. Be able to produce detailed construction drawings.	3.1 Produce detailed construction drawing for a paving hard landscape feature. 3.2 Produce detailed construction drawing for a retaining landscape feature. 3.3 Produce detailed construction drawing for an arbour landscape feature.		

**Assessment Guidance and Indicative Content - Landscape Surveying and Drawing Techniques****Learning Outcome 1:****Assessment Guidance**

Learners will undertake a survey on site to record topographical and dimensional data. The site data will be processed to produce an accurate scale drawing and level information. The processed data will be analysed for feasibility.

Learners will evaluate how the site characteristics surveyed will influence the choice of landscape design.

**Indicative Content****Site Survey**

- use of linear survey equipment
- chainage, offsets
- recording linear data
- use of an automatic level
- recording of levels.

**Survey Data and Analysis**

- calculation of diagonals
- selection of scale
- establish survey bench mark
- calculation of reduced levels
- height of collimation checks
- topography.

**Site Characteristics**

- slope, falls
- contamination
- trees and roots
- water supply
- electrical supply
- flooding.

**Assessment Guidance and Indicative Content - Landscape Surveying and Drawing Techniques****Learning Outcome 2:****Assessment Guidance**

Learners will read and understand landscape design drawings and obtain setting out data using dimensions or scale. Learners will set out a landscape design using applicable methods. Learners will evaluate the setting out in terms of accuracy.

**Indicative Content****Design Plans Analysis**

- interpretation of drawings
- scaling dimensions
- calculation of missing elements
- reference to planning documentation
- site checking.

**Site Control Points**

- bench mark level
- invert level
- drainage connection
- base lines
- building line.

**Dimensional Control**

- tolerances on materials
- miss shaping
- diagonal calculations
- control of falls
- control of vertical points.



**Assessment Guidance and Indicative Content - Landscape Surveying and Drawing Techniques****Learning Outcome 3:****Assessment Guidance**

Learners will produce and present a set of detailed construction drawings to an appropriate scale, with annotation and landscape features using suitable graphical symbols.

**Indicative Content**

## Production of Design Drawings

- manual or CAD production
- drawing layout
- suitable scale
- media size selected
- planting key
- title block, border
- use of symbols, electrical, mechanical
- specifications
- location drawings, block plans
- detail drawings.

## Landscape Construction Machinery

Learners may only achieve a Pass in this unit.

<b>Unit Number:</b>	D/617/1495
<b>Level:</b>	3
<b>Credit Value:</b>	4
<b>GLH:</b>	30
<b>Aim:</b>	To provide learners with an understanding of the construction plant and equipment that is available and how to safely operate and maintain machinery from initial prestart checks, selecting appropriate PPE, safe use and maintenance procedures.

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass
The learner will:	The learner can:
1. Understand the operation of landscape construction machinery.	1.1 Select appropriate machinery for a range of landscape construction tasks. 1.2 Explain how to operate construction plant safely.
2. Know how to safely prepare machinery for use.	2.1 Select appropriate PPE for a specified task. 2.2 Describe the pre-start and operational checks required for plant. 2.3 Carry out pre-start checks on plant.
3. Be able to safely operate machinery.	3.1 Describe how to safely start and machinery for landscaping. 3.2 Demonstrate the safe operation of machinery for specified tasks.
4. Be able to carry out routine maintenance of machinery.	4.1 Demonstrate the safe cleaning of machinery after use. 4.2 Describe how to report any faults or damage. 4.3 Describe the servicing procedures for machinery.

## Assessment Guidance and Indicative Content - Landscape Construction Machinery

### Learning Outcome 1:

#### Assessment Guidance

Learners will review a range of construction machinery and equipment evaluating their use for landscape construction tasks.

Learners will be able to describe industry common machinery systems and operating sequences along with manufacturers recommendations for safe use. To include abrasive wheel, compactor and cement mixer, stone saw, circular saw.

#### Indicative Content

##### Selection of construction plant

- type of task/work to be undertaken
- volumes to be excavated
- volumes to be moved
- depth of cutting
- noise reduction measures
- dust suppression measures.

##### Operation of construction plant

- suppliers instruction leaflets
- risk assessments
- provision of fuels
- noise reduction measures
- dust suppression measures.

## Assessment Guidance and Indicative Content - Landscape Construction Machinery

### Learning Outcome 2:

#### Assessment Guidance

Learners will be able to demonstrate that they can select and use appropriate PPE for the machinery and task along with an understanding of the Provision and Use of Work Equipment Regulations 1998 (PUWER) and The Health and Safety at Work etc Act 1974. Learners will be able to carry out a pre-start check including checking for signs of damage,

**Assessment Guidance and Indicative Content - Landscape Construction Machinery**

appropriate fuel and oil levels, lubrication, calibration and connection to power if needed and make the necessary adjustments.

