

# Crossfields Institute

Qualification Specification

Level 1 Award in Community Orchardring



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## Key Facts

<b>Qualification Title</b>	Level 1 Award in Community Orchardng
<b>Qualification Number (QAN)</b>	610/3225/6
<b>Qualification Type</b>	Vocationally Related Qualification
<b>Sector</b>	3.1 Agriculture
<b>Level</b>	Level 1
<b>Rules of Combination</b>	All units are compulsory
<b>Total Qualification Time</b>	72
<b>Guided Learning Hours</b>	54
<b>Total Credits</b>	8
<b>Minimum age of learners</b>	16
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Fail
<b>How long will it take to complete?</b>	6 months minimum
<b>Developed by</b>	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by The Orchard Project

## Section 1: About this Qualification

### 1.1 Why take this qualification?

The objective of this Crossfields Institute Level 1 Award in Community Orchardring is to:

- Give learners a basic grounding in orchard skills
- Prepare learners to progress to a qualification at a higher level if desired

More specifically it has been designed to provide learners with:

- The practical skills to engage in planting, pruning, grafting and soil enhancement
- Plant identification skills and familiarity with botanical terminology
- An understanding of how to encourage healthy, productive trees
- An understanding of orchard management through the promotion of biodiversity
- An understanding of the social dynamics of group decision-making in community orchards

This qualification was developed in response to the successful establishment and running of the CFI Level 3 Certificate in Community Orchardring, with the intention that a Level 1 version of the course could be offered both alongside and separate from that qualification.

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 engaging people 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, developing 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-managed orchards as community spaces.

### 1.2 Who is it for?

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 successful community orchard.

### 1.3 What does the qualification cover?

The Award comprises two mandatory units:

#### **1. Orchardring Essentials**

This unit 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, both above and below the ground.

## 2. Community Orchardng Practice

This unit introduces learners to orcharding practice including practical skills in establishing, propagating and maintaining trees. They will also learn processes that help people to work together effectively.

The qualification is at level 1 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

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.

The learner...	The learner can...
<p>Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and:</p> <p>Is aware of aspects of information relevant to the area of study or work.</p>	<p>Use basic cognitive and practical skills to complete well-defined routine tasks and procedures.</p> <p>Select and use relevant information. Identify whether actions have been effective.</p>

### 1.4 What are the entry requirements?

To study on this qualification, you need to demonstrate to the centre that you have:

- A passion for learning more about orchards and their many benefits
- A potential for learning practical tree-care skills
- An ability to engage with outdoor learning activities and use orcharding tools
- proof of sufficient spoken and written English, if English is not your first language

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.

### 1.5 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- reflective practice, e.g. a learning journal or self-reflective journals
- artefacts

- peer observation or feedback as witness testimony
- observation of practice by experienced tutors
- questions and quizzes

**Note: 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. If there is evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to a disciplinary procedure.

**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.

## 1.6 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in the horticultural sector.
- further your studies in community development and horticulture at a higher level.

## Section 2: Units/Modules

### 2.1 Unit/Module List

<b>Module title</b>	<b>Ofqual Code</b>	<b>Guided Learning Hours (GLH)</b>	<b>Total Qualification Time (TQT)</b>	<b>Credits</b>
1. Orchardng Essentials	T/650/8386	27	36	4
2. Community Orchardng Practice	D/650/8389	27	36	4
<b>Award Total</b>		54	72	8



# Unit 1

## Orcharding Essentials

<b>Ofqual unit code</b>	T/650/8386	<b>Guided Learning Hours (GLH)</b>	27
<b>Unit level</b>	1	<b>Total Qualification Time (TQT)</b>	36

**Unit aim** This unit aims to give learners a grounding in the key features and needs of the most common orchard trees. It introduces them to the appropriate terminology they will go on to use and covers the impact of the weather on fruit formation. It also introduces the concept of biodiversity and aims for learners to start developing a holistic understanding of why and how biodiversity is important for orchards.

**Unit rationale** The unit introduces learners to key concepts in orcharding and provides context and knowledge for the practical techniques which are covered in unit two.

