



**Foras Áiseanna Saothair**  
Training & Employment Authority

## *Module Descriptor*

# Planting and Potting by Hand

**Award Type: Minor**  
**Award Level: 3**  
**Award Code: 3N0891**  
**FÁS Assessment Code: 3N0891-049**  
**Validation date 22<sup>nd</sup> November 2011**

**Revision 1.0**

## Module Descriptor

**Purpose:** The purpose of this module is to equip the learner with the knowledge, skill and competence to plant a variety of plants in pots and outdoors using a range of container growing techniques under supervision.

**Module Duration:** The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **50 (fifty) hours**.

**Learning Outcomes:** By the end of this module, the learner will be able to:

1. Identify the tools, material and equipment required to plant and pot a range of plants and bulbs
2. Describe the steps involved in planting and potting
3. Outline the purpose and benefits of re-potting
4. Pot plants by re-potting in a rigid pot
5. Plant a variety of outdoor plants to include bulbs, bedding plants, a tree and a hedge using appropriate techniques and materials
6. Apply appropriate health, safety and personal hygiene procedures when potting and planting
7. Demonstrate the application of communications, team working and quality awareness in a horticultural environment

## Key Learning Points

### Learning Outcome 1:

Identify the tools, material and equipment required to plant and pot a range of plants and bulbs

#### Key Learning Points

- Tools used to plant and pot plants and bulbs
- Materials used to plant and pot plants and bulbs
- Equipment used to plant and pot plants and bulbs
- Functions of tools, materials and equipment
- Safety standards regarding lifting, handling and using tools, materials and equipment

### Learning Outcome 2:

Describe the steps involved in planting and potting

#### Key Learning Points

- Steps involved in planting to include; Identifying plant / bulb to be planted, selecting tools, equipment and materials required, selecting appropriate area for plant/ bulb to be planted, preparing area or hole, planting plant / bulb and tidying work area
- Steps involved in potting to include Identifying plant / bulb to be potted, selecting tools, equipment and materials required, potting plants/bulbs and standing out plants / bulbs
- Describing steps verbally and in writing

### Learning Outcome 3:

Outline the purpose and benefits of re-potting

#### Key Learning Points

- Explaining the term re-potting
- Outlining why it is necessary to re-pot for example to allow for continued growth and maintain health of plant
- Recognising the symptoms of a plant needing re-potting
- What happens to a plant if it is not re-potted

### Learning Outcome 4:

Pot plants by re-potting in a rigid pot

#### Key Learning Points

- Identifying plants to be re-potted
- Tools, materials and equipment used to re-pot plants
- Containers
- Re-potting plants using rigid pot
- Re-potting a root bound plant
- Standing out plants
- Watering plants
- Tidying work area

- Potting a pot rooted liner in a container

**Learning Outcome 5:**

Plant a variety of outdoor plants to include bulbs, bedding plants, a tree and a hedge using appropriate techniques and materials

**Key Learning Points**

- Identifying bulbs to be planted
- Identifying bedding plants to be planted
- Identifying a tree to be planted
- Identifying a hedge to be planted
- Identifying materials, tools and equipment to plant bulbs, bedding plants, a tree and a hedge
- Selecting materials, tools and equipment to plant bulbs, bedding plants, a tree and a hedge
- Selecting bulbs, bedding plants, a tree and a hedge to be planted
- Appropriate area for plants to be planted
- Preparing hole for planting bulbs, bedding plants, a tree and a hedge
- Using appropriate planting techniques to plant bulbs, bedding plants, a tree and a hedge
- Marking out and measuring
- Appropriate pest/weed control measures
- Staking
- Tree Guards
- Tidying work area
- Storing materials, tools and equipment appropriately

**Learning Outcome 6:**

Apply appropriate health, safety and personal hygiene procedures when potting and planting

**Key Learning Points**

- Explaining the term 'Personal Protective Equipment'
- Examples of PPE used when potting and planting
- Stating the functions of each PPE verbally or in writing
- Wearing correct protective clothing when working in a horticultural work environment
- Health and safety hazards associated with planting and potting
- Safety precautions to be taken before planting and potting
- Applying safety precautions when planting and potting
- Identifying location for the First Aid unit
- Listing materials in a First Aid box
- Recording health and safety precautions procedures
- Reporting health, safety and welfare hazards
- Personal hygiene procedures when potting and planting
- Maintaining personal hygiene procedures when potting and planting