**Indicative Content**

## Personal protective equipment

- gloves
- goggles
- eyeglasses
- ear defenders
- ear plugs
- overalls
- hard hat.

## Selection of PPE based upon

- noise levels
- contact with soils against skin surfaces
- water levels
- dust emissions
- material to be worked upon
- COSHH assessment.

## Prestart and operational checks

- fuel levels
- water levels
- oil levels and pressure
- RCD electrical connection
- risk assessment
- blade checks
- abrasive wheel checks
- pull chord checks
- battery checks
- tyre pressure checks
- hydraulic oil checks and pressure
- steering checks.

**Assessment Guidance and Indicative Content - Landscape Construction Machinery****Learning Outcome 3:****Assessment Guidance**

Learners will carry out a written risk assessment before using the machinery, this may include hazards such as weather, site size, noise restrictions, co-workers and public access. Learners will be observed safely starting and operating plant and machinery throughout the landscape task.

**Indicative Content****Safe start-up of plant**

- clearing the area
- fencing and barriers
- glow plug charge
- priming any fuel
- fuel level checks
- lubricant level checks
- water level checks
- turn over mechanical parts
- start.

**Safe operation of plant and machinery**

- observation by a witness or observer of your operation of plant and equipment across a range of activities.

**Assessment Guidance and Indicative Content - Landscape Construction Machinery****Learning Outcome 4:****Assessment Guidance**

Learners will be able to correctly and safely clean the machinery after use in an appropriate place with the correct equipment.

Learners will accurately assess the machinery for any signs of fault or damage through a visual assessment and know how to report this.

If the opportunity presents itself, learners can carry out a minor repair, or describe what they would do in a given situation. Learners will then demonstrate that they can safely store the machinery in the correct place.

Learners will be able to describe the servicing regime for given machinery along with the options for carrying out a major repair.

**Indicative Content**

## Safe cleaning up of plan

- isolation
- removal of guards
- cleaning
- reinstatement of guards
- checking.

## Fault diagnosis and reporting

- manufacturers' instructions
- maintenance logs
- direct observation
- operator reporting
- broken parts.

## Servicing Procedures

- isolation
- manufacturers' instructions
- removal of parts
- servicing, oil, water, fuel, filters
- ignition system service
- replacement of parts.

## Landscape Construction Materials

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Learners may only achieve a Pass in this unit.

<b>Unit Number:</b>	Y/617/1494
<b>Level:</b>	3
<b>Credit Value:</b>	5
<b>GLH:</b>	25
<b>Aim:</b>	The purpose of this unit is to provide learners with the knowledge of different landscape construction materials and their uses and to understand their manufacturing, ethical and environmental impacts.

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass
The learner will:	The learner can:
1. Know about different landscape construction materials and their uses	1.1 Describe the use of soft landscaping materials. 1.2 Describe the use of natural hard landscaping materials. 1.3 Describe materials used for subbases. 1.4 Describe the fixings used with landscaping materials.
2. Understand sustainability in terms of construction materials.	2.1 Explain the benefits of specifying sustainable construction materials. 2.2 Describe legislation that promotes sustainability. 2.3 Compare a natural and a manufactured landscape construction material in terms of their environmental impact.

## Assessment Guidance and Indicative Content - Landscape Construction Materials

### Learning Outcome 1:

#### Assessment Guidance

Learners will be able to describe a range of soft landscaping materials such as, topsoil, grass, bark, wood chippings and mulch used to fill borders and landscaped areas.

Learners will describe the use of natural stone products for landscaping hard features, borders, paths and patio areas. Subbase materials that are used to drain water and provide foundation to hard surfaces must be understood by the learner, in their function and type of materials used for example type 1 hardcore.

Finally, learners will understand the different fixings used within landscaping features and the function required for each.

#### Indicative Content

##### Soft landscaping materials

- bark
- wood chippings
- mulch
- grass
- soil
- plants, trees, shrubs.

##### Hard landscaping materials

- stone, natural, reconstituted
- timber decking, boards
- tarmac
- block paving
- paving slabs
- concrete, textured, patterned, coloured.

##### Beds and subbases

- type 1 hardcore
- crushed limestone
- crushed brick rubble
- road planning, scalping's
- crushed concrete
- sand.

##### Fixings for materials

- stainless steel screws, bolts, nuts and washers



## Assessment Guidance and Indicative Content - Landscape Construction Materials

- cramps
- brackets
- wall ties
- timber joints.

## Assessment Guidance and Indicative Content - Landscape Construction Materials

### Learning Outcome 2:

#### Assessment Guidance

Learners will research the benefits of employing sustainability into landscaping specifications and designs. Benefits will be described in terms of environmental protection, recycling and renewable materials that save energy needs for our future.