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Amplification</b> <b>Knowledge, skills and attributes may include:</b>
<p>1. Be able to identify trees using botanical terminology.</p>	<p>Learners can use some botanical terms relating to tree physiology accurately (e.g. downy underside, lobed margin, opposite buds, prominent lenticels, red petiole).</p> <p>Learners are able to identify some cropping trees.</p> <p>Learners understand tree features such as growing habit, form, family traits and rootstock.</p> <p>Learners will be able to recognise some of the key identifying features of the most common orchard trees in both summer and winter.</p>
<p>2. Know how to ensure fruit and nut trees are productive.</p>	<p>Learners can use some botanical terms relating to plant processes accurately (e.g. extension growth, cambium layer, pollination, fertilisation).</p> <p>Learners can compare sexual and vegetative reproduction and have an understanding of pollination and fruit formation.</p> <p>Learners are aware of the impact of weather on fruit formation, including e.g. light availability, temperature, rainfall, humidity, wind speed.</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Amplification</b> <b>Knowledge, skills and attributes may include:</b>
3. Understand the benefits of balanced biodiversity to orchards.	Learners understand the meaning of biodiversity, and the importance of building and maintaining biodiversity.  Learners recognise a range of common wildlife found in orchards with access to an identification guide, including pollinators and beneficial animals.  Learners can identify some common pests and diseases that affect orchards.

### **Requirements for Assessment & Delivery**

Assessments will be made of practical skills with verbal explanations and some in-class written tests.

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 experiences in community orchards and/or garden experiences.

## Unit 2

# Community Orchardng Practice

<b>Ofqual unit code</b>	D/650/8389	<b>Guided Learning Hours (GLH)</b>	27
<b>Unit level</b>	1	<b>Total Qualification Time (TQT)</b>	36

**Unit aim** This unit will introduce learners to orcharding practice and include practical skills in establishing, propagating and maintaining trees. They will also learn how to identify different soil types and develop their understanding of the soil food web. The unit will also introduce learners to processes that support groups working together effectively.

**Unit rationale** Learners build on the content covered in the previous unit and apply their knowledge to learning practical skills for working in community orchards, whilst also developing an understanding of the social dynamics of group decision-making in these projects.

Learning outcomes	Amplification
The learner will:	Knowledge, skills and attributes may include:
<p>1. Understand how to establish and maintain fruit trees.</p>	<p>Learners understand the principles behind planting new trees and key aspects of aftercare for the first three years, including: mulching, watering, weeding, guard maintenance, and pruning.</p> <p>Learners can demonstrate how to plant a tree.</p> <p>Learners are able to describe how to look after a tree straight after planting.</p> <p>Learners can describe how to care for a tree in the first three years after planting.</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Amplification</b> <b>Knowledge, skills and attributes may include:</b>
<p>2. Understand how to prune and propagate fruit trees.</p>	<p>Learners understand the principles behind pruning established fruit trees.</p> <p>Learners can demonstrate a pruning cut as part of a maintenance prune.</p> <p>Learners understand the process of grafting and which rootstocks are available.</p> <p>Learners can name one vigorous, one semi-vigorous and one dwarfing rootstock.</p> <p>Learners are able to demonstrate a spring or summer graft.</p>
<p>3. Know how to identify a soil type.</p>	<p>Learners are able to carry out tests to determine a given soil texture – loam, clay, silt and sand.</p> <p>Learners can explain the findings of a ball and ribbon, jam jar or pH test.</p> <p>Learners can name three members of the soil food web with the help of an identification guide.</p> <p>Learners understand how these organisms contribute to soil structure.</p>
<p>4. Be able to support effective group work.</p>	<p>Learners will be aware of a range of approaches to help groups work well together.</p> <p>Learners can demonstrate an ability to effectively work and communicate as part of a group.</p> <p>Learners can explain some ways in which groups can make decisions.</p>

### Requirements for Assessment & Delivery

Assessments will be made of practical skills with verbal explanations and some in-class written tests.

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.



## Section 3: Delivering this qualification

### 3.1 Delivery Requirements

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

This qualification requires access to a range of accessible orchards, with young and older trees. There also needs to be access to 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.

Due to the practical nature of this qualification there is some independent study time for practice, 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 work together to experience group dynamics and to practice strategies that enhance effective teamwork. Learner group size needs to be large enough to support these learning experiences.

