Module 5

SAQA ID: 264192 Provide care for ornamental plants

SAQA ID: 264180 Provide nutrition to plants and landscapes

SAQA ID: 264176 Prune and shape shrubs

SAQA ID: 264058 Utilise health and safety principles in horticulture

SAQA ID: 264017 Utilize irrigation equipment and operate manual sprinkler systems

Module Credit Total: 26

ASSESSMENT GUIDE

Assessor Name: _____

Welcome to the Assessment Guide!

This document aims to provide the Assessor and Facilitator with guidance towards the assessment process / evidence / competencies needed for the achievement of the outcomes in this module.

Document Index

Module 5: Unit Standard Cluster Information

SAQA	Unit Standard Title	Level	Credits
264192	Provide care for ornamental plants	2	8
264180	Provide nutrition to plants and landscapes	2	6
264176	Prune and shape shrubs	2	6
264058	Utilise health and safety principles in horticulture	2	3
264017	Utilize irrigation equipment and operate manual sprinkler systems	2	3

Instructions & Memorandum of Assessment

Section1:

1.1 Classroom: Formative Knowledge Questionnaire

These knowledge based questions will be based on the outcomes and content of the classroom training session. The learner is required answer all the questions provided as this will also form part of their portfolio of evidence.

1.2 Classroom: Practical Assessment Activities and Assignments

These activities will be completed during the classroom or facilitation session and can be found in the learning material.

Section 2:

2.1 Observational Assessment and Workplace Assignments

To be completed in the workplace by the facilitator and / or assessor based on the learner's performance at the end of the course.

2.2 Summative Knowledge Assessment

Learner to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

2.3 Personal Narrative

The personal narrative requires the learner to reflect on the requirements of the reflexive competence required in the application of the learning.

2.4 Witness Testimony

The witness testimony consists of a testimonial based on the learner's performance as observed / reviewed by your Supervisor / Manager in the workplace.

2.5 Logbook

Containing the activity records as required by the programme and completed by the learner.

LEARNER ASSESSMENT PLAN

Please tick next to the unit standards you are being assessed against.

Unit code	UNIT STANDARD TITLES	NQF level	Credits	✓
264192	Provide care for ornamental plants	2	8	
264180	Provide nutrition to plants and landscapes	2	6	
264176	Prune and shape shrubs	2	6	
264058	Utilise health and safety principles in horticulture	2	3	
264017	Utilize irrigation equipment and operate manual sprinkler systems	2	3	

Activity	Evidence of activity will be found where	Place & planned date of activity	Date Completed
Training	Classroom training registers	Training Provider Date:	
Self assessment	Assessment contract signed & dated	Learner file Date:	
Assessment contract	Assessment contract signed & dated	Learner file Date:	
Initial meeting	Assessor briefing checklist	Learner file Date:	
Unit Standard No	Assessment contract & assessment plan	Learner file Date:	
Formative Assessment	Assessment instruments	Learner file Date:	
Summative Assessment	Assessment instruments	Learner file Date:	
Other Evidence	Research portfolio (if applicable)	Learner file Date:	
Feedback	Feedback Report	Learner file Date:	
Moderation	Moderators report	Learner file Date:	
Judgement	Assessor Summary Report / Moderator report	Learner file Date:	
1st Reassessment	Assessors summary report / instruments	Learner file Date:	
2nd Reassessment	Assessors summary report / instruments	Learner file Date:	

Special arrangements for assessment

Place
Language
Resources
Barriers

People to be involved with assessment

Learner:	Manager:
Trainer:	Mentor / Coach:
Assessor:	Moderator:

Next steps for learning

Resources required for this assessment

Guidelines to the learner:

Learners Name: _____

Learner's signature: _____ Date: _____

Assessors Name: _____

Assessor's signature: _____ Date: _____

ASSESSMENT APPEALS PROCEDURE

1. A learner has the right to appeal under the following circumstances
   - If the laid down assessment procedures were not followed during assessments
   - If not all evidence available was taken into account during the assessment
   - The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process
   - The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard
   - Not all the range items were available for assessment

2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.

3. A learner bringing an appeal should complete the "Learner's Notice of Assessment Appeal "form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.

4. Should the internal moderator re-affirm the assessor' decision, the learner may appeal to the external verifier within 2 days after the initial moderator's feedback session. The external verifier's decision will be final. Should the external verifier re-affirm the assessors' decision, the cost for re-evaluation will be upon the learner. Should the verifier's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the assessor.

ASSESSMENT APPEAL APPLICATION FORM

LEARNER'S NOTICE OF ASSESSMENT APPEAL

TO: The Internal Moderator

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name _____

Date of submission: _____

Name of employee assessed: _____

Name of Assessor: _____

Date of feedback session: _____

Grounds for Appeal

No	Tick the applicable ground(s) for appeal	Tick
1	The assessment did not follow the laid down procedure	
2	Not all evidence available was taken into account during the assessment	
3	The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process	
4	The assessment was not according to the performance criteria and the range statement stipulated in the unit standard	
5	Not all the range items were available for the assessment	