Learners will investigate the Environmental Protection Act and other legislation such as waste management that reduces the environmental impact of landscaping work. A final comparison between a natural and man-made material of your choice is made in terms of contrasting elements against each other.

#### Indicative Content

##### Benefits of using sustainable materials

- can be recycled
- life cycle costing
- environmental friendly
- green marketing tag
- less waste.

##### Sustainable Legislation

- The Environmental Protection Act Conservation of habitats and species regulations
- Water resources regulations
- The Waste Framework EU Directive
- COSHH Regulations
- Building Regulations.

##### Materials comparison

- comparison of a manmade product vs a natural product, production of a comparison table with evaluative statements.

## Business Practice and Project Management in the Landscape Industry

<b>Unit Number (Graded):</b>	H/617/1482	<b>Unit Number (Ungraded):</b>	K/617/1483
<b>Level:</b>	3		
<b>Credit Value:</b>	6		
<b>GLH:</b>	30		
<b>Aim:</b>	The learner will gain an overview of the principles behind sound business practice along with the responsibilities of managing a project.		

Learners will develop an understanding of how these can be put into practice within a business and throughout a project.

There is an expectation that learners will gain industry experience prior to completing this unit.

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Understand business practices in landscaping management.	1.1 Explain the importance of good business practices in relation to staff, clients and the environment. 1.2 Discuss the importance of business planning. 1.3 Evaluate the different marketing techniques that can be used to promote a business.		

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Understand the requirements for setting up and running a business.	2.1 Describe the different business insurance requirements. 2.2 Explain business tax liabilities. 2.3 Explain the differences of direct and subcontract employment law.	M1 Explain the risks associated with different landscaping activities and how these are covered by different types of business insurance.	D1 Compare the tax liabilities of a sole trader in the landscape business with those of a limited company.
3. Understand the principles of project management.	3.1 Explain the principles of project management. 3.2 Produce a planning schedule for a project.	M2 Produce a plan with correct sequencing and appropriate durations for the different stages.	D2 Explain how different project management techniques and principles have been applied to create a project plan for a specific landscaping project.

## Assessment Guidance and Indicative Content - Business Practice and Project Management in the Landscape Industry

### Learning Outcome 1:

#### Assessment Guidance

Learners will demonstrate an understanding of the importance of developing and improving good business practices within business, relating to staff (CPD, health and safety, communication), clients (conduct on site, ID, health and safety) and the environment (machinery, waste disposal, carbon footprint, ethical materials). Learners will explore the marketing of a landscaping business and evaluate the different marketing techniques that can be employed to promote such businesses.

#### Indicative Content

##### Landscaping Business Practices

- type of specialist work
- small medium enterprises
- national chain
- location
- type of business, sole trader, LTD company.

##### Planning and Marketing

- leaflet drops
- van banners/signage
- newspaper advertising
- social media
- strategic planning
- work load scheduling.

## Assessment Guidance and Indicative Content - Business Practice and Project Management in the Landscape Industry

### Learning Outcome 2:

#### Assessment Guidance

Learners will find out and describe the legal and financial requirements for setting up and running a business, researching and outlining the different legal aspects appropriate to a landscape business. The employment status of employee and subcontractor will be

**Assessment Guidance and Indicative Content - Business Practice and Project Management in the Landscape Industry**

examined in terms of the legislative and regulatory implications between the two for long term and short-term employment.

**Indicative Content****Business Insurances**

- Professional Indemnity Insurance – for any design elements
- Public Liability Insurance – to protect the public
- Employees Liability Insurance
- Vehicle Insurance
- Buildings Insurance
- Portable Equipment Insurance.

**Business Tax Liabilities**

- Employees PAYE
- Employers National Insurance Contributions
- Corporation Tax
- Sole trader, Limited Company tax liabilities.

**Direct and Non Direct employment Legislation**

- Discrimination Law
- The Equality Act 2010
- Maternity Leave
- Young Workers
- GDPR Regulations
- Health and Safety Legislation
- Safeguarding Legislation
- Tax liability implications
- Employers national insurance implications
- Temporary worker status
- The use of agency workers and the EU directives
- Holiday pay and benefits.

**Assessment Guidance and Indicative Content - Business Practice and Project Management in the Landscape Industry****Learning Outcome 3:****Assessment Guidance**

Learners will gain an understanding of what project management entails, from planning a project to running it and reviewing the project at its conclusion. This will be reinforced with learners creating their own schedule of work for a project (a show garden, landscape project).

**Indicative Content****Principles of Project Management**

- forecasting
- organising
- time management
- coordination
- cooperation
- planning
- financial planning
- human skills.

**Planning Schedules**

- activities
- sequencing
- durations
- scheduling
- Gantt chart production
- use of planning software packages.