- Recording personal hygiene procedures where appropriate

**Learning Outcome 7:**

Demonstrate the application of communications, team working and quality awareness in a horticultural environment

**Key Learning Points**

- Greeting people
- Speaking and listening
- Knowledge of vocational language
- Listening and responding appropriately to verbal instructions
- Reading and writing to obtain and convey information
- Explaining the techniques involved in planting and potting by hand
- Listening and responding to others
- Reflecting on own strengths and weaknesses and identifying areas for improvement
- Ability to work independently if required
- Participating in a team
- Applying horticultural standards and procedures
- Maintaining horticultural standards and procedures

## Assessment Specification

<b>Award Title</b>	<b>Planting and Potting by Hand</b>
<b>Award Type</b>	<b>Minor</b>
<b>FÁS Assessment Code</b>	<b>3N0891-049</b>
<b>Award Code</b>	<b>3N0891</b>
<b>Credit Value</b>	<b>5</b>

<b>Learning Outcome</b>	<b>Performance Criteria (Knowledge, Skill &amp; Competence)</b>	<b>Assessment Techniques</b>	<b>Weighting</b>	<b>Assessment Instrument</b>	<b>Assessment Evidence</b>
LO1	Knowledge	Portfolio	5%	Exercise E1	Exercise Sheet
LO2	Knowledge	Portfolio	5%	Exercise E2	Exercise Sheet
LO3	Knowledge	Portfolio	6%	Exercise E3	Exercise Sheet
LO4	Skill	Skills Demonstration	32%	Learner Instructions S1	Assessment Sheet
LO5	Skill	Skills Demonstration	40%	Learner Instructions S2	Assessment Sheet
LO6	Skill, Competence	Skills Demonstration	4%	Learner Instructions S1 and S2	Assessment Sheets
LO7	Skill, Competence	Skills Demonstration	4%	Learner Instructions S1 and S2	Assessment Sheets
LO7	Competence	Portfolio	2%, 2%	Activity A1, A2	Activity Sheets

Key: **S**=Skill Demonstration **E**=Exercise, **A** = Activity

## Suggested Learning Methodologies

- Practical Work Training
- Videos/DVDs
- Note Taking
- Discussion Groups
- Activities and Exercises
- Role Play
- Simulated Work Environment

## Specific Module Requirements

**The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager**

Areas for planting and potting, Potting compost, Labels for plants, Pots of various sizes, Trolley for transplanting materials and plants, Selection of plants to be re-potted, Watering cans, Appropriate safety equipment, Gloves, Labels for plants, Bulbs, Bedding Plants, Trees and Hedging plants, Stakes or Ties, Shovels, Bulb planters

Garden trowels, Appropriate pest/weed control measures, Spades, Line / Measuring tapes, Sledge hammer, Base dressing, Tree guards secateurs

## Suggested Learning Resources

All of the highlighted Curriculum Resources mentioned below are available on the Moodle Community Services Curriculum and Assessment page You can access the CSCA Moodle web page from this link:

<http://www.ecollege.ie/site/home.html>

## Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Planting and Potting.

Identify the tools, materials and equipment used in Planting and Potting. Find information from books and magazines. Record this information in your Learning Diary.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The Learning Diary can be used as a reference for the learner when filling out the Mid Course and End of Course reflections, Activity A1 and Activity A2.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Planting and Potting. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Planting and Potting. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a **Word Search Quiz**. This is **Word Search 1**. Each learner will make up 1 (one) Word Search/Quiz which will be completed by the group.

### **Generic Skill: Numeracy; Digital**

Learners will practice **using a calculator**, identifying and locating all keys needed to carry out basic calculations.

The learners will practice solving various problems, involving litres, metres etc, set by the instructor, **using the mathematical glossary**.

These problems could involve quantities of chemical products.

### **Generic Skill: Teamwork and Communications**

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**.

Learners will take part in a teamwork exercise by designing, planning and carrying out a project which will incorporate group discussions.

**Recommended by:** \_\_\_\_\_

Manager Training Policy Development and Support

**Approved by:** \_\_\_\_\_

Director Training Policy Development and Support