Reasons for Appeal

No	Please give detailed reasons for the choice(s) above
1	
2	
3	
4	
5	

Learner's signature: _____ Date: _____

Employee witness: _____ Date: _____

PRE-ASSESSMENT MEETING CHECKLIST

Points Assessor must cover in the initial meeting with the learner - Please tick

Item	Points to be covered	Tick
1	Welcome the candidate **and put them at ease**	
2	**Explain the purpose of the meeting** (why you are there and how long the meeting will take)	
3	**Explain the** ▪ NQF ▪ Credits ▪ Certification process ▪ Learning pathways	
4	**Explain** ▪ Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) ▪ Principles of assessment (fairness, confidentiality, validity, sufficiency)	
5	**Explain the assessment process?** ▪ Check learner readiness for assessment (logbook / self assessment) ▪ Assessment contract to be completed ▪ Preparation of learner (this meeting) ▪ The assessment (observation and knowledge questionnaire) ▪ Judgement of the evidence ▪ Outcome of assessment (competent, not yet competent, need further evidence)	
6	**Give Learner copies of the following documentation and explain each document** ▪ The Assessment Guide which includes o The relevant unit standard (s) o Assessment contract o Assessment plan o Observation checklist o Knowledge checklist	
7	**Discuss the assessment plan** (complete the assessment plan document) ▪ Allow the learner to participate in the decisions made ▪ Agree on dates, time and venue for the assessment and feedback ▪ Agree on evidence the learner can submit ▪ Agree and explain the assessment methods ▪ Identify and discuss special assessment needs of the candidate ▪ Identify and eliminate unfair barriers (language, disability etc) ▪ Discuss and agree on witness requirements	
8	**Tell the candidate his/her rights and responsibilities, the assessment procedures and policies** ▪ How many times they may be assessed ▪ Appeals process / procedure ▪ Reassessment policy	
9	**Ensure the assessment environment is appropriate** or make special arrangements	
10	Discuss moderation	
11	Allow the learner opportunity to clarify any items discussed	

Learner declaration of acceptance of assessment instruments and relevant documentation: Date:	
Learners Name:	Signature
Assessors Name:	Signature:

Assessment Strategy		
Learner Profile:	Learners working towards this standard are working within a Horticultural environment.	
Entry Requirements	▪ Numeracy at NQF Level 1 or equivalent. ▪ English (verbal and written communication skills) at NQF Level 1 or equivalent. ▪ Computer operating skills at NQF Level 2 or equivalent.	
Check Entry Requirements	Learners to submit proof of entry requirements, i.e. school certificates / reports. Learners who cannot provide proof of entry level requirements will be undergo testing at accredited assessment centres. Information will be provided as required.	
Purpose of Assessment	The purpose of this assessment is to determine and recognise learner competence against the unit standard "Apply the principles and concepts of emotional intelligence to the management of self and others".	
Assessment Approach	Learners will undergo formative assessment and summative assessment. Evidence gathered during formative assessment will be used towards summative assessment. Formative Assessment will include activities. Summative Assessment will contain and Workplace Assignment, knowledge questionnaire and the completion of a personal narrative.	
Assessment Conditions	Formative Assessment: Classroom or boardroom.	
Learner Needs	▪ Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation Interview which takes place at the end of the learning intervention. ▪ Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised. Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions	
Learner Support	▪ Learning facilitation ▪ Facilitator / Assessor guidance and support with completion of Summative Assessment ▪ Mentoring & Coaching (provided by supervisor) ▪ Facilitator guidance and support with workshop activities	
Resources & Equipment	▪ Training Venue ▪ Data Projector ▪ Flipchart paper ▪ Laptop ▪ PowerPoint Slides ▪ Flipchart stand ▪ Coloured Pens ▪ Pre-designed assessment instruments	
Assessment Tools in relation to VARCS	**Validity**	The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross field outcomes of the unit standard. The tools measure the requirements of this unit standard.
	Authenticity	The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner's portfolio of evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question.
	Reliability	Consistent results will be obtained with different assessors by making use of these assessment tools.
	Current	The evidence presented will be current – not older than 3 years.
	Sufficient	The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard. This performance can be repeated consistently with the same results.

The Assessment Process		
1	**Plan and Prepare for Assessment**	**Documents**
	a) Plan & Prepare self for Assessment ▪ Understand all the requirements of the assessment in terms of evidence required to prove competence. ▪ Identify logistical arrangements that have to be made ▪ Familiarise self with assessment instruments and tools ▪ Identify any resources required for assessment ▪ Ensure that you are familiar with the Assessment, Moderation, RPL and Appeals policy. b) Plan & Prepare Learner for Assessment ▪ Discuss all aspects mentioned on the *Assessment Preparation Sheet* ***OR*** ▪ Provide the learner with a *letter* detailing all the specifications covered in the Assessment Preparation Sheet ▪ Complete the Assessment Plan with the learner.	☐ Assessment Guide ☐ Unit Standard ☐ Assessment Policy ☐ Moderation Policy ☐ RPL Policy ☐ Appeals and Disputes Policy ☐ Assessment Preparation Sheet ☐ Assessment Plan ☐ Assessment Pack (Assessment Instruments and Tools)
2	**Conduct Assessment**	**Documents**
	a) Assist in Evidence Collection ▪ Assist in the Administration of the Formative Assessments b) Assessing Evidence ▪ Review evidence submitted using *model answers* / *memorandum* ▪ Advise learners of outstanding evidence ▪ Record the findings and feedback using the *Assessment Report* ▪ Inform learner of outstanding evidence via phone, fax or e-mail ▪ Record all communication with learners ▪ Record final judgement using the *Assessment Report*	☐ Learner's Portfolio of Evidence ☐ Assessment Report
3	**Review Assessment**	**Documents**
	a) Assessor to complete review questionnaire b) Learner to complete review questionnaire	☐ Assessor's Assessment Review ☐ Learner's Assessment Review
4	**Record Keeping and Reporting**	**Documents**
	a) Based on the Assessment Report an *Assessment Record* will be completed and sent to the learner. b) Assessment Results to be recorded on Learner Database by Administrator c) Submit Portfolio of Evidence and Reports for Moderation	☐ Assessment Report ☐ Assessment Record

Evidence Grid

Module	Module 5	Unit Standards	264192	264180	264176	264058
Total Notional Hours	Notional Hours: 260		264017			

Unit Standard Name	Provide care for ornamental plants	SAQA ID	264192	NQF Level	2	Credits	8

