

Crossfields Institute

Qualification Specification

Crossfield Institute Level 3 Certificate in
Community Orchardring



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Crossfields Institute Level 3 Certificate in Community Orchardring

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Introduction

This Crossfields Institute qualification is an OFQUAL regulated Level 3 Certificate in Community Orchardring.

About Crossfields Institute

Crossfields Institute is an awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

Guide to the Specification

We aim to support centres in providing a high quality educational experience. We also believe that for learners to get the most out of this qualification they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification. It also signposts where further advice and support may be found.

Key Facts

Qualification Title	Level 3 Certificate in Community Orchardring
Qualification Number	603/1444/8
Rules of Combination	Learners must complete Units 1 and 2 plus either unit 3 or 4.
Total Qualification Time	144 hours
Guided Learning Hours	Min: 84 Max: 112
Minimum age of learners	16
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	6 months minimum
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by The Orchard Project

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Section 1: About this Qualification

1.1 Qualification Objective and Rationale

This Crossfields Institute Level 3 Certificate in Community Orchardling has the following objectives:

- Prepares learners to progress to a qualification at a higher level
- Prepares learners for employment
- Gives learners personal growth and engagement in learning

More specifically it has been designed to provide learners with:

- an understanding of holistic community orchard management through the promotion of biodiversity
- a thorough understanding of how to encourage healthy, productive trees
- the practical skills to engage in planting, pruning, grafting and soil enhancement
- plant identification skills and familiarity and understanding of botanical terminology
- an appreciation of the historical, social and economic yields of orchards
- an understanding of the social dynamics of group decision making in community orchard projects

Rationale

There is a growing interest in urban green spaces as a means of assisting community cohesion and allowing for outdoor spaces to be used for the benefit of people, to promote biodiversity and create wildlife habitats in cities, towns and villages. Community orchards are a good way of generating human engagement with nature. They have the potential to make a significant contribution to the nation's fruit and nut provision, improving health and wellbeing, building community resilience, nurturing skills and providing cherished, nature-rich, community spaces used by a wide range of people.

With a growing number of new orchards and renewed interest in old orchards there is a need for people with the knowledge, skills and aptitude to create well designed and well managed orchards as community spaces.

1.2 Overview of the Qualification

1.2.1 Overview of knowledge, understanding and skills

This qualification is designed for people who want to develop the understanding, knowledge and skills to be able to care for fruit and nut trees, build biodiverse habitats and contribute to a community orchard project.

This Level 3 Certificate consists of 4 units: Units 1 and 2 are compulsory and then the learner can choose from either unit 3 or 4. Learners who wish to take all 4 units are welcome to do so, but the certificate can be awarded on completion of 3 units.

1. Community Orchardring Essentials

This unit places orchards in their historical context and introduces learners to key concepts, such as plant physiology and identification that are essential to their later learning. Learners will also start to develop a holistic approach to orchard management that incorporates an understanding of biodiversity, above and below the ground.

2. Community Orchardring in Practice

This unit will introduce learners to orcharding practice to include practical skills in establishing, propagating and maintaining trees. They will also learn processes that assist effective group work.

3. Managing Established Orchards

This unit prepares learners for work in established and neglected orchards which require a specific (and less common) range of tree care skills. This unit will teach learners how to recognise, work with and maintain veteran trees. Learners will also learn about taxonomy and apple cultivar identification to help them identify fruit trees within established orchards.

4. Designing Resilient Community Orchards

In this unit learners will survey land and design a new orchard, before practicing their skills in their own orchard design. The unit covers more on orchard resilience to allow learners to fully incorporate resilience in to their plant choice and design decisions.

It also covers further propagation and pruning techniques than those introduced in the second unit.

1.2.2 Rules of Combination

For the award of Certificate, learners need to successfully complete units 1 and 2, and either unit 3 or 4. All units are at level 3.

The total qualification time is 144 hours, some of which is guided learning hours (GLH) i.e. face to face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners may vary.

Learners also need to be aware that all units require the learner to be engaged in additional independent learning hours (ILH) to support their progress through the unit and for the preparation of work for assessment.