## Water Management, Drainage and Groundworks in Landscape Construction

<b>Unit Number (Graded):</b>	A/617/1486	<b>Unit Number (Ungraded):</b>	F/617/1487
<b>Level:</b>	3		
<b>Credit Value:</b>	6		
<b>GLH:</b>	40		
<b>Aim:</b>	The learner will be aware of a range of domestic surface water management systems, how to install these and the environmental impact of Sustainable Urban Drainage Systems (SUDS).		

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Understand the legislation and standards for domestic surface water management.	1.1 Describe current legislation in relation to domestic surface water management including local authority byelaws. 1.2 Explain relevant British Standards in relation to domestic surface water management.		

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Explain how domestic surface water drainage management systems operates.	2.1 Explain how surface water drainage operates. 2.2 Calculate the water runoff from a specific area. 2.3 Produce a design drawing of a domestic water management system.	M1 Explain why effective surface water management is important in landscape construction.	D1 Accurately annotate design drawing to clarify how water management system works.
3. Be able to construct a water management system.	3.1 Prepare an area to receive drainage. 3.2 Construct a suitable drainage system following specified falls.		
4. Understand the impact of Sustainable Urban Drainage legislation and its impact on landscape construction.	4.1 Explain Sustainable Urban Drainage legislation. 4.2 Analyse how the legislation impacts on landscape construction. 4.3 Explain the environmental impacts in an urban setting.	M2 Explain how Sustainable Urban Drainage legislation has impacted on a specific landscaping project.	D2 Explain how potential environmental issues have been managed in a specific landscaping project.



**Assessment Guidance and Indicative Content - Water Management, Drainage and Groundworks in Landscape Construction****Learning Outcome 1:****Assessment Guidance**

Learners will research and produce a report documenting the UK's current legislation and the local authority byelaws for a given location. Learners will summarise the British Standards in relation to the management of domestic surface water systems.

**Indicative Content****Planning Legislation**

- use of hard standing surfaces
- requirements for self draining surfaces
- application to water authority
- application to highways authority.

**Building Regulations**

- combined drainage systems
- separate drainage systems
- sewer connection
- soakaways
- rainwater harvesting
- Part H Approved Documents.

**British Standards**

- BS4428: 1989 Code of Practice for General Landscaping Operations
- BS EN ISO 11091: 1999 Construction Drawings – Landscaping
- BS EN 295-1: 1991 Drainage
- BS EN 124: 1994 Gully's and Manholes
- BS EN 1433:2002 Drainage Channels.

**Assessment Guidance and Indicative Content - Water Management, Drainage and Groundworks in Landscape Construction****Learning Outcome 2:****Assessment Guidance**

Using a set of given scenarios, learners will select the correct water management equipment providing a justification for this selection. Learners will produce calculations for the collection of water for a specified hard standing area and balance this against drainage diameters. Learners will produce a design drawing of a water management system for a given set of parameters and location.

**Indicative Content****Surface Water Drainage Operation**

- drainage falls
- use of pavers
- channels and gullies
- drainage excavation
- pipe installation, different materials
- bedding and surround.

**Calculating Runoff**

- surface area dimensions
- area calculation
- conversion to litres/second
- drain capacity
- capacity check
- soakaway capacity
- soakaway check.

**Design Domestic Water Management Systems**

- establish levels
- scale to be used
- legend established
- drawing produced
- annotations
- final presentation.

### Assessment Guidance and Indicative Content - Water Management, Drainage and Groundworks in Landscape Construction

#### Learning Outcome 3:

#### Assessment Guidance

Prepare an area and install water management equipment.

#### Indicative Content

##### Drainage Preparation

- read design drawing
- establish finished surface levels and falls
- establish drainage connection invert level
- construct profile boards
- construct traveller
- assemble required resources.

##### Installation of Drainage

- excavate to formation level
- lay pipe bedding
- lay pipe, plastic or clay
- check falls
- lay pipe covering
- installation of gully,
- installation of channel
- backfill as required
- hard landscaping bedding.

### Assessment Guidance and Indicative Content - Water Management, Drainage and Groundworks in Landscape Construction

#### Learning Outcome 4:

#### Assessment Guidance

Learners will research and present a case study that demonstrates the use of SUDs in an urban environment.

**Assessment Guidance and Indicative Content - Water Management, Drainage and Groundworks in Landscape Construction**

**Indicative Content**

**Sustainable Urban Drainage**

- soakaways
- rainwater recycling
- absorbent paving
- porous tarmac
- swales
- lakes and ponds
- grassed areas
- water barrels, butts
- storage tanks
- reed beds.

**Traditional Surface Water Drainage**

- hard surface run off to gully
- gully connection to main sewer
- use of concrete.