Specific Outcome 1:	Apply health and safety practices whilst providing care to plants.	
SO1	**Assessment Criteria**	**Evidence Guide**
AC1	The personal protective equipment items that must be utilised when using hazardous chemicals are identified and the necessary handling procedures are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC2	The personal protective clothing should be worn while providing care for ornamental plants and conducting plant maintenance is described in terms of the items ability to provide protection to the worker.	SA – Observational Assessment
AC3	The use of all hand tools utilised in plant care is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The importance of identifying any hazards in the workplace is explained in terms of the aim of preventing safety incidents from occurring.	
AC5	The benefits of utilising good housekeeping practices are explained in terms of the role that these procedures play in minimizing the occurrence of safety incidents.	
Specific Outcome 2:	Identify the influence that environmental factors have on plants commonly found in the workplace.	
SO2	**Assessment Criteria**	**Evidence Guide**
AC1	The stress that occurs in newly-planted plants when hot weather prevails and the benefits that syringing will have in alleviating this stress is described in terms of the signs that these plants exhibit.	
AC2	The effect that cold weather may have on frost tender plants is described and the methods to protect these plants from frost damage are demonstrated in accordance with the company's procedures.	
AC3	The problems encountered with newly-planted plants when wet conditions persist and the steps that should be taken to ensure that adequate drainage is provided are described in terms of the signs that these plants exhibit.	
AC4	The negative effects that dry spells may have on the state of newly-planted plants is described and the water scheduling that will assist plants in these conditions is given according to company procedure.	
AC5	The effect that strong winds have on certain newly-planted plants is described in terms of the harm caused and the various precautions that can be taken to minimise wind damage are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 3:	Stake and tie select plants and trees.	
SO3	**Assessment Criteria**	**Evidence Guide**
AC1	The reasons why certain trees and plants should be staked and tied is explained in terms of the need to attain a	

	certain form and the protection/stability that staking brings.	
AC2	Examples of commonly found trees, shrubs, perennials and annuals are identified in terms of their particular staking and tying requirements.	
AC3	The materials that are used in the staking and tying of shrubs and trees are described in respect of their suitability for securing various plants and trees.	
AC4	The methods of ensuring the long term protection of stems when tying to the stakes are demonstrated in accordance with procedures.	SA – Observational Assessment
AC5	A tree is staked and tied in accordance with procedures.	SA – Observational Assessment
AC6	Perennials and annuals are staked and tied in accordance with procedures.	SA – Observational Assessment
Specific Outcome 4:	Trim and deadhead various ornamental plants.	
SO4	**Assessment Criteria**	**Evidence Guide**
AC1	The equipment that is commonly used for trimming is identified and the particular uses for these are described in terms of their applications in plant maintenance tasks.	
AC2	The cutting back and/or trimming of certain plants is explained in terms of the reasons why this practice is utilised and examples of plants that require these procedures are listed.	
AC3	The separation of certain plants from other neighbouring plants is explained in terms of the reasons why this control measure is implemented and examples of plants that require these procedures are listed.	
AC4	The necessity of deadheading certain plants is explained in terms of the reasons why this practice is required and examples of plants that need deadheading are listed.	
AC5	The reasons why the suckers of certain plants should be removed is explained in terms of the prevention of regrowth and the procedures to remove suckers these are demonstrated in accordance with the company's procedures.	
AC6	The area on a stem, where a cut should be made is indicated and the techniques for making a cut are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC7	The removal of "cross" growth in certain plants is explained in terms of the reasons why this practice is required and examples of plants that need this procedure are listed.	
Specific Outcome 5:	Prune plants and trees.	
SO5	**Assessment Criteria**	**Evidence Guide**
AC1	The reasons for conducting formative pruning of young trees are explained in terms of the objectives of this type of pruning and the methods that may be used to achieve this are demonstrated in accordance with the company's procedures.	
AC2	The reasons why certain plants require pruning are explained in terms of the effects that pruning has on their growth and flowering and examples of plants that require these procedures are listed.	
AC3	The reasons why pruning cuts must be made above a node are explained in terms of the apical dominance and the ideal position for the cut is indicated according to the specific plant's procedure.	

AC4	The various pruning techniques that are used on shrubs and trees are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The consequences of performing the incorrect pruning on shrubs and trees are described in respect of the resultant shape and form that the plant will produces.	
Specific Outcome 6:	Implement a suitable feeding program.	
SO6	**Assessment Criteria**	**Evidence Guide**
AC1	The reasons why plants require a regular supply of nutrition are explained in terms of the promotion of new growth, flowering and rejuvenation that will occur.	
AC2	The benefits of using a feeding program, as opposed to haphazard application of fertilisers, is explained in terms of the timeous replacement of nutrition to the soil.	
AC3	The reasons why organic fertilisers are considered as "complete" foods are explained in terms of their balanced nutrient content and availability benefit.	
AC4	The relative benefits of integrating organic and synthetic fertilisers in a feeding program are explained in terms of the provision of trace elements and the improvement in the structure of the soil.	
AC5	The various methods of applying fertilisers are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC6	The methods of spreading composts and manures among plants are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC7	The reasons for using mulches are explained in terms of the benefits that will be achieved and the methods of spreading mulches between plants are demonstrated in accordance with the company's procedures.	
AC8	The possible consequences of neglecting to provide plants with adequate nutrition are described with respect to the condition and degree of growth that will result.	
Specific Outcome 7:	Implement a pest control programme to prevent infestations and minimise the effects of common pests.	
SO7	**Assessment Criteria**	**Evidence Guide**
AC1	The importance of adhering to the manufacturer's instructions on pesticide containers is explained in terms of the consequences that the incorrect application of these can have on the plants and the environment.	
AC2	Insects and other pests that are commonly found in the workplace are identified and a description of the damage that they inflict on the plants and landscape is shown on a damage plant.	
AC3	The prevalence of common pests is described in terms of the seasons and times of the year when they pose the greatest threat to the plants.	
AC4	The necessity of implementing the scheduled timing of a pest control strategy is explained in terms of the life cycle of the targeted pests and the effectiveness of the agents within that particular period.	
AC5	The importance of following the prescribed frequency for the applications of the control agents is explained in terms of the value that the repeated applications have on the eradication of the targeted pests.	
AC6	The procedures for the safe application of pesticides are demonstrated in accordance with the company's procedures.	SA – Observational Assessment

AC7	The consequences of failing to control pests or delaying the use of control strategies are explained in terms of the possible damage that may result, if an infestation is allowed to occur.	
Specific Outcome 8:	Implement a weed control programme to ensure that plants do not have to compete with unwanted species for space and nutrition.	
SO8	**Assessment Criteria**	**Evidence Guide**
AC1	The use of herbicides close to cultivated plants is explained in terms of the risks involved and the precautionary methods to prevent this are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC2	The removal of weeds that are within the root zone of cultivated plants is explained in terms of the risk of damage that this removal poses to the plants root structure.	
AC3	Weeds that are commonly found in the workplace are identified and the most successful methods of eradicating them are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The removal of weeds from among shallow-rooted plants by hand is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The occasions where weeds can safely be treated with herbicides are explained in terms of the weed specific control and pre-emergent agents.	
AC6	The situation in which weeds cannot be treated with herbicides is explained in respect of the reasons why hand removal is necessary.	
AC7	The procedures for the safe handling and application of herbicides are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC8	The importance of adhering to the manufacturer's instructions on herbicide containers is explained in terms of the consequences that the incorrect application of these can have on the plants and the environment.	