1.2.3 Requirements for real work environments

There are no formal requirements for work placements but learners will need access to orchards for the practical taught sessions.

1.2.4 Progression opportunities

This qualification prepares learners to manage community orchards effectively. Following successful completion of the qualification they could:

- seek employment in the horticultural sector
- establish a private practice in orchard design, establishment and care
- be an orcharding practitioner
- go on to further work becoming a community orchard manager
- further their studies in community development and arboriculture

1.2.5 Delivery requirements

A full explanation of the delivery requirements for this qualification are included in section three. This explains the delivery requirements for all units, but where a unit has specific delivery instructions these are included in the unit.

Centres can offer the qualification using whatever modes of delivery meet their learners' needs. This could include full time or part time or a

combination of these in blended delivery. Whatever delivery methods are used, centres must ensure that learners have sufficient access to the resources identified in the specification and to appropriately qualified subject specialists to deliver the units.

Centres will need access to a range of orchards, with young and older trees. There should be access to a range of tree forms along with standard orchard management equipment and tools.

1.2.6 Assessment overview

Assessment is an ongoing process that is initiated in the earliest stages of the qualification and recorded in a portfolio of evidence. At the core of the process is observation of practice by experienced assessors, written tasks and reflective practice. Formal assessment may be supported by secondary evidence such as peer observation or feedback as witness testimony.

The portfolio of evidence may include: feedback from an assessor, a learning journal, written assignments and reports, artefacts, orchard designs, orchard management plans, self-reflective journals and witness testimony.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Full information about the assessment process is included in section four.

1.2.7 Levels of Attainment

This qualification is published on the OFQUAL register under the Regulated Qualification Framework as a level 3 qualification.

Level Descriptor from the Regulated Qualifications Framework 2015 of a level 3 qualification:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf

Knowledge Descriptor (the holder ...)	Skills Descriptor (the holder can...)
<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.</p>

Unit learning outcomes and assessment criteria are designed to fit this level. Tutors assess work for the qualification against this level descriptor throughout the qualification.

1.3 Expectations of Learners

The entry requirements for learners are:

- A passion for learning more about orchards and their many yields

- Evidence that the learner has passed a level 2 or equivalent literacy qualification. If this cannot be demonstrated an initial assessment task may be required to assess literacy
- If English is not the first language, proof of spoken and written English will be required
- Learners must demonstrate a potential for learning practical tree care skills
- Ability to engage with outdoor learning activities and use orcharding tools

Centres are expected to conduct an application process, which requires learners to explain their interest in orchards, their prior experience and how they meet the entry requirements. Centres have the right to reject applicants that cannot meet the entry requirements.

All enrolment processes should follow the centre's access and recruitment policy, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

1.4 Requirements for Centres

To offer this qualification, centres must be approved by Crossfields Institute. For more information about these processes, please contact us via email on info@crossfieldsinstitute.com or phone 01453 808118. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in arboriculture and community building
- A learning environment that is inclusive, participatory and passionate about the importance of community orchards
- Access to both a veteran/established orchard and a recently established orchard
- Established policies and processes to ensure safety of staff and learners, as covered by the Health and Safety at Work Act, 1974

1.5 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is

supported by our Centre Handbook, which all centres should become familiar with (www.crossfieldsinstitute.com/resources). This webpage and the handbook also includes a range of mandatory policies which are explained in section five.

Section 2: Units

2.1 Unit List

Unit Title	Ofqual Code	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credits
Community Orchardng Essentials	K/615/7132	28	52	5
Community Orchardng Practice	M/615/7133	28	44	4
Managing Established Orchards	T/615/7134	28	48	5
Designing Resilient Community Orchards	A/615/7135	28	50	5
Total minimum hours required to complete qualification		84	144	14
Total available		112	194	19

2.2 Guide to the Units

The qualification is split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

Unit Code	a unique code assigned by Crossfields Institute
Unit Level	gives the level of demand placed upon learners in line with level descriptors published by the regulator
Unit Aim and Rationale	explains what is covered in the unit and how the unit fits into the qualification as a whole
Total Qualification Time (TQT)	total hours required to complete the unit – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which includes classroom, time and practical on-site working
Learning Outcomes	tell learners what they will be expected to know and be able to do upon successful completion of the unit
Assessment Criteria	Indicates how the learner will meet the learning outcome. Where there are <i>italics</i> next to an assessment criteria, this specifies what needs to be included in order for the assessment criteria to be met
Content Amplification	gives an indication of the material that may be covered as part of the unit

There is also a section where any additional requirements for delivery are explained.