## Using Turf in Landscaping

<b>Unit Number (Graded):</b>	M/617/1484	<b>Unit Number (Ungraded):</b>	T/617/1485
<b>Level:</b>	3		
<b>Credit Value:</b>	6		
<b>GLH:</b>	50		
<b>Aim:</b>	Understand the different types of turf used in landscape construction, understand the installation of natural and artificial turf and recognise the environmental impact of these.		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Be able to carry out preparation for turfing.	1.1 Produce a method statement for ground preparation. 1.2 Evaluate the use of artificial turf versus natural turf. 1.3 Prepare a given area for turf.	M1 Recommend a turf type (artificial or natural) for a specific landscaping project with justification for recommendation, including reference to installation, maintenance and sustainability.	D1 Explain how awareness of soil type influences ground preparation for natural turf.  D2 Assess the relative costs for using artificial or natural turf,

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2. Be able to carry out the installation of turf.</p>	<p>2.1 Describe the installation of weed membranes for artificial turf.</p> <p>2.2 Describe the treatment of perimeters for artificial turf.</p> <p>2.3 Construct a turfed area to a given specification for natural and artificial samples.</p>		<p>including installation and maintenance.</p>
<p>3. Be able to maintain turf surfaces.</p>	<p>3.1 Explain the maintenance techniques required for turf surfaces.</p> <p>3.2 Undertake maintenance techniques for turf surfaces.</p> <p>3.3 Evaluate the sustainability of artificial turf installation.</p>		

**Assessment Guidance and Indicative Content - Using Turf in Landscaping****Learning Outcome 1:****Assessment Guidance**

Learners will produce a booklet for a customer, which details the ground preparation that is required before natural and artificial turf can be installed. The booklet will illustrate the use of artificial products and their benefits for a customer against natural products.

**Indicative Content****Ground Preparation: Artificial Turf**

- excavation
- weed killer
- install edges
- level off
- hardcore installation
- compaction.

**Ground Preparation: Natural Turf**

- excavation
- topsoil preparation
- compaction.

**Benefits of turf: Natural**

- sustainable product
- natural feel
- biodiversity
- free draining
- soft surface.

**Benefits of turf: Artificial**

- colour fast
- doesn't require cutting
- free draining
- all weather surface
- doesn't require watering
- pet friendly.

**Assessment Guidance and Indicative Content - Using Turf in Landscaping****Learning Outcome 2:****Assessment Guidance**

Learners will produce an installation guide for turf products to include the edging details. The guide will cover the installation techniques for both turf systems. Learners will cover the finishing details for the turf e.g. rolling and sanding.

**Indicative Content****Ground Preparation: Artificial Turf**

- excavation
- weed killer
- install edges
- level off
- hardcore installation
- compaction.

**Ground Preparation: Natural Turf**

- excavation
- topsoil preparation
- compaction

**Benefits of turf**

- Natural
- sustainable product
- natural feel
- biodiversity
- free draining
- soft surface.

**Artificial**

- colour fast
- doesn't require cutting
- free draining
- all weather surface
- doesn't require watering
- pet friendly.



**Assessment Guidance and Indicative Content - Using Turf in Landscaping****Learning Outcome 3:****Assessment Guidance**

Learners will produce a leaflet for a customer handover which details the maintenance that will be required to maintain both types of surfaces. The time period that should be covered is over one annual period. The sustainability of the use of artificial turf should be examined in terms of a promotional leaflet for landscaping marketing.

**Indicative Content****Maintenance Techniques: Natural**

- top dressing
- drainage spiking
- cutting
- lawn feeding
- lawn weeding.

**Maintenance Techniques: Artificial**

- brushing – leaf removal
- chemical cleaners
- sand dressing.

## The Use of Plants in Landscaping

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<b>Unit Number (Graded):</b>	J/617/1488	<b>Unit Number (Ungraded):</b>	L/617/1489
<b>Level:</b>	3		
<b>Credit Value:</b>	5		
<b>GLH:</b>	25		
<b>Aim:</b>	The purpose of this unit is to provide learners with practical skills to identify and establish trees and shrubs suitable for the landscaped site.		

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>1. Know about the trees and shrubs that are suitable for landscaping.</p>	<p>1.1 Explain the bi nominal plant naming system.</p> <p>1.2 Explain the morphological features that aid plant identification.</p> <p>1.3 Describe and identify 50 different trees and shrubs that can be used for landscaping purposes.</p> <p>Minimum <b>205 marks</b>.</p>	<p>1.3 <b>220-234 Marks</b> Achieved.</p>	<p>1.3 <b>235-250 Marks</b> Achieved.</p>
<p>2. Plant bare roots trees and containerised woody plants for a landscape site.</p>	<p>2.1 Assess the suitability of bare root plants and containerised plants for seasonal planting</p> <p>2.2 Plant a range of bare root trees and containerised woody plants to commercial standard.</p> <p>2.3 Produce an immediate aftercare plan and seasonal maintenance schedule.</p>		

## Assessment Guidance and Indicative Content - The Use of Plants in Landscaping

### Learning Outcome 1:

#### Assessment Guidance

Learners will produce a client guidance document that details how plants are named along with their features that aid identification for a range of common plants. Trees and shrubs used for landscaping purposes will need to be described in terms of the common forms used for gaining height and variety within an aesthetic landscape.