Essential Embedded Knowledge		**Covered**
1.	weed control programmes pest control programmes feeding programs plant and three maintenance techniques	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		**Covered**
1.	UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Applying the appropriate weed control techniques.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

	UNIT STANDARD CCFO WORKING The learner is able to work effectively with others as a member of a team, group, organisation or communities by: Participating with others in the application of compost and mulches. UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Following the safety procedures and precautions when using pesticides. UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information by: Reading and following the mixing and application rates for herbicides. UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Reporting on the pest status in the landscape and requesting the appropriate pesticides. UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Understanding the benefit that fertilisers have on the health and growth of plants. UNIT STANDARD CCFO DEMONSTRATING The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes. UNIT STANDARD CCFO CONTRIBUTING The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large	

Unit Standard Name	Provide nutrition to plants and landscapes	SAQA ID	264180	NQF Level	2	Credits	6

Specific Outcome 1:	Describe the various nutrients required by garden plants and the methods of providing these.	
SO1	**Assessment Criteria**	**Evidence Guide**
AC1	The nutrient deficiencies that occur in cultivated soils versus uncultivated are explained in terms of the soil's limitations to continuously provide the nutrients for plant growth.	
AC2	The macro elements that are often lacking in soils are listed and the reasons why these are considered as the "essential elements" are explained in terms of their contribution to the health and growth of plants.	
AC3	The major trace elements required by plants are identified and a description of the specific functions that they perform are listed.	
AC4	Organic fertilisers are described in terms of the various forms in which they are available for plant feeding.	
AC5	Synthetic fertilisers are described in terms of the different forms in which they are available for plant feeding.	

Specific Outcome 2:	Conduct soil sampling to obtain a nutrient analysis.	
SO2	**Assessment Criteria**	**Evidence Guide**
AC1	The reasons why soil sampling should be conducted are explained in respect of the benefits that result from the analysis of the soil's nutrient content and its deficiencies.	
AC2	The necessity of taking a representative soil sample is explained in terms of ensuring that the sample is characteristic of the planted area or propagation soil.	
AC3	The methods of collecting the soil samples are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The occasions when separate samples must be taken from one site are explained in terms of the differing soil types that may occur on that site.	
AC5	The importance of using a new unused container for the sampling is explained in terms of the residual elements that may be present in an used container.	
AC6	The reasons why soil samples may not be stored in metallic or wooden containers is explained in terms of the effects these can have on the accuracy of the analysis.	

Specific Outcome 3:	Identify the different types of organic material, their value to plants and the methods of application.	
SO3	**Assessment Criteria**	**Evidence Guide**
AC1	The various types of organic materials that provide nutrition to plants are listed and the particular uses of these are explained in terms of their methods of application.	
AC2	The benefits that the addition of compost and peat moss bring to the soil are described in terms of both the nutrient value and the improvements in body.	
AC3	The reasons why organics are considered as an important plant food are explained in terms of their balanced nutritional composition.	
AC4	The benefits of using mulches in landscapes are described in respect of their contributions to water retention and value to the environment.	

AC5	The various organic mulching materials are described in terms of their particular uses and effective lifespan.	
AC6	The benefits of utilizing liquid organic plant foods are described in terms of their immediate availability to plants and their value in foliar feeding.	
AC7	Examples of commonly used organic plant foods are identified in terms of their origins and nutritional value to plants.	
Specific Outcome 4:	Identify the different types of synthetic fertilisers, their value to plants and the methods of application.	
SO4	**Assessment Criteria**	**Evidence Guide**
AC1	The difference between general and single nutrient fertilisers are explained in terms of the elements that they contain and their individual uses in providing nutrition to plants.	
AC2	The characteristics of granular fertilisers are described in terms of their physical structure and the methods of applying these are demonstrated in accordance with the company's procedures.	
AC3	The precautions that must be observed when applying granular fertilisers are described in respect of the hazards that these chemicals pose to humans and the environment.	
AC4	The benefits of slow release fertilisers are explained in terms of the reduced risk of "burning" and the extended nutrient release period.	
AC5	The features of soluble fertilisers are described in terms of the low dosage rates that can be mixed and their usage in fertigation.	
AC6	The benefits of using liquid fertilisers, as apposed to granular fertilisers are described in terms of the variety of "cocktails", their low dosage rates and the frequency at which they can be applied.	

Essential Embedded Knowledge		**Covered**
1.	Impact of applying the appropriate nutrition Various types of fertilisers and their composition. Soil sampling techniques. Nutrition to successfully propagate and maintain plants	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		**Covered**
1.	UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Utilising knowledge of the necessity to water after applying fertilisers. UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Ensuring that the correct fertiliser has been obtained and the method of application suits the area to be fertilised.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

	UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Reporting on the condition of the fertiliser applicator and the necessity for its re-calibration. UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Explaining the characteristics of slow release fertilisers and the benefits of using these in preference to normal fertilisers are explained. UNIT STANDARD CCFO DEMONSTRATING The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes. UNIT STANDARD CCFO CONTRIBUTING The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large	

Unit Standard Name	Prune and shape shrubs	SAQA ID	264176	NQF Level	2	Credits	6
Specific Outcome 1:	Apply health and safety practices when pruning and shaping shrubs.						