Unit 1 – [OP-L3-Unit 1]
Community Orchardring Essentials

Unit code K/615/7132 **Guided Learning Hours (GLH)** 28

Unit level 3 **Total Qualification Time (TQT)** 52

Unit aim and rationale This unit places orchards in their historical context and introduces learners to key concepts, such as plant physiology and identification that are essential to their later learning. The aim is that learners will start developing a holistic approach to orchard management that incorporates an understanding of biodiversity, above and below the ground. They will start to develop an understanding of orchard resilience in the face of uncontrollable external elements e.g. extreme weather.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the key benefits of orchards to humans	1.1 Describe the historical background of one orchard
	1.2 Explain the social, cultural and economic outputs of one orchard
2. Be able to identify trees using botanical terminology	2.1 Correctly identify cropping trees using illustrated descriptions <i>Must identify at least 2 trees</i>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3. Know how to ensure fruit and nut trees are productive</p>	<p>2.2 Identify a range of cropping trees without reference materials <i>Includes at least 8 trees</i></p>
	<p>2.3 Use botanical terms accurately when describing trees <i>Includes at least 10 botanical terms</i></p>
	<p>3.1 Explain the entire process of fruit formation on cropping trees</p> <p>3.2 Describe how the weather can have an adverse effect on fruit formation <i>Includes at least 3 ways</i></p> <p>3.3 Present a tree care programme for different cropping trees <i>Includes at least 3 different cropping trees</i></p>
<p>4. Understand the benefits to orchard and tree health of building and maintaining biodiversity</p>	<p>4.1 Explain the value of encouraging (above ground) biodiversity in orchards <i>Includes its impact on system resilience and productivity</i></p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>4.2 Explain the benefit of encouraging soil biodiversity in orchards</p> <p><i>Includes the impact on system resilience and productivity</i></p>
	<p>4.3 Explain how to promote biodiversity</p> <p><i>Includes the use of at least three plants and three food growing approaches</i></p>
	<p>4.4 Explain how to build soil fertility</p> <p><i>Includes at least three plants and three practices</i></p>
<p>5. Understand strategies for moderating the impact of pests and diseases on an orchard</p>	<p>5.1 Explain strategies for dealing with four plant pests</p> <p><i>Includes descriptions of each plant pest</i></p>
	<p>5.2 Explain effective strategies for dealing with four plant diseases</p> <p><i>Includes descriptions of each plant disease</i></p>

Additional Requirements for Delivery

It is important for learners to understand the practical context of the *knowledge* and *understanding* learning outcomes contained within this unit. Learners should therefore be encouraged to relate their learning within this unit to their own community orchard and/or garden experiences.

Content amplification

Learning outcome 1: Understand the key benefits of orchards to humans

Orchard history should be covered in this learning outcome, their rise and decline from the Romans to the Industrial revolution, followed by the rise of community orchards. The concept of 'heritage' varieties should be covered as well as some cultural traditions associated with orchards. Learners should gain a more detailed understanding of the history of at least two orchards and be able to explain the historical significance of at least one. They should also gain an understanding of the social, cultural and economic outputs delivered by orchards.

Learning outcome 2: Be able to identify trees using botanical terminology

Learners will be introduced to terms relating to tree physiology and learn how to use some of them accurately (e.g. entire margin, petiole, apical bud). Tree features such as growing habit, trained form, family traits and winter foliage should also be covered. Learners will also be taught how to use illustrated descriptions to know some of the key identifying features of the main orchard trees, in both winter and summer.

Learning outcome 3: Know how to ensure fruit and nut trees are productive

The process of fruit formation should be explored, along with the role of pollinating insects. This should lead to an understanding of fruit and nut tree needs (both deciduous and evergreen) and their changing requirements for water, nutrients, light, heat and cool over the year. Learners should examine the impact of weather on fruit formation and tree growth: light availability; temperature; rainfall; humidity; and wind speed. This growing understanding leads into developing well-informed tree care programmes.