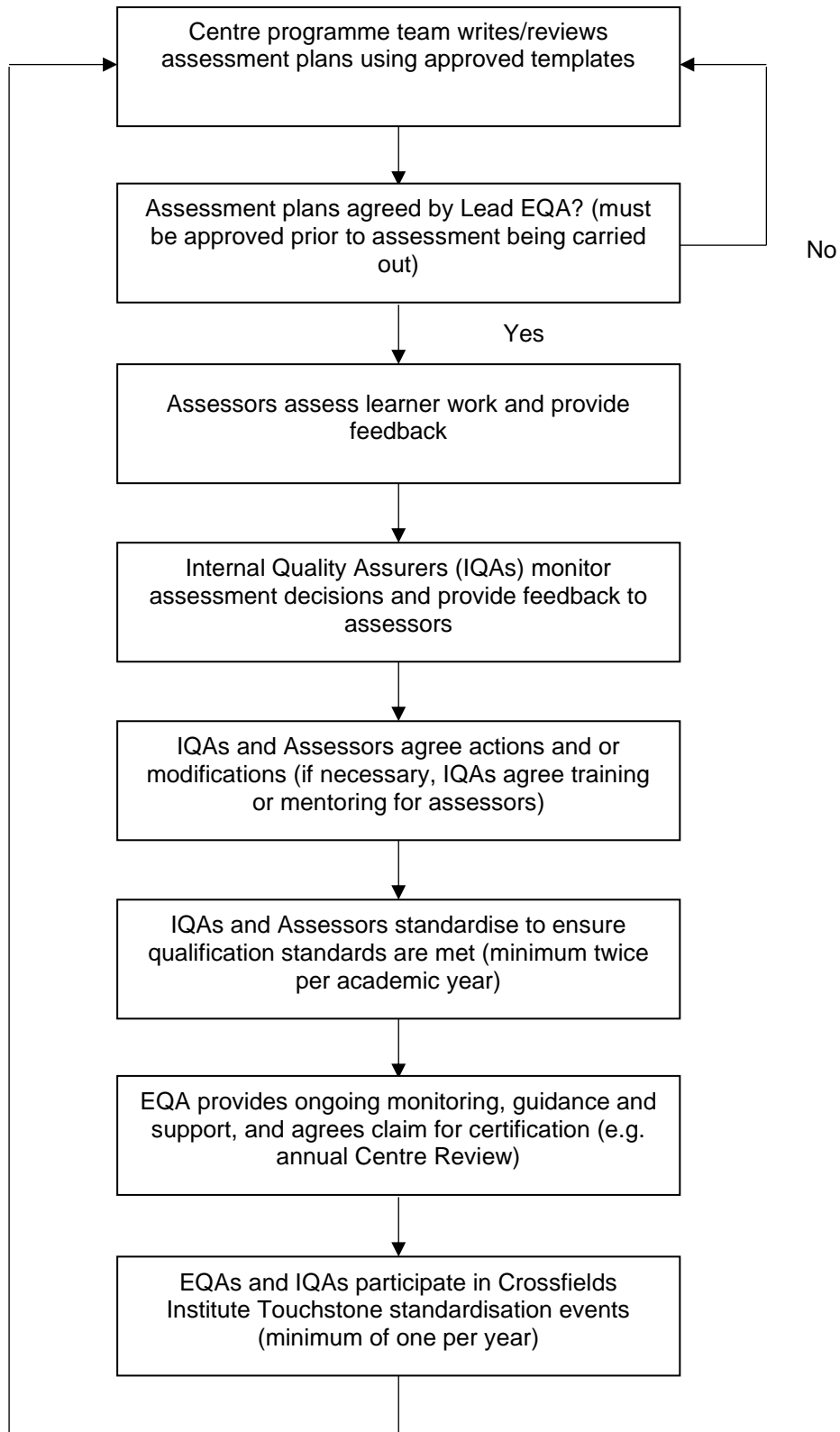
The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside more traditional teacher centred techniques. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment,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

### 3.2 Quality Assurance

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 primary aim of the Crossfields Institute Quality Assurance 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 Assurance Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



### 3.3 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

### 3.4 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.*

### 3.5 Policies and Procedures

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.

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](http://www.crossfieldsinstitute.com/resources)

## 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
Buckingham, Alan (2016) Grow Fruit DK.	978-0241239117
Chinnery, M (2009) Collins Complete British Insects	978-0007298990
Clark, Michael (2015) Apples: A Field Guide, Tewin Orchard	978 0 9549508 5 9
Common Ground (2000) The Common Ground Book of Orchards	978-1870364218
Crawford, Martin (2010) Creating a Forest Garden, Green Books	978-1900322621
Harris, K. and Buczacki, S. (2014) Pests, Diseases and Disorders of Garden Plants Collins	978-0007488551
Johnson, Owen (2006) Collins Guide to Trees Collins	978-0007207718
Mitchell, Alan (2001) Field Guide to Trees & Shrubs of Britain & Ireland, Reader's Digest	978-0276425073
Strouts & Winter (1887) Diagnosis of Ill-Health In Trees 2nd Edition, (Stationery Office Books)	B01FJ0TANI

### Recommended Websites

[www.theorchardproject.org.uk](http://www.theorchardproject.org.uk)

[www.ispotnature.org/communities/uk-and-ireland](http://www.ispotnature.org/communities/uk-and-ireland)

[www.fruitid.com](http://www.fruitid.com)