SO1	**Assessment Criteria**	**Evidence Guide**
AC1	The personal protective clothing and equipment that should be used while pruning and shaping shrubs is identified and described in terms of the protection that the items provide.	SA – Knowledge Assessment
AC2	The importance of wearing gloves while pruning and trimming is explained in terms of the prevention of injuries that might otherwise occur.	SA – Knowledge Assessment
AC3	The potential hazards of using secateurs are described in terms of the injuries that may occur while pruning shrubs and small trees.	SA – Knowledge Assessment
AC4	The safe use of secateurs to prune and shape shrubs is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The possible consequences of ignoring safety precautions are described in terms of the injuries that can result when pruning.	SA – Knowledge Assessment
AC6	The necessity of removing all surrounding debris after pruning and shaping shrubs is described in terms of the prevention of safety hazards.	SA – Knowledge Assessment
Specific Outcome 2:	Describe the principles and practices for the pruning of shrubs.	
SO2	**Assessment Criteria**	**Evidence Guide**
AC1	The dormancy period of a shrub or tree is explained in respect of the influence that climatic conditions have on it.	SA – Knowledge Assessment
AC2	The necessity to gauge the correct timing to conduct pruning is explained in terms of the sap flow and the consequences of pruning too early are given.	SA – Knowledge Assessment
AC3	The positions on a stem, where a pruning cut should be made, are described in respect of the condition of the stem and the selection of a suitable bud.	SA – Knowledge Assessment
AC4	The slope of a pruning cut, relative to the selected bud is demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The different types of pruning cuts and the techniques to perform these are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC6	The reasons that hygiene practices must be observed while pruning are explained in respect of the prevention of the transmitting of pests, diseases and viruses and these practices are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC7	The cleaning and sealing of wounds effected during pruning are explained in terms of the specific plant types that are prone to stem infestation.	SA – Knowledge Assessment
AC8	The methods of sealing pruning cuts and wounds are demonstrated in accordance with the company's procedures.	SA – Observational Assessment

Specific Outcome 3:	Describe the pruning practices that will assist the rejuvenation of through selective pruning.	
SO3	**Assessment Criteria**	**Evidence Guide**
AC1	The necessity to regularly perform a basal 'cut back' is explained in respect of the shrubs that produce a high percentage of new growth.	SA – Knowledge Assessment
AC2	Examples of shrubs that regularly require a basal 'cut back' are described in terms of their structure and growth habits.	SA – Knowledge Assessment
AC3	The removal of selective 'old' wood from the base of a shrub is described in terms of the manner in which this will rejuvenate the plant.	SA – Knowledge Assessment
AC4	Examples of shrubs that require the removal of old wood are described in terms of the benefit that results from this pruning practice.	SA – Knowledge Assessment
AC5	The reasons for the emergence of vigorous new growth, following a hard prune, are explained in terms of the infrastructure and growth potential of the roots and stems.	SA – Knowledge Assessment
Specific Outcome 4:	Identify the pruning requirements of a variety of shrubs.	
SO4	**Assessment Criteria**	**Evidence Guide**
AC1	The flowering wood of early and summer flowering deciduous shrubs is identified with regards to the significant differences between their seasonal growth characteristics.	SA – Knowledge Assessment
AC2	The methods of pruning early flowering deciduous shrubs are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC3	The methods of pruning summer flowering deciduous shrubs are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The methods of pruning evergreen shrubs are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC5	The tendency of variegated shrubs to produce branches with only green leaves is explained in terms of the inherent dominance of the non variegated genes.	SA – Knowledge Assessment
AC6	The correct time to prune variegated shrubs is described in relation to the timing of the new seasonal growth.	SA – Knowledge Assessment
AC7	The procedures for the pruning of variegated shrubs are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
Specific Outcome 5:	Formative trimming, pinching and pruning of young plants.	
SO5	**Assessment Criteria**	**Evidence Guide**
AC1	The formative pruning of bushes and trees which have lateral branches that extend to the ground are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC2	The practices for the formative pruning and staking of young standard trees are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC3	The practices for the formative pruning of young shrubs are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC4	The practices for the formative pruning of annuals are demonstrated in accordance with the company's procedures.	SA – Observational Assessment

AC5	The techniques used in pinching are demonstrated in accordance with the company's procedures.	SA – Observational Assessment
AC6	The practice of pinching is explained in terms its stimulation of new growth and typical examples of plants that require pinching are listed.	SA – Knowledge Assessment
Specific Outcome 6:	Provide post pruning care for plants.	
SO6	**Assessment Criteria**	**Evidence Guide**
AC1	The importance of the aftercare that should be given to pruned plants is explained in regard to the necessity to provide adequate watering, nutrition and support for optimum growth	SA – Knowledge Assessment
AC2	The necessity of providing after care for shrubs after dead or damaged wood has been removed is explained in terms of the plants particular needs for recovery.	SA – Knowledge Assessment
AC3	The procedures for the staking and tying of small trees are demonstrated in accordance with the company's procedures.	SA – Observational Assessment

Essential Embedded Knowledge		**Covered**
1.	Pruning techniques Post pruning and plant care methods Health and safety practices	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		**Covered**
1.	UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Applying pruning techniques to achieve optimum growth and flowering of shrubs and herbaceous perennials. UNIT STANDARD CCFO WORKING The learner is able to work effectively with others as a member of a team, group, organisation or communities by: Participating with others in the trimming and pruning of shrubs and herbaceous plants. UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Following the procedures for the preparation of the pruning tools and equipment. UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information by:	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

	Utilising information on the various methods to conduct formative pruning for shrubs and herbaceous plants. UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Relaying information on the condition of protective equipment and the necessity to replace these. UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Recognising the importance of the correct timing for pruning and the consequences of pruning too early are explained. UNIT STANDARD CCFO DEMONSTRATING The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes. UNIT STANDARD CCFO CONTRIBUTING The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large	

Unit Standard Name	Utilise health and safety principles in horticulture	SAQA ID	264058	NQF Level	2	Credits	3
Specific Outcome 1:	Demonstrate an understanding of the health and safety legislation that pertains to the horticultural industry.						