Learning outcome 4: Understand the benefits to orchard and tree health of building and maintaining biodiversity

Having discussed the meaning of biodiversity and habitats, learners will go on to learn about the importance of building and maintaining biodiversity both above and below the ground, including the concept of integrated pest management. They should then be taught which approaches will build and maintain soil fertility and biodiversity (above and below soil). They will also learn about which plants will build soil fertility and encourage biodiversity.

Learning outcome 5: Understand strategies for moderating the impact of pests and diseases on an orchard.

Learners will be taught how to identify key fruit and nut tree pests and diseases, and how to address them organically.

Unit 2 – [OP-L3-Unit 2]
Community Orchardring Practice

Unit code M/615/7133 **Guided Learning Hours (GLH)** 28

Unit level 3 **Total Qualification Time (TQT)** 44

Unit aim and rationale This unit will introduce learners to orcharding practice and include practical skills in establishing, propagating and maintaining trees. They will also be introduced to processes to support effective group work.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how to establish, maintain and propagate fruit trees.	1.1 Explain how to care for a newly planted tree in the first three years
	1.2 Explain the process and principles behind formative pruning
	1.3 Explain rootstock choice for three fruiting trees
	1.4 Explain the process and principles behind grafting
2. Be able to establish, maintain and propagate fruit trees	2.1. Demonstrate how to plant a bare-rooted tree

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3 Be able to establish and maintain effective social group processes	2.2 Demonstrate a pruning cut as part of a maintenance prune
	2.3 Demonstrate a springtime graft
	2.1 Explain how a team can develop a shared vision
	2.2 Explain two ways groups can make decisions
	2.3 Demonstrate engagement in strategies that support effective group work

Additional Requirements for Delivery

It is important for learners to understand the practical context of the *knowledge* and *understanding* learning outcomes contained within this unit. Learners should therefore be encouraged to relate their learning within this unit to their own community orchard and/or garden experiences.

Content amplification

Learning outcome 1: Understand how to establish, maintain and propagate fruit trees

Learners will be taught the principles behind planting new trees, establishing trees and pruning them – covering formative and maintenance pruning. They will also be taught about the process of grafting and which

rootstocks are available and appropriate for different settings. Specialist terminology will be taught so that learners can accurately use a range of horticultural terms, e.g. meristem, feathered maiden, spur bearing.

Learning outcome 2: Be able to establish, maintain and propagate fruit trees.

Learners will be taught a range of practical tree care skills. They will also be taught how to plant and establish new trees, and how to prune young and established (not veteran) trees. Finally, they will be taught how to create new trees by grafting, including the ability to collect scion wood.

Learning outcome 3: Be able to establish and maintain effective social group processes

Learners will study a range of approaches to group processes designed to help groups work well together.

These approaches will illustrate a wide range of group skills but the focus should be on co-operative goal-setting and decision-making. Learners should have the opportunity to reflect on the processes that would work best for them and explain why.

Unit 3 – [OP-L3-Unit 3]
 Managing Established Orchards

Unit code T/615/7134 **Guided Learning Hours (GLH)** 28

Unit level 3 **Total Qualification Time (TQT)** 48

Unit aim and rationale This unit prepares learners for work in established and neglected orchards which require a specific (and less common) range of tree care skills. This unit will teach learners how to recognise, work with and maintain veteran trees. They will also learn about taxonomy and apple cultivar identification to help them identify fruit trees within established orchards.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the features of veteran fruit and nut trees	1.1 List five features of veteran trees
	1.2 List five invertebrate or fungi species associated with veteran trees
	1.3 Create a baseline survey of an established orchard containing some veteran trees
2. Understand the process of identifying apple varieties	2.1 Explain the purpose of the binomial naming system