#### A/C1.3 - Marking as follows:

Total of 5 marks per plant

	Genus 2 marks	Species 3 or 2 marks	Variety/cultivar 1 mark
<b>Example</b>	Acer (2)	pseudoplatanus (2)	'Brilliantissimum' (1)
<b>Example</b>	Quercus (2)	robur (3)	

Common names attract no marks. Deductions for errors in spelling, capitalisation or accepted botanical convention is a maximum of 1 mark per word.

E.g.

	Genus 2 marks	Species 3 or 2 marks	Variety/cultivar 1 mark
<b>Example</b>	acer (1)	seudoplatanus (1)	Brilliantissimum (1)

Where the assessment is conducted orally then a maximum of 3 marks is possible.

#### Indicative Content

##### Bi-Nominal Planting System

- two names system
- scientific names, genus, cultivar
- species name, specific epithet
- examples using correct format.

## Assessment Guidance and Indicative Content - The Use of Plants in Landscaping

### Morphological Plant Features

- comparative features, leaves, branches, colour, buds, twigs, bark
- fruiting
- vegetative (somatic) structures
- plant structure
- pattern of development
- examples.

### Landscaping Trees and Shrubs

- plants, ground cover, type, growth habit
- leaf drops
- life span
- temperature tolerance
- site preference
- height of cover required
- lighting conditions
- deciduous or evergreen.

**Assessment Guidance and Indicative Content - The Use of Plants in Landscaping****Learning Outcome 2:****Assessment Guidance**

Learner will assess the advantages and disadvantages of bare root plants versus containerised plants. Learners will plant a range of bare root trees and containerised woody plants to a commercial standard. Learners will create an immediate aftercare plan and seasonal maintenance schedule that could be understood and followed by the customer post landscaping works.

**Indicative Content****Plant Suitability**

- visit to nursery
- assessment of stock
- bare root and containerised
- examples.

**Undertake planting**

- production of planting method statements
- planting of a different range of shrubs, plants and trees in accordance with the methodology recommended for each type of species.

**Aftercare and Maintenance Plans**

- aftercare leaflets
- maintenance plans.

## Design and Construct Living Walls in an Urban Environment

<b>Unit Number (Graded):</b>	F/617/1490	<b>Unit Number (Ungraded):</b>	J/617/1491
<b>Level:</b>	3		
<b>Credit Value:</b>	7		
<b>GLH:</b>	50		
<b>Aim:</b>	Learners will investigate emerging techniques for living walls, designing, planning and installing a living wall and understanding the maintenance schedule for these.		

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Carry out site survey assessment.	1.1 Assess site for light levels and aspect. 1.2 Explain what dimensional data is required. 1.3 Evaluate a potential wall for the provision of services. 1.4 Describe the safe means of working at height for living wall construction.	M1 Assess the potential challenges and hazards in creating a living wall on a specific site.	

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Be able to design a living wall.	2.1 Design a living wall in response to a client brief. 2.2 Create a plan for irrigation pipes, plant room and work out flow rates of system. 2.3 Produce a budget for the overall design.	M2 Explain how the plants chosen are both suitable for a particular site and create the visual effect required by the client brief.	D1 Explain the intended biophilic impact of the planned living wall.
3. Be able to construct a living wall.	3.1 Fix timber/metal sub-frame to surface, using the module overlay as a template. 3.2 Securely install hanging rails and living wall modules. 3.3 Install irrigation dripline, gutter and plant room.		D2 Evaluate the finished living wall against the client brief.
4. Carry out planting techniques for living walls.	4.1 Produce a planting plan for a living wall. 4.2 Carry out planting of a living wall module using correct depth, back filling and plant selection. 4.3 Evaluate the living wall against the plan and make recommendations for improvements.		



**Assessment Guidance and Indicative Content - Design and Construct Living Walls in an Urban Environment****Learning Outcome 1:****Assessment Guidance**

Following a site survey assessment produce a site specific report detailing the findings from the survey and include a customer report with your finding providing the customer with advice on what needs to be carried out for site readiness. Summarise the main findings from the assessment in a short report. Produce a functional site drawing with accurate measurements for the proposed site for the living wall.

**Indicative Content****Site Survey**

- lux/light meter readings
- photographic survey
- establish heights
- obtain architectural as built drawings
- use of software to view aerial images.

**Dimensional Data**

- length/width
- height
- compass direction south
- GPS data
- services location.

**Services**

- water connection
- electrical supply
- plant room location
- pump location.