SO1	**Assessment Criteria**	**Evidence Guide**
AC1	The implications and impact of the OHS Act are described and explained in terms of its relevance in the workplace.	SA – Knowledge Assessment
AC2	Provisions of the Act are identified for their relevance in the horticultural industry.	SA – Knowledge Assessment
AC3	An employer's roles and responsibilities to provide the necessary PPC and PPE for workers, are described within the context of the Act's requirements.	SA – Knowledge Assessment
AC4	The necessity for employers to provide safe working conditions for workers, is explained in keeping with the stipulations of the Act.	SA – Knowledge Assessment
AC5	An employee's duty to adhere to safety precautions is explained in respect of the prevention of safety incidents.	SA – Knowledge Assessment
AC6	The duty of all employees to be constantly aware of the safety of co-workers is described in accordance with their responsibility to ensure that the safety of others is not jeopardised.	SA – Knowledge Assessment

Specific Outcome 2:	Identify potential hazards in the workplace and indicate the correct procedures to follow for the prevention of a safety incident.

SO2	**Assessment Criteria**	**Evidence Guide**
AC1	The importance of hazard awareness is explained in accordance with the objective of minimising safety incidents.	SA – Knowledge Assessment
AC2	Reasons why a potential hazard must be immediately reported are listed and the appropriate reporting procedures are described in accordance with the company's SOPs.	SA – Knowledge Assessment
AC3	The hazards that wet and slippery surfaces may pose is explained and a description is given of the precautionary measures to be observed in order to avoid/prevent a safety incident from occurring.	SA – Knowledge Assessment
AC4	The possible hazards that may be encountered when digging in the vicinity of underground cables are described in terms of the potential safety risk that these pose and the necessity of having these accurately indicated.	SA – Knowledge Assessment
AC5	The operation of electrically powered mowers and edge-trimmers are described in terms of the possible safety incidents that can result from misuse.	SA – Knowledge Assessment
AC6	The extreme hazards that can occur when operating chainsaws are described in terms of the injuries that can be sustained.	SA – Knowledge Assessment
AC7	The importance of identifying any abnormal sound, sight or smell that may emanate from maintenance machinery is explained within the objectives of maintaining safety.	SA – Knowledge Assessment
AC8	The dangers of combustible fuels are described within the context of their use in horticultural machinery.	SA – Knowledge Assessment

Specific Outcome 3:	Indicate the safe operating practices that are essential for the prevention of a safety incident.	
SO3	**Assessment Criteria**	**Evidence Guide**
AC1	Reasons why safety shoes/boots and glasses must be worn whilst mowing are explained.	
AC2	The cable "following" practices for electrically operated mowers and edge-trimmers are used in accordance with the company's SOPs.	SA – Observational Assessment
AC3	The safe lifting techniques and practices for moving heavy objects are demonstrated in accordance with the company's SOPs.	SA – Observational Assessment
AC4	The safety precautions and procedures that must be followed when working with combustible fuels are demonstrated in accordance with the company's SOPs.	SA – Observational Assessment
AC5	The safety precautions and operating procedures that must be adhered to when working with chainsaws are demonstrated in accordance with the company's SOPs.	SA – Observational Assessment
AC6	Practices for the loading and securing of tools and equipment on vehicles are demonstrated in accordance with the company's SOPs.	SA – Observational Assessment
Specific Outcome 4:	Describe the principles and practices that must be applied to ensure the safe use and storage of hazardous chemicals.	
SO4	**Assessment Criteria**	**Evidence Guide**
AC1	Various hazardous horticultural chemicals are identified and the safe handling practices for these are demonstrated in accordance with the company's SOPs.	SA – Observational Assessment
AC2	The responsible use of chemical agents is explained in terms of the necessity of adhering to the environmental protection practices.	SA – Knowledge Assessment
AC3	The hazard symbols and colour coding of control chemicals are identified in accordance with their classification and degree of toxicidity.	SA – Knowledge Assessment
AC4	The importance of following the warning signage on all herbicide and pesticide containers is explained in relation with the prevention of a safety incident.	SA – Knowledge Assessment
AC5	Various items of PPE to be used when applying herbicides and pesticides are identified and the description of the protection that they afford is given.	SA – Knowledge Assessment
AC6	The safe use of chemical applicators are demonstrated in accordance with the company's SOPs.	SA – Observational Assessment
AC7	The necessity of returning any unused/surplus chemicals to the chemical store is explained in terms of the possible consequences that may occur if this is ignored.	SA – Knowledge Assessment
Specific Outcome 5:	Explain the positive contribution that good housekeeping has on the maintenance of health and safety in the workplace.	
SO5	**Assessment Criteria**	**Evidence Guide**
AC1	Reasons why various good housekeeping practices must be adhered to, are explained in accordance with the aims and objectives of maintaining safety in the horticultural environment.	SA – Knowledge Assessment
AC2	The requirements for the storage of plants and plant material are described in terms of the practices that are necessary to maintain good housekeeping, as per the company's SOPs.	SA – Knowledge Assessment

AC3	The requirements for the storage of tools and equipment are described in terms of the practices that are necessary to maintain good housekeeping, as per the company's SOPs.	SA – Knowledge Assessment
AC4	The conditions and storage requirements for fertilisers are described in terms of the practices that are necessary to prevent a safety incident, as per the company's SOPs.	SA – Knowledge Assessment
AC5	The conditions and storage requirements for hazardous chemicals are described in terms of the practices that are necessary to prevent a safety incident, as per the company's SOPs.	SA – Knowledge Assessment
AC6	The benefits of utilising good housekeeping practices are explained in relation to the positive results that can be achieved in productivity within an organisation.	SA – Knowledge Assessment
AC7	The benefits of observing good housekeeping practices are explained in respect of the enhancement and maintenance of safety in the horticultural workplace.	SA – Knowledge Assessment

Essential Embedded Knowledge		**Covered**
1.	Impact of health and safety legislation on horticultural practices Potential hazards Standard operating procedures to minimise safety incidents Chemical control substances techniques. Principles and practices of good housekeeping.	FA - Knowledge Assessment

