

Level 2 Horticulture/Landscape Construction Operative Apprenticeship



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Subject	Level	Study Mode	Duration	Start Date
Horticulture	Level 2	Full-Time	1.5 - 2 years	Any Time

## The Course

This apprenticeship will prepare you for work as a Horticulture and Landscape Operative. You will to build up knowledge and skills of the horticulture industry whilst working and earning a wage.

### **Course Aims**

> To develop your knowledge, skills and behaviours as required for employment and future career progression within the industry.

### What You Will Study

- > Principles of plant growth and development
- > Plant nutrition requirements
- > Ways to reduce waste
- > How to use equipment correctly
- > Cultivating soils for differing purposes
- > Controlling plant pests and diseases
- > Identifying plants

# **Entry Requirements**

You will need appropriate employment in the horticultural or landscaping industry. It is preferable that you have GCSE English and Maths at grade 3 or above.

## **Teaching and Learning Approach**

You will develop your knowledge, skills and behaviours through theory and practical-based lessons

### **Time Required on Campus**

You will be released from work one day per week to undertake training at college.

### Work Experience

Employed within the industry, you will work 30 - 40 hours per week.

#### How You're Assessed

You will be assessed through an end point assessment (EPA) and graded pass or distinction. Please note that the duration does not include the EPA.

## Clothing, Equipment and Additional Costs

> Stationery such as pens and paper

- > An electronic device to access online learning, i.e. a laptop
- > Boots, heavy duty gloves and appropriate outdoor wear for practical sessions

### Progression

More advanced courses are available at the college for further progression. You may also have the opportunity to be promoted to a higher level position at work

#### Careers

Work as a landscape gardener, planning and maintaining large gardens, parks and green spaces, garden centres etc.

