

<b>Title:</b>	Soil and Plant Care in Planted Environments
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	D/652/0078
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to understand soil characteristics and demonstrate effective plant care in planted environments. Learners will explore how soil condition affects plant growth and will carry out plant care activities with increasing independence. This unit supports progression into practical horticulture roles by developing responsible soil management and routine plant care skills across a range of cultivated settings.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can explain <b>soil characteristics</b>, demonstrate effective <b>plant care techniques</b>, assess basic <b>soil condition</b>, and follow appropriate <b>safe working practices</b> with limited supervision.</p> <p>Assessment must reflect realistic horticultural contexts.</p>

### Learning outcomes

*The learner will:*

1. Understand soil characteristics and their impact on plant growth.

### Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to describe common soil types and explain how soil condition influences plant health and development.

The learner must:

- 1.1 Describe different **soil types**.

<p>1.2 Explain how <b>soil condition</b> affects plant growth.</p> <p>1.3 Identify ways soil can be improved for planting.</p>
<p>2. Demonstrate assessment of soil condition.</p> <p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to assess soil in a planted environment and identify basic improvements.</p> <p>The learner must:</p> <p>2.1 Demonstrate checking <b>soil texture</b> and moisture.</p> <p>2.2 Identify visible issues affecting <b>soil condition</b>.</p> <p>2.3 Demonstrate preparing soil to support planting.</p>
<p>3. Demonstrate routine plant care techniques.</p> <p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to carry out plant care tasks that promote healthy growth in planted environments.</p> <p>The learner must:</p> <p>3.1 Demonstrate appropriate watering techniques.</p> <p>3.2 Demonstrate removal of weeds or dead material safely.</p> <p>3.3 Demonstrate checking plants for <b>signs of health or stress</b>.</p>
<p>4. Demonstrate safe and responsible working practice in planted environments.</p> <p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to apply safe working methods and maintain responsibility while completing soil and plant care tasks.</p> <p>The learner must:</p> <p>4.1 Demonstrate use of appropriate tools safely.</p> <p>4.2 Maintain a tidy and organised <b>working area</b>.</p> <p>4.3 Follow <b>safe working practices</b> with limited supervision.</p>

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

<p><b>Soil types:</b></p>	<p><b>Definition:</b> Common categories of soil based on texture and composition.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Types of soil including: <ul style="list-style-type: none"> <li>○ Sandy soil.</li> <li>○ Clay soil.</li> <li>○ Loam soil.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Basic drainage differences.</li> <li>• Soil structure comparison.</li> <li>• Simple identification activities.</li> </ul>
<p><b>Soil condition:</b></p>	<p><b>Definition:</b> The physical and visible state of soil affecting plant growth.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Features of soil condition including: <ul style="list-style-type: none"> <li>○ Soil moisture levels.</li> <li>○ Soil compaction.</li> <li>○ Presence of debris or weeds.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Organic matter content (basic awareness).</li> <li>• Soil aeration.</li> <li>• Effects of overwatering.</li> </ul>
<p><b>Soil texture:</b></p>	<p><b>Definition:</b> The feel and structure of soil when handled.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying sandy, clay or loamy feel.</li> <li>• Checking moisture by hand.</li> <li>• Recognising compacted soil.</li> </ul>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Simple soil comparison tests.</li> <li>• Visual examination techniques.</li> <li>• Basic drainage awareness.</li> </ul>
<p><b>Signs of health or stress:</b></p>	<p><b>Definition:</b> Visible indicators showing whether a plant is thriving or struggling.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Common visible indicators, such as:</li> <li>• Strong upright growth.</li> <li>• Leaf colour changes.</li> <li>• Wilting or drooping.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Pest damage awareness.</li> <li>• Uneven growth patterns.</li> <li>• Early signs of disease (basic level).</li> </ul>
<p><b>Working area:</b></p>	<p><b>Definition:</b> The designated space in which soil and plant care tasks are carried out.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Keeping pathways clear.</li> <li>• Safe tool positioning.</li> <li>• Removing waste materials.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Shared workspaces.</li> <li>• Allocated task zones.</li> <li>• Safe movement around others.</li> </ul>
<p><b>Safe working practices:</b></p>	<p><b>Definition:</b> Procedures and behaviours that reduce risk while completing horticultural tasks.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Correct tool handling.</li> <li>• Following instructions.</li> <li>• Reporting hazards.</li> </ul>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"><li>• Wearing suitable footwear.</li><li>• Appropriate clothing.</li><li>• Working independently within supervision boundaries.</li></ul>
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