

Level 3 Technical in Horticulture

0174-002/502

Part of 0174-30, 0174-31/36, 0174-32 and 0174-33/37

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Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Technical in Horticulture**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

Level 3 Horticulture – Theory exam (1) (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed. You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* -please see the links at the end of this document).

When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* (<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>).

At the start of the programme, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper or online.

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 60 marks available.

Each exam is made up of:

- approximately 11-12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

| Assessment objective | Mark allocation (approx %) |
|--|----------------------------|
| AO1 Recalls knowledge from across the breadth of the qualification | 30% |
| AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes. | 50% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 20% |

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Level 3 Horticulture – Theory exam (1)

The exam assesses:

- **Unit 303: Identification, selection and planting of plants**
- **Unit 305: Land based industry machinery operations**
- **Unit 306: Principles of plant health and protection.**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification’s Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

| Unit | Learning outcome | Topics | Number of marks |
|--|--|---|-----------------|
| 303 Identification, selection and planting of plants | LO1 Identify plants | 1.1 Plant classification from kingdom to variety and cultivar 1.2 Use botanical and morphological features and keys in the identification of plants 1.3 Identify plants by botanical name | 18 |
| | LO2 Understand the factors that affect the selection of plants | 2.1 Plant factors that influence selection 2.2 Site factors that affect the selection of plants | |

| | | | |
|---|--|---|-----------|
| | LO3 Plant and provide aftercare to plants | 3.1 Plant plants 3.2 Provide adequate support and immediate aftercare to plants | |
| 305 Land based industry machinery operations | LO1 Understand the purpose and operation of land based industry machinery | 1.1 Current legislation and industry guidance for land-based machinery operation | 10 |
| | LO2 Prepare land based industry machinery for work | 2.1 Machinery preparation 2.2 Carry out pre-use checks 2.3 Identify common faults and suggest appropriate remedial action 2.4 Check and report on safety requirements | |
| 306 Principles of plant health and protection | LO1 Identify and classify pests, diseases, disorders and weeds | 1.1 Identify and classify pests relating to a specific horticultural situation 1.2 Identify and classify diseases and disorders relating to a specific horticultural situation 1.3 Identify and classify weeds relating to a specific horticultural situation | 20 |
| | LO2 Understand the biology of pests, diseases, disorders and weeds and the problems they cause | 2.1 Biology of pests and the problems they cause 2.1 Biology of diseases and the problems they cause 2.3 Disorders and the problems they cause 2.4 Biology of weeds and the problems they cause | |
| | LO3 Understand methods of controlling pests, diseases, disorders and weeds | 3.1 Control of pests relating to a specific horticultural situation 3.2 Control of diseases relating to a specific horticultural situation | |

| | |
|---|---|
| | 3.3 Control of disorders relating to a specific horticultural situation |
| | 3.4 Control of weeds relating to a specific horticultural situation |
| | 3.5 Biosecurity measures to prevent the spread of pests, diseases and weeds |
| LO4 Understand the safe use of pesticides | 4.1 Risks pesticide application may pose to people or the environment |
| | 4.2 Procedures for safe handling of pesticides |
| | 4.3 Correct storage and disposal of materials and equipment |
| | 4.4 Legislation applying to the use of pesticides and the records that must be kept |
| | Total marks for sections: 48 marks |
| | Integration across units*: 12 marks |
| | Total marks for exam: 60 Marks |

* *Integration across units.* These marks relate to Assessment Objective 4). These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

| Command verb | Explanation and guidance |
|---|---|
| Analyse | Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc |
| Calculate | Work out the answer to a problem using mathematical operations |
| Compare (...and contrast) (or describe the similarities/differences) | Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc |
| Define | Give the meaning of, technical vocabulary, terms, etc. |
| Describe | Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc |
| Differentiate between | Establish and relate the characteristic differences between two or more things, concepts, etc |
| Discuss | Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it |
| Distinguish between | Recognise and describe the characteristic differences between two things, or make one thing seem different from another |
| Evaluate | Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc) |
| Explain | Make (a situation, idea, process, etc) clear or easier to understand by giving details, (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects. |

| | |
|------------------------------------|--|
| Give example(s) illustrate/ | Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc |
| Give a rationale | Provide a reason/reasons/basis for actions, decisions, beliefs, etc |
| Identify | Recognise a feature, usually from a document, image, etc and state what it is |
| Justify | Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context |
| Label | Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc |
| List | Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences) |
| Name | Give the (technical) name of something |
| Propose | Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc). |
| Select | choose the best, most suitable, etc, by making careful decisions |
| State | Give the answer, clearly and definitely |
| Summarise | Give a brief statement of the main points (of something) |