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>2.2 Explain taxonomic terminology, <i>Includes family, genus, species and cultivated variety</i></p>
	<p>2.3 Use an identification guide to assist with the identification of unknown apples, <i>Includes at least two early and two late fruiting varieties</i></p>
	<p>2.4 Use appropriate terminology when describing apples, <i>Must correctly apply a range of terms e.g. lenticels, russeting, cavity, basin, carpel</i></p>
<p>3. Understand how to care for veteran fruit and nut trees</p>	<p>3.1 Develop an orchard care programme for individual trees in an established orchard <i>Includes at least five trees</i></p>
	<p>3.2 Develop a seasonal orchard care programme for an established orchard</p>
	<p>3.3 Describe how to maintain or enhance biodiversity in a veteran orchard <i>Includes at least 5 ways.</i></p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	3.4 Explain the principles of pruning a veteran tree in relation to the tree's life span

Additional Requirements for Delivery

It is important for learners to understand the practical context of the *knowledge* and *understanding* learning outcomes contained within this unit. Learners should therefore be encouraged to relate their learning within this unit to their community veteran orchard and/or garden experiences.

Content Amplification

Learning outcome 1: Know the features of veteran fruit and nut trees

Learners will be introduced to a deeper understanding of the lifecycle of trees in terms of outward signs of ageing and will learn how to list features of senescence such as dead wood on ground, beetle holes and beetle frass. They will be taught how to carry out biodiversity surveys including the typical fungi or invertebrates that would be found in veteran trees. Learners will be taught how to assess the state of trees in established orchards as part of a baseline survey.

Learning outcome 2: Understand the process of identifying apple varieties

This includes flower physiology and fruit formation and how this helps with identifying apples. Also covered is using an apple identification guide.

Learners will be taught how to use terminology correctly - e.g. basin, eye, late cropping. Also covered is plant taxonomy, particularly in relation to apples, including the difference between genus, species and cultivated variety.

Learning outcome 3: Understand how to care for veteran fruit and nut trees

Learners should use their growing understanding of veteran trees to inform decisions about how to manage veteran trees (e.g. considering senescence and perhaps promoting juvenility). They will be taught how veteran trees and established orchards should best be maintained to encourage biodiversity, e.g. keeping grass long, leaving dead and decaying wood and planting new trees. Also covered in this unit are the principles behind restorative pruning to promote tree health and possibly tree productivity.

Unit 4 – [OP-L3-Unit 4]
 Designing Resilient Community Orchards

Unit code A/615/7135 **Guided Learning Hours (GLH)** 28

Unit level 3 **Total Qualification Time (TQT)** 50

Unit aim and rationale In this unit learners will work as a group to survey land and design a new orchard, before consolidating their learning in their own orchard design. The unit will aim to encourage a deeper understanding of orchard resilience and participants will be taught how to incorporate the concept of resilience in to their plant choices and design decisions. In addition, learners will develop further propagation and pruning techniques to those introduced in the second unit.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how to design resilient orchards	1.1 Explain how climate change can challenge food growing
	1.2 Suggest approaches food growers could adopt to make orchards more resilient to the challenges presented by climate change <i>Includes at least two examples of approaches</i>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.3 Explain how soil type and quality affect tree choice and management approach</p> <p>1.4 Suggest appropriate plants in an orchard design <i>Includes taking into account their position and desired function</i></p>
<p>2. Be able to design resilient orchards</p>	<p>2.1 Produce a design for an orchard that considers the needs of the users and the site conditions <i>Includes carrying out a baseline survey</i></p>
<p>3 Understand how to propagate and prune fruit and nut trees in the summer</p>	<p>3.1 Explain the principles behind pruning a trained form</p> <p>3.2 Explain the grafting process using accurate terminology</p>
<p>4 Be able to propagate and prune fruit and nut trees in the summer</p>	<p>4.1 Demonstrate summer pruning of <i>Prunus</i> species</p> <p>4.2 Demonstrate a summer graft</p>

Additional Requirements for Delivery

It is important for learners to understand the practical context of the *knowledge* and *understanding* learning outcomes contained within this

unit. Learners should, therefore, be encouraged to relate their learning within this unit to their own community orchard and/or garden experiences.

Content Amplification

Learning outcome 1: Understand how to design resilient orchards

Having investigated food security and climate change, learners will be introduced to a range of ways food growers can respond. They will be taught about the features of forest gardens (e.g. 7 layers, edible polycultures with system plants) and study examples of plant guilds. Learners should extend their knowledge of edible plants beyond cropping trees and consider additional outputs from orchards such as carbon sequestration and creating wellbeing spaces for people. They will be introduced to a range of methods for dealing with contaminated soil.

Learning outcome 2: Be able to design resilient orchards

Learners will have the opportunity to integrate their growing understanding into a group design and a personal design. The design process could be based on the SADIM model (Survey, Analysis, Design, Implementation and Monitoring). Learners should be asked to consider the implications of soil testing and contamination in their designs as well as the needs of the site users. Learners will be taught how to create a personal design that is to scale and includes plants that are correctly spaced, on the right rootstock and are appropriate for the environment.

Learning outcome 3: Understand how to propagate and prune fruit and nut trees in the summer

Learners can extend their understanding of pruning and propagating fruit and nut trees by learning how to prune and graft in the summer, including being taught the underlying principles.

Learning outcome 4: Be able to propagate and prune fruit and nut trees in the summer

Learners will gain practical experience of pruning *Prunus* species and trained forms. They will have the opportunity to practice chip bud grafting and shield bud grafting to the point where they can demonstrate it.

Section 3: Delivery Requirements

The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit descriptor.

This qualification requires access to a range of accessible orchards, with young and older trees. There also needs to be access to a range of tree forms along with standard orchard management equipment and tools.

As this qualification is both practical and knowledge based, it is vital that the learning experience allows both guided practice with orchard management tasks and support for text study. The learner should be given plenty of opportunity to reflect on knowledge and skills as well as developing practical skills and the group dynamic study requires a skilled facilitator.

Due to the practical nature of this qualification there is a large amount of independent study for practice, home study and preparing for assessments. Assessors should give guidance and support where necessary so that learners can make the best use of their independent study time.

Learners will need to be working together to experience group dynamics and to practice strategies that enhance effective team work. Learner group size needs to be large enough to support these learning experiences.

The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside more traditional teacher centred techniques. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial support to engage in self-assessment throughout the units to allow them to monitor their understanding.

Section 4: Assessment & Quality Assurance

4.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support centres and learners in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all assessment criteria in the unit before they can be awarded that unit.

We encourage a holistic approach to assessment where appropriate. This means using assessment tasks which can cover elements of more than one unit.

Types of assessment method for this qualification may include:

- observation
- presentations
- case studies
- product evidence
- reflective journaling
- professional discussion
- peer feedback in the form of witness testimony

Assessment tasks may include:

- written assignments and reports
- baseline surveys and designs

- orchard management plans
- practical demonstrations
- production of artefacts

Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Team.