**Health and Safety**

- working at height regulations
- safe wall maintenance
- harness points
- pathways for MEWP's to operate.

**Assessment Guidance and Indicative Content - Design and Construct Living Walls in an Urban Environment****Learning Outcome 2:****Assessment Guidance**

Learners will complete a planting design in line with the client's brief using at least seven different plants and explain their usage in the design in terms of texture, colour, period of interest and site suitability. Learners will create an annotated technical drawing detailing the technical utilities and services required for the designed living wall. Learners will produce a customer budget/quotation for the implementation of their designed living wall.

**Indicative Content****Planting Scheme**

- analysis of drawings
- taking off quantities
- units of measurement, linear, m<sup>2</sup>
- preparing schedule.

**Irrigation Design**

- litres per hour requirements
- type of drip feed system
- seasonal control
- frost prevention methods
- water pressure requirements
- rainwater capture
- pipe sizing.

**Financial Budgets**

- installation costs
- running costs
- cost of maintenance.

**Assessment Guidance and Indicative Content - Design and Construct Living Walls in an Urban Environment****Learning Outcome 3:****Assessment Guidance**

Learners will construct a modulated living wall system / sample panel to given specification to include the setting up of irrigation system.

**Indicative Content****Preparatory Works**

- wall survey
- strengthening works
- installation of steelwork
- formation of plant room.

**Living Wall Construction**

- installation of stainless steel hanging rails
- wall fixings and brackets
- stainless steel panels
- plant trays
- tray systems
- cassette systems
- freestanding systems
- green wall plants.

**Irrigation Construction**

- irrigation control panel
- power connection
- zone valves
- fertilizer connection
- primary water supply
- water filter
- irrigation controller pipeline system.

**Assessment Guidance and Indicative Content - Design and Construct Living Walls in an Urban Environment****Learning Outcome 4:****Assessment Guidance**

Learners will produce a plan and then carry out planting using the correct techniques. After a period of growth learners will evaluate the living wall against the original planting plan. The evaluation must consider the growth viability and management and long term growth of the plants selected for the wall.

**Indicative Content****Planting Plan**

- wall survey
- strengthening works
- installation of steelwork
- formation of plant room.

**Planting Plan**

- wall survey
- lighting distribution
- installation of steelwork
- formation of plant room.

**Plants**

- common green wall plants
- ferns
- Aglaonema
- Spathiphyllum
- Marantas
- Calathea
- Dracaena
- Epipremnum.

## Garden Water Features

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<b>Unit Number (Graded):</b>	L/617/1492	<b>Unit Number (Ungraded):</b>	R/617/1493
<b>Level:</b>	3		
<b>Credit Value:</b>	4		
<b>GLH:</b>	25		
<b>Aim:</b>	To provide learners with an understanding of how to choose, construct and maintain a range of water features. They will be able to select appropriate features and materials, construct a feature and outline a maintenance regime along with health and safety considerations.		

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1. Understand the different types of water features and their materials.	1.1 Describe different types of water features and evaluate their use on different sites. 1.2 Evaluate a range of materials used to construct water features.	M1 Recommend a particular type of water feature for a specific site including details of materials to be used, justifying choices	

Learning Outcomes	Assessment Criteria - Pass	Merit	Distinction
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2. Be able to construct a water feature.	2.1 Select and calculate materials required. 2.2 Mark out and install a water feature. 2.3 Explain the quality checks required before handover to a client.		
3. Know how to maintain water features.	3.1 Produce a 12-month and 5-year maintenance schedule for a chosen water feature. 3.2 Evaluate safety considerations that should be given to water features.	M2 Explain the purpose of different maintenance tasks.	D1 Complete a risk assessment for a specific water feature.

**Assessment Guidance and Indicative Content - Garden Water Features****Learning Outcome 1:****Assessment Guidance**

Learners will be able to describe a range of water features and evaluate which form of water feature they would select for a given situation. Learners will evaluate different types of materials to be used for a given site environment or location.

**Indicative Content****Water Features**

- raised above ground
- below ground level
- off the shelf unit
- self contained
- waterfalls, streams and ponds
- pumps.

**Selection Criteria**

- sun
- shade
- available space
- garden size
- topography
- soil conditions
- clients budget
- small children
- pets
- requirements for fish
- filtration system employed.

**Water Feature Materials**

- glass fibre
- butyl sheets
- reinforced cement products
- natural stone
- rock
- slate
- concrete
- copper
- stainless steel
- chrome.

## Assessment Guidance and Indicative Content - Garden Water Features

### Assessment Guidance and Indicative Content - Garden Water Features

#### Learning Outcome 2:

#### Assessment Guidance

Learners will produce a written estimate with quantities of materials for a water feature. Learners will mark out and construct a water feature to an provided specification. Learners will describe a range of post installation quality checks to ensure water feature is working correctly and identify solutions for typical problems.

#### Indicative Content

##### Requisition Schedule Production

- analysis of drawings
- taking off quantities
- units of measurement, linear, m2
- preparing schedule.

##### Water Feature Construction

- excavation for ponds, streams
- preparation of foundations
- liner or mould installation
- excavate and lay pump cables
- edge detailing
- waterfall construction
- planting.

##### Water Plant Maintenance

- Sighting
- Repotting
- gravel maintenance
- disease control.

##### Quality Checks

- pump start and running
- pump timers
- waterfall height
- pump noise checks
- flow rates
- filtration UV
- filtration systems
- plant stability
- water quality



**Assessment Guidance and Indicative Content - Garden Water Features**

- final presentation handover checks.

**Assessment Guidance and Indicative Content - Garden Water Features****Learning Outcome 3:****Assessment Guidance**

Learners will produce a 12-month and 5-year maintenance schedule for a chosen water feature. Learners will evaluate the elements of a water feature in terms of health and safety considerations by producing a written report.

**Indicative Content****Maintenance Schedules**

- assemble schedule criteria
- plant maintenance intervals
- pump manufacturers data
- filtration manufacturers data
- short term repairs
- frost prevention measures
- water treatment options
- cleaning
- 12 month plan
- 5 year plan.

**Health and Safety**

- depth of water
- edge detailing
- microorganism, legionnaires disease
- chemical treatment of water
- electrical safety
- bird deterrent
- control of ice build up
- public safety.

## Show Build Preparation and Project Management

Learners may only achieve a Pass in this unit.

<b>Unit Number:</b>	H/617/1496
<b>Level:</b>	3
<b>Credit Value:</b>	7
<b>GLH:</b>	30
<b>Aim:</b>	The learner will use project management skills to plan and deliver a team garden show build, develop construction drawings, resourcing of materials, site safety and evaluate the project.

There is an expectation that learners will gain industry experience prior to completing this unit.

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria - Pass
The learner will:	The learner can:
1. Be able to use the garden design plan and develop a set of construction drawings.	1.1 Analyse garden design plan and compile a set of hard landscape plans and construction drawings of key features within the show garden.
2. Be able to use their project management skills to plan and deliver a show garden build.	2.1 Create a time-line of key tasks. 2.2 Develop a detailed scheme of works to include costs and budget. 2.3 Compile generic and specific risk assessments.
3. Manage the construction of a garden show build.	3.1 Source and organise all materials and equipment including tools. 3.2 Manage personnel in the planning and construction stages. 3.3 Complete the construction to specified standard within the given time frame and budget.
4. Record the process and evaluate the success of the project.	4.1 Compile a digital record of all stages of the project from the beginning to the completion. 4.2 Evaluate the project and make recommendations for improved ways of working.

**Assessment Guidance and Indicative Content - Show Build Preparation and Project Management****Learning Outcome 1:****Assessment Guidance**

Produce a set of working construction drawings and a landscape plan. A set of working plans a range of construction drawings will also be completed.

**Indicative Content****Garden Design Plan**

- analysis of scale and dimensions
- select media for construction drawings
- CADD software
- CADD library
- drawing production
- annotation key
- hard soft copy distribution.

**Assessment Guidance and Indicative Content - Show Build Preparation and Project Management****Learning Outcome 2:****Assessment Guidance**

Learners will develop a detailed Scheme of work and compile both generic risk assessments and task specific risk assessments for all aspects of preparation and build.

**Indicative Content****Gantt Chart**

- activities
- sequencing
- duration
- time line production.

**Scheme of Work**

- tasks and activities
- resources required, labour, plant, materials
- subcontract works
- durations from time line
- company template and logo.

**Risk Assessments**

- identify the hazards, principal
- who might be harmed, workers, public
- severity
- risk
- risk rating
- control measures
- revisions.

## Assessment Guidance and Indicative Content - Show Build Preparation and Project Management

### Learning Outcome 3:

#### Assessment Guidance

Complete all the tasks required in the construction of the show garden complying with health and safety regulations and risk assessment findings.

#### Indicative Content

##### Resource sourcing

- analysis of long delivery periods on materials
- requisition scheduling
- purchase orders
- call off schedule
- delivery addresses
- labour scheduling
- plant acquisition and ordering
- waste management.

##### Personnel Management

- hiring of direct labour
- short term contracts
- labour only subcontracts
- subcontractor enquiries
- employment law
- employment benefits.

##### Quality Standards

- specification from client
- garden design drawings
- construction drawings
- British Standards
- European Standards
- Landscape Approved Codes of Practice
- Client inspection.

#### Assessment Guidance

Learners will create an illustrated online blog that details the process of creating a show garden from design plan through to build completion and add personal reflection of their own and peers' performance. Produce a summary evaluation of the project with recommendations.



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