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

| Question type: | Example question: | Mark scheme: |
|--|--|--|
| <p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p> | <p>Identify two ways in which plants growing in coastal or other exposed situations have adapted to their growing conditions and explain how each adaptation helps the plant survive. (4 marks)</p> | <ul style="list-style-type: none">• Thick waxy cuticle – prevents water loss from strong windy conditions. (1 mark)• Reduced leaf area (smaller leaves or close to stem, succulents) – reduces water loss due to small surface area. (1 mark)• Reduced leaf area (smaller leaves or close to stem) – reduces salt spray damage as less leaf area to capture salt laden air. (1 mark)• Low growth habit – to reduce wind damage.• Specialised rooting systems – stabilising in sand or pebble ground conditions. (1 mark)• Hairy leaves – reduces wind damage and water loss. (1 mark)• Low nutrient requirements – enables them to survive in poor soil conditions. (1 mark) |

Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

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- a) State two common causes of 'off target' contamination that can occur when using plant protection products (pesticides). (2 marks)
- b) Describe three planning and selection considerations that should be carried out before using plant protection products (pesticides) and give reasons. (6 marks)

- Succulent leaves – allows the plant to survive in prolonged drought. (1 mark)

a) One mark for each cause stated:

- Spray drift through wind (1)
- Movement through volatilisation (1) - through hot temperature thermals (1)
- Incorrect nozzle/applicator choice (1)
- Damaged nozzles (1)
- Transfer on clothing and equipment- e.g. footprints on an ornamental lawn (1)

b) One mark for describing each of the three planning and selection considerations and one mark for giving the reason why it should be used. Maximum of two marks per planning and selection consideration:

- Area or crop to be treated must be inspected (1) to ensure treatment is economically worthwhile and warranted e.g. two weeds on a golf green do not indicate wholesale spraying (1).
 - Consider effectiveness of chosen application method (1)- is an alternative available which reduces drift (1) or presents less risk (1).
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- Whether you need to warn or notify neighbours or the public (1), presence of warning notices (1).
 - Check application equipment is functioning correctly before addition of plant protection product (1). Poorly maintained equipment can increase risk of non target contamination (1) or over application (1).
 - Calculate area to be treated to ensure the correct amount of plant protection product is available (1) and that you do not have to store large amounts long term (1).
 - Ensure you plan for correct disposal of any waste associated with the task (1) including correct disposal of surplus mixed product (1).
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Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Evaluate the implications of using cultural controls for weeds, pests, diseases and disorders in the horticultural industry. (12 marks)

Mark Scheme

Indicative content

- Effectiveness of method
- Cost effectiveness
- Feasibility (e.g. staffing, training, location/site, equipment)
- Environmental concerns
- Public perceptions
- Aesthetics
- Legislation
- Health & Safety
- Sustainability

Band 1 (1-4 marks)

Basic understanding of a few implications of cultural controls. Limited discussion with little evaluation. To access the higher marks in the band, a range of implications were given.

Example band 1 response

A form of chemical control on plants and is most commonly glyphosate and effectively kills the plant.

A cultural control for pests such as rabbits, would be putting chicken wire around the plant/shrub/tree.

Another method of cultural control to prevent wind damage to a tree or shrub would be to tie the plant to a pole or stick buried in the ground and fasten the plant to the pole with a tree tie to prevent wind damage.

Band 2 (5-8 marks)

Detailed evaluation of the implications of cultural controls with a range of examples used to support the discussion. Good understanding of the topic with positive and negative implications considered.

To access the higher marks in the band, a wide range of implications given and evaluated.

Example band 2 response

Using naming conventions for plants has its advantages because it allows you to be able to identify plants easily by looking at their external features such as the leaves and flowers. Using this method then allows you to be able to identify different plants by these characteristics using a key in a plant guide.

Using the binomial system has its advantages because it is an internationally recognised classification system within the horticulture and scientific community and can be understood worldwide.

Referring to plants by their scientific latin names allows you to recognise certain characteristics of each plant organism and what relationship it has with other plants. This is suitable when planning planting schemes, assessing plant health and propagating.

Disadvantages of using naming conventions for plants is that it is not known and understood in the wider community, it is difficult to learn and the information is constantly changing through ongoing research.

Band 3 (9-12 marks)

Thorough understanding of implications of cultural controls with a range of specific and appropriate examples used to fully support the discussion. Clear and fully developed evaluations were made. To access the higher marks in the band, a comprehensive range of implications and detailed evaluations were given.