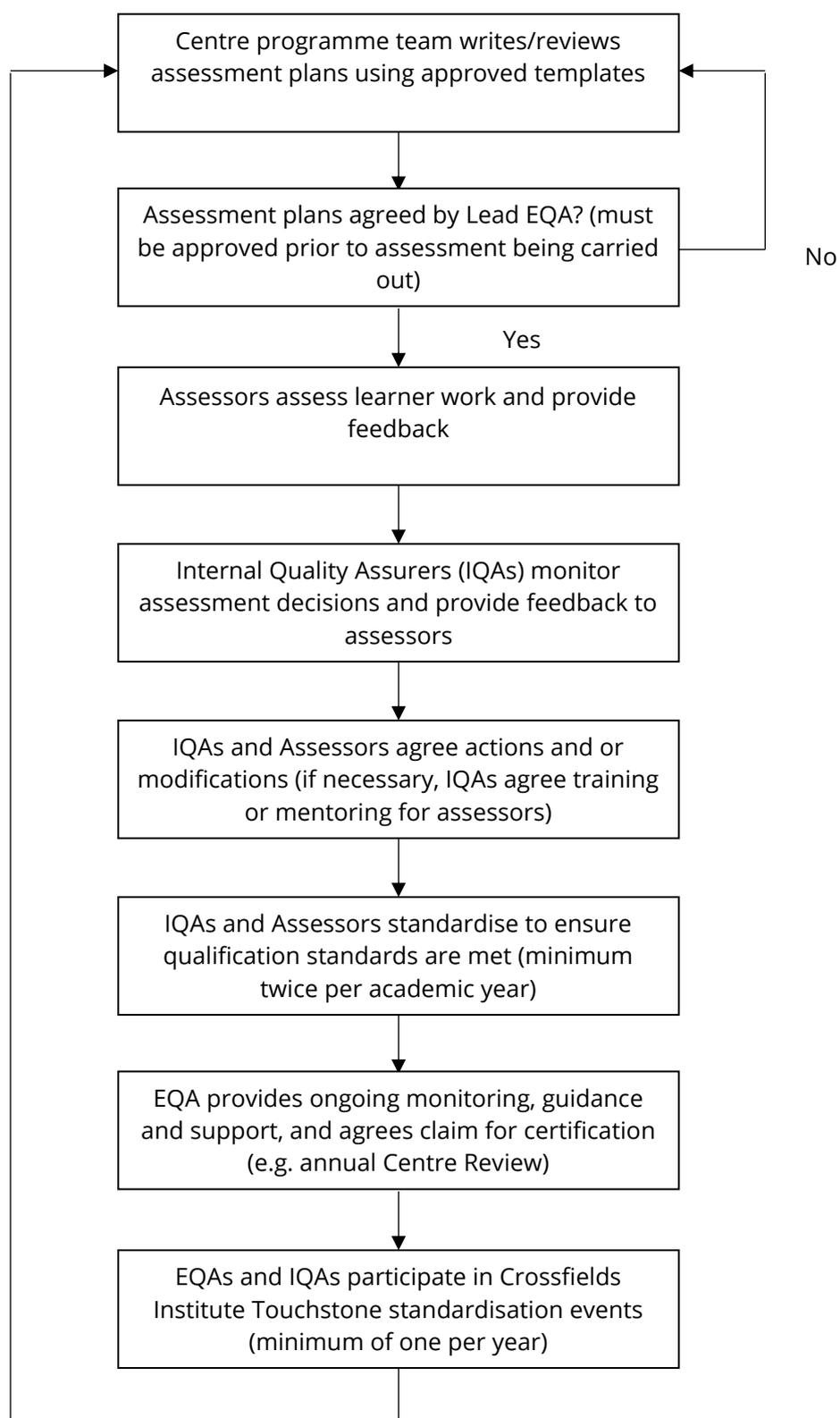
4.3 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners.

Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow the Crossfields Institute Quality Assurance process shown on the next page:

Crossfields Institute Quality Assurance Process



4.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

4.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised

assessor and IQA education as well as review of assessor and IQA practice

- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres

Please note: there may be a charge for training and resources provided by Crossfields Institute.

Section 5: Policies and Procedures

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources. Learners should ensure they also refer to the policies and procedures of the centre with which they are registered.

Appendix 1: Resource and book list

An updated list of resources will be provided for the learner throughout the course, in the course handbook.

Recommended Reading

Title	ISBN
Common Ground (2000) <i>The Common Ground Book of Orchards</i>	978-1870364218
Clark, Michael (2015) <i>Apples: A Field Guide</i> , Tewin Orchard	978 0 9549508 5 9
Strouts & Winter 1(887) <i>Diagnosis Of Ill-Health In Trees</i> 2nd Edition, (Stationery Office Books)	B01FJ0TANI
Crawford, Martin (2010) <i>Creating a Forest Garden</i> , Green Books	978-1900322621
Johnson, Owen (2006) <i>Collins Guide to Trees</i> Collins	978-0007207718
Mitchell, Alan (2001) <i>Field Guide to Trees & Shrubs of Britain & Ireland</i> , Reader's Digest	978-0276425073
Buckingham, Alan (2016) <i>Grow Fruit</i> DK.	978-0241239117
Harris, K. and Buczacki, S. (2014) <i>Pests, Diseases and Disorders of Garden Plants</i> Collins	978-0007488551
Collins Complete British Insects by Michael Chinnery (Collins, 2009)	978-0007298990

Recommended Websites

www.theorchardproject.org.uk	http://www.ispotnature.org/communities/uk-and-ireland
http://www.fruitid.com/	
https://www.orangeppintrees.co.uk	