

Title:	Supporting Habitats in Planted Spaces
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	T/652/0010
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to support wildlife habitats within planted spaces. Learners will understand how horticultural activities can positively affect wildlife and will carry out simple tasks that promote biodiversity under supervision. This unit supports progression into practical horticulture roles by developing environmental responsibility across a range of growing environments.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<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 identify features that support wildlife habitats, carry out simple habitat-supporting tasks, and demonstrate awareness of sustainable practice in horticulture under supervision.</p> <p>Assessment must reflect realistic horticultural contexts.</p>

Learning outcomes

The learner will:

1. Understand how planted spaces support wildlife.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise how horticultural environments can provide shelter, food, and protection for wildlife.

The learner must:

- 1.1 Identify features that support **wildlife habitats**.

<p>1.2 State why plants attract wildlife.</p> <p>1.3 Recognise different types of wildlife found in planted spaces.</p>
<p>2. Be able to carry out simple habitat-supporting tasks.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to complete simple supervised tasks that promote wildlife habitats.</p> <p>The learner must:</p> <p>2.1 Carry out basic habitat-supporting tasks as instructed.</p> <p>2.2 Plant suitable species under supervision.</p> <p>2.3 Leave designated areas undisturbed where required.</p>
<p>3. Be able to maintain planted spaces responsibly.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to work carefully in areas that support wildlife.</p> <p>The learner must:</p> <p>3.1 Avoid disturbing wildlife during tasks.</p> <p>3.2 Follow instructions when working near habitats.</p> <p>3.3 Dispose of waste responsibly.</p>
<p>4. Understand sustainable practice in horticulture.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise how horticultural work can protect or harm the environment.</p> <p>The learner must:</p> <p>4.1 Identify examples of sustainable practice in horticulture.</p> <p>4.2 State why sustainability matters in planted environments.</p> <p>4.3 Recognise how actions affect the wider environment.</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,

<p>knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Wildlife habitats:</p>	<p>Definition: Areas that provide food, shelter, and protection for wildlife within planted environments.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Areas with shelter (e.g. hedges, shrubs, undisturbed corners). • Areas with food sources (e.g. flowering plants). • Areas that provide protection from disturbance. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Pollinator-friendly plants. • Log piles or wildlife features. • Bird-friendly planting.
<p>Habitat-supporting tasks:</p>	<p>Definition: Simple horticultural activities that help maintain or improve wildlife habitats.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Planting species that support wildlife. • Leaving designated habitat areas undisturbed. • Watering newly planted habitat plants. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Removing litter carefully. • Checking planted areas for wildlife presence before working. • Following habitat protection instructions.
<p>Sustainable practice in horticulture:</p>	<p>Definition: Working methods that protect the environment and support long-term plant and wildlife health.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Responsible waste disposal. • Avoiding damage to plants and wildlife. • Using resources carefully.

	<p>Teaching could include:</p> <ul style="list-style-type: none">• Recycling plant material.• Water conservation.• Protecting soil quality.
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