Example band 3 response

Exemplar candidate response:

Cultural controls used in Horticulture can range from the use of crop rotation, where families of plants are grown in different areas in a 3 or 4 year rotation to avoid the build-up of pests, to raising the height of mowing cut to shade out weeds. As part of an Integrated Pest Management System, cultural practices can be beneficial in many ways, however, there may also be some disadvantages.

Cultural controls are generally the cheapest of all control measures because they may only require slight changes to normal production practices, such as adjustment of harvest times or grass cutting times. Sometimes they do not even require extra labour, only careful planning. Often they are the only control measures that are profitable for large areas of low value crops as pesticides and herbicides can be expensive to use on a large area. However, more complex cultural methods requires detailed knowledge and highly skilled workforce. Cultural controls are used to prevent rather than cure, and therefore they are dependent on long-range planning, which may take lots of time to initially set up. Also because there is a need to fully understand the bio-ecology of the pests natural controls and environmental links, staff will need to be well trained e.g. understanding the life cycle of the vine weevil will ensure hand removal of this pest is effective. Computer models can now help to predict these relationships. Once staff are trained and the ecological interactions identified it becomes more cost effective.

Cultural controls do not possess some of the detrimental side effects of pesticides, such as the creation of resistance to pesticides and herbicide build-up of undesirable residues in the environment, and the killing of beneficial organisms. Also there is a decreasing effectiveness of many herbicides and pesticides from over use and they are becoming more restricted by legislation. If clean up and safety measures are required for pesticide and herbicide use then cultural controls seem a healthier and cheaper option.

Cultural controls are used to prevent rather than cure, and therefore they are dependent on long-range planning, which may take lots of time to initially set up. Also because there is a need to fully understand the bio-ecology of the pests natural controls and environmental links, staff will need to be well trained e.g. understanding the life cycle of the vine weevil will ensure hand removal of this pest is effective. Computer models can now help to predict these relationships.

In today's social climate it is less acceptable to use toxic chemicals when there may be less damaging methods of control which will also have a positive impact on the environment. For example, using organic mulches to control weeds will also replace nutrients lost from the soil to be replenished over time. This technique is also regarded as a sustainable option with the public and may even look more aesthetically pleasing e.g. when using mulches on ornamental borders.

The use of cover crops to out compete with weeds may not be as immediately effective as a selective herbicide. Pesticides may be regarded as more reliable in the short-term; however, as they are often less selective they can end up damaging a large proportion of beneficial organisms.

When considering Health & Safety of humans as well as environmental health, the non-toxic options may be regarded as less damaging. Chemical spills have resulted in the build up of residues in the food chain and sensitive environments such as rivers and lakes. Nevertheless, the effectiveness of cultural controls can be difficult to assess and they do not always provide complete economic control of pests. Cultural controls require long-term planning for greater effectiveness and they need careful timing. They often require knowledge and skill and are more demanding on the horticulturalist. They may be effective for one pest but may be ineffective against a closely related species.

Cultural control of pests are designed to make the environment less attractive to the pests and less favourable for their survival, dispersal, growth and reproduction and promote the pest's natural controls. This would normally not mess with the natural environment but can be done by using rotation techniques to ensure pests do not build up in the soil; designing companion planting and adjust the timing of seeding and harvest to optimise the health of the plants.

Crop rotation is regarded as an effective cultural technique for controlling pests in the soil. An effective rotation is one in which a crop of one plant family is followed by one from a different family that is not a host crop of the pest to be controlled. Rotations are effective against pests that have a limited host-plant range or that cannot survive for more than one or two seasons without suitable host crops; however, pests with a greater range or that can survive longer periods will not be controlled.

Pest and disease control by undertaking crop rotation can also be time consuming.

Removal and destruction of diseased wood can greatly reduce overwintering stages of pest populations and thus their spread the next year, e.g., mite eggs, aphids, scale and fire blight infested material. In apples and other fruit trees, pruning water sprouts, sucker growth or foliage that is preferred by aphids, helps control these pests. However excessive pruning can sometimes increase the population of certain pests such as mites, aphids, and leafhoppers.

Natural mulches are often used as an effective weed suppressants, however covering the soil may encourage or discourage pests. Organic mulches may permit their control by providing a suitable habitat for their natural enemies. Crop residue mulches around fruit trees can help control a number of pests of fruit, but the trees will need extra protection from mice, which also tend to become more abundant.

Public awareness is shifting, and the public are starting to realise, for example, that most insects are beneficial and that the quality and health of crops is more important than how it looks. Also cultural techniques take planning and knowledge of ecosystems, accompanied by effective training of staff to be most efficient in the long term.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the exam paper before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will

answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <http://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/horticulture/0174-technical-in-horticulture-and-forestry-arboriculture#tab=information>

which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations