

Unit Title:	Caring for plant material
OCR unit number:	E2
Life and Living Skill Area:	Horticulture
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

This unit aims to provide learners with the opportunity to demonstrate that they can provide the appropriate care for plant material.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Be able to care for plant material	The Learner can: 1.1 Provide appropriate protection for plant material 1.2 Water plant material as required 1.3 Check that appropriate care has been given	<p>Examples of plant material which require care could include: newly sown potato tubers, plants in containers, seedlings, cuttings, established border plants. This list is not exhaustive.</p> <p>The learner shows that they can provide appropriate protection. Examples could include: heaping soil over sprouting potato tubers to protect from late frosts, keeping planting area weed free, checking for pests and taking any action required.</p> <p>The learner shows that they know when to water plant material. Examples could include: a visual check of the plant material, following a manual watering routine, using drip feed irrigation.</p> <p>The learner knows how to check that appropriate care has been given. Examples could include: visual checks of the plant for pest damage, checks on weed growth, checks vigour of plant growth</p>

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
2 Be able to work safely	<p>2.1 Work in a way that minimises risks to self and others</p> <p>2.2 Wear the appropriate personal protective equipment (PPE)</p> <p>2.3 Use tools safely and effectively</p>	<p>The learner shows that they can work safely. Examples could include: identifying where assistance from others may be needed to prevent injury to self, following instructions, showing awareness of others whilst working.</p> <p>The learner wears the appropriate PPE for the task. Examples could include: suitable footwear, protective gloves, overalls.</p> <p>The learner uses tools safely and effectively. Examples could include: making sure equipment is not left lying across a pathway, closing and fastening the blades on secateurs when not in use, using effective watering techniques around the base of a plant.</p>
3 Be able to clean tools after use	3.1 Clean tools after use	The learner cleans tools after use. Examples could include: removing loose soil from a hand fork, using a cloth to clean the blades of secateurs, washing the blade of a spade.
4 Be able to store tools and equipment after use	4.1 Store tools and/or equipment appropriately after use	The learner stores tools/equipment after use. Examples could include: coiling a hose pipe, returning a spade to the hook in the tool shed, returning a watering can to a position beside the water butt.
5 Be able to dispose of debris appropriately	5.1 Dispose of plant debris appropriately	The learner disposes of plant debris appropriately. Examples could include: collecting weeds and adding to a compost heap, shredding woody stems in a shredder, cutting woody stems into short lengths for the compost heap.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Centres can choose any plant material to care for. Learners need to show that they can care for two different types of plant material.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The evidence must show that the learner has cared for two different types of plant material, whilst following safe working practices, wearing the appropriate personal protective equipment, using tools safely and effectively, cleaning and storing tools after use and disposing of debris appropriately.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

Additional information

Centres must ensure that health and safety procedures are followed in order to ensure that learners are protected from unnecessary risks and danger.