Critical Cross-field Outcomes (CCFO)		**Covered**
1.	IT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by: Applying the safety precautions and procedures when working with hazardous chemicals. Using the appropriate PPC in the workplace. UNIT STANDARD CCFO WORKING The learner is able to work effectively with others as a member of a team, group, organisation or communities by: Participating with fellow workers in assessing the possible hazards in the workplace. UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage oneself and one's activities responsibly and effectively by: Following the safety procedures for the preparation to mow a lawn. Preparing to apply pesticides and warning those on site of the timing.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

	UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information by: Reading, understanding and following the safety precautions contained on the data sheet of pest control chemicals. UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation by: Reporting on the status of safety incidents for the period in review. Relaying information regarding an identified hazard in the workplace. UNIT STANDARD CCFO SCIENCE The learner is able to use science and technology effectively and critically, showing responsibility towards the environment and health of others by: Understanding the effects that the misuse of control chemicals can have on the environment. UNIT STANDARD CCFO DEMONSTRATING The learner is able to demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: Evident in all Specific Outcomes. UNIT STANDARD CCFO CONTRIBUTING The learner is able to contribute to the full personal development of themselves and the social and economic development of the society at large	

Instructions & Memorandum

You are required to complete the following:

FORMATIVE ASSESSMENT

"Formative Assessment refers to assessment that takes place during the process of learning and teaching" (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Formative Assessment consists of:

Class based activities

1. **Knowledge Component: Knowledge Questions**

   These activities will be completed during the classroom or facilitated session and can be found in the learning material Please answer all the questions provided and submit your answers with your portfolio of evidence.

2. **Observation Assessment**

   To be completed by facilitator at the end of the course.

SUMMATIVE ASSESSMENT

"Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning" (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Summative Assessment consists of:

3. **Workplace Assignment**

   Please complete the assignment by following the instructions provided.

4. **Personal Narrative**

   The personal narrative offers a chance for you to reflect on the financial requirements of a new venture and prove your competency in the application of the learning. The narrative is part of the practical component of your assessment and will review your understanding of the course material.

5. **Logbook**

   Please complete the Log Book by following the instructions provided.

KNOWLEDGE ASSESSMENT GUIDE

1. ACTIVITY WORKBOOK

UNIT STANDARD: 264192 Provide care for ornamental plants

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC1

1. List the personal protective equipment items that must be utilised when using hazardous chemicals.

Gloves. Overcoat. Protective eye wear.

US REFERENCE: SO1 AC2

2. List the personal protective clothing should be worn while providing care for ornamental plants and conducting plant maintenance.

Gloves. Overcoat.

US REFERENCE: SO1 AC4

3. Explain the importance of identifying any hazards in the workplace.

To avoid accidents and injuries from occurring.

US REFERENCE: SO1 AC5

4. List the benefits of utilising good housekeeping practices in terms of the role that these procedures play in minimizing the occurrence of safety incidents.

If no items are lying around, it will minimise the chances of someone tripping and falling over items left lying around.

US REFERENCE: SO2 AC1

5. Explain the impact of stress that occurs in newly-planted plants when hot weather prevails.

Generally, heat stress of a plant will show itself by wilting, which is a sure sign that water loss has taken place. If this is ignored, the condition will worsen, as the plants will eventually dry up, turning a crunchy brown before dying. In some cases, yellowing of the leaves may occur.

US REFERENCE: SO2 AC 2

6. Explain the effect that cold weather may have on frost tender plants and the methods to protect these plants from frost damage.

Effect
Low temperatures can result in poor growth. Photosynthesis is slowed down at low temperatures. Since photosynthesis is slowed, growth is slowed, and this results in lower yields. Not all plants grow best in the same temperature range.

US REFERENCE: SO2 AC3

7. List examples of problems which could be encountered with newly-planted plants when wet conditions persist and describe the steps that should be taken to ensure that adequate drainage is provided.

Possible problems
As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC4

8. List the negative effects that dry spells may have on the state of newly-planted plants.

This can hinder the proper development, formation and growth of the plant.

US REFERENCE: SO2 AC5

9. Explain the effect that strong winds have on certain newly-planted plants in terms of the harm caused and the various precautions that can be taken to minimise wind damage.

Effect
Wind affects plant development, causing them to develop shorter and usually stronger stems.

US REFERENCE: SO3 AC1

10. Explain why certain trees and plants should be staked and tied.

Staking is a routine procedure when trees were planted in deep holes and the trees sank.

US REFERENCE: SO3 AC 3

11. List the materials that are used in your workplace for the staking and tying of shrubs and trees.

Wooden stakes.

US REFERENCE: SO4 AC1

12. List the equipment that is commonly used for trimming and describe the particular use of each.

Equipment	Use
Tree Trimmer	Used to trim large branches and sections of the tree to inspire correct growth.

US REFERENCE: SO4 AC2

13. Explain the importance for cutting back and/or trimming of certain plants.

To promote correct forming, development and growth of the plant.

US REFERENCE: SO4 AC3

14. Explain the need for the separation of certain plants from other neighbouring plants. Make use of an example to explain your answer.

As per the learner’s specific example selected for use in the explanation provided.

US REFERENCE: SO4 AC4

15. Explain the reasons why deadheading of certain plants is required.

Deadheading is not harmful to plants. It's simply the removal of mature flowers that are turning brown or losing their petals.

US REFERENCE: SO4 AC5

16. Explain why the suckers of certain plants should be removed.

Suckers can cause a tomato plant to spend energy on the new growth rather than ... flower buds and resulting fruit, which is why some gardeners remove them.

US REFERENCE: SO4 AC6

17. Explain the reasons for the removal of "cross" growth in certain plants.

This may have a long-term impact on plant growth potential.

US REFERENCE: SO5 AC1

18. Explain the reasons for conducting formative pruning of young trees.

To promote correct forming, development and strong growth of the plant.

US REFERENCE: SO5 AC2

19. Explain why certain plants may require pruning.

Pruning is the removal or reduction of certain plant parts that are not required, that are no longer effective, or that are of no use to the plant. It is done to supply additional energy for the development of flowers, fruits, and limbs that remain on the plant.

US REFERENCE: SO5 AC3

20. Explain why pruning cuts must be made above a node of the plant.

To promote correct forming, development and strong growth of the plant.

US REFERENCE: SO5 AC5

21. List the consequences of performing the incorrect pruning on shrubs and trees.

By using improper pruning methods healthy plants are often weakened or deformed.

US REFERENCE: SO6 AC1

22. Explain why plants require a regular supply of nutrition

To promote the health, development and strong growth of the plant.

US REFERENCE: SO6 AC2

23. Explain the benefits of using a feeding program, as opposed to haphazard application of fertilisers

To ensure that the plants receive a regular supply of nutrition.

US REFERENCE: SO6 AC3

24. List the reasons why organic fertilisers are considered as "complete" foods.

Because it contains most if not all of the required plant nutrition.

US REFERENCE: SO6 AC4

25. List the benefits of integrating organic and synthetic fertilisers in a feeding program.

To be able to gain the benefits from each when using both together.

US REFERENCE: SO6 AC8

26. List the possible consequences of neglecting to provide plants with adequate nutrition.

This may hinder and affect the plant's health and growth pattern.

US REFERENCE: SO7 AC1

27. Explain the importance of adhering to the manufacturer's instructions on pesticide containers.

To ensure that the correct dilution and application method is used to get the desired effect from the product.

US REFERENCE: SO7 AC2/3

28. List two (2) examples of insects and other pests that are commonly found in the workplace and explain the damage/prevalence of each that they inflict on the plants and landscape

Insect or Pest	Damage and Prevalence
As per the learner's specific example selected for use in the explanation provided.	As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO7 AC 4

29. Explain the need for implementing the scheduled timing of a pest control strategy.

To ensure that it is done on a regular basis for maximum effectiveness.

US REFERENCE: SO7 AC5

30. Explain the importance of following the prescribed frequency for the applications of the control agents.

To ensure that the correct dilution and application method is used to get the desire effect from the product.

US REFERENCE: SO7 AC7

31. List the consequences of failing to control pests or delaying the use of control strategies

This may result in the plants being affected and infected with pest and health problems.

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC 1

32. List the nutrient deficiencies that occur in cultivated soils versus uncultivated soils.

It may lack some of the minerals and soil characteristics of a natural soil base.

US REFERENCE: SO1 AC2

33. List the macro elements that are often lacking in soils and the reasons why these are considered as the "essential elements".

Macro elements
Macro-elements Nitrogen (N) The element nitrogen is a constituent of all forms of plant material, and is essential for the formation of proteins.

US REFERENCE: SO1 AC3

34. List the major trace elements required by plants and describe the specific functions that they perform.

Major Trace Element	Function
As per the learner's specific example selected for use in the explanation provided.	As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO1 AC4

35. Explain the various forms in which organic fertilisers are available.

Liquid, solid, pellets.

US REFERENCE: SO1 AC5

36. Explain the various forms in which synthetic fertilisers are available.

Liquid, solid, pellets.

US REFERENCE: SO2 AC 1

37. Explain the reasons why soil sampling should be conducted.

To determine the characteristics and quality / contents of the soil.

US REFERENCE: SO2 AC2

38. Explain when it may be required to take a representative soil sample

To determine the characteristics and quality / contents of the soil.

US REFERENCE: SO2 AC4

39. List the occasions when it may be required to take separate samples from one site.

To be able to determine the soil characteristics at different locations or times.

US REFERENCE: SO2 AC5

40. Explain the importance of using a new unused container for the sampling.

To avoid contaminating the sample.

US REFERENCE: SO2 AC6

41. List the reasons why soil samples may not be stored in metallic or wooden containers.

This may spoil the integrity of the soil sample.

US REFERENCE: SO3 AC1

42. List the various types of organic materials that provide nutrition to plants. Make use of examples to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO3 AC2

43. List the benefits that the addition of compost and peat moss bring to the soil.

Water Absorption
Peat moss absorbs 20 times its weight in water and slowly releases it. This allows plants to have a steady supply of water over a long period of time.

Root Growth
Peat moss improves root growth by loosening and aerating soil. Peat moss particularly aids sandy soil by adding consistency.

Peat moss reduces the amount of nutrients carried through the soil that end up out of the reach of the root systems of plants. The soil retains the nutrients within reach of the roots, reducing the need for excess fertilizer.

Soil Health
Peat moss prevents soil from hardening. The organic matter which composes peat moss improves soil composition.

Improves Compost
Peat moss improves a compost pile by reducing odours, absorbing water, and aerating the mixture. Peat moss also extends the life span of a compost pile by several years.

US REFERENCE: SO3 AC3

44. Explain the reasons why organics are considered as an important plant food.

Organic matter may well be considered as fuel for bacterial fires in the soil, which operates as a factory producing plant nutrients. The organic matter is burned to carbon dioxide, ash, and other residues. This provides carbonic acid in the soil water, and the solvent effect of this acidified water on calcium, potassium, magnesium, phosphates, and other minerals in rock form is many hundreds of times greater than that of rain water. At the same time the complex constituents of the organic matter are simplified, and nitrogen in the ammonia is released and converted into the nitrate form. This, very briefly, is the complicated process of decomposition, from which carbon dioxide results as the major simplified end product, together with a host of others in smaller amounts. This gas is released in such large quantities from the soil that the supply in the atmosphere over the earth is maintained at a constant amount.

Decomposition by micro-organisms within the soil is the reverse of the process represented by plant growth above the soil. Growing plants, using the energy of the sun, synthesize carbon, nitrogen, and all other elements into complex compounds. The energy stored up in these compounds is then used more or less completely by the microorganisms whose activity within the soil makes nutrients available for a new generation of plants. Organic matter thus supplies the "life of the Soil" in the strictest sense.

US REFERENCE: SO3 AC4

45. List the benefits of using mulches in landscapes in respect of their water retention capability.

Inhibits weed germination and growth. (Weeds are not only unsightly, but they also steal resources from desirable garden plants!)
Holds in soil moisture, protecting your plants from drying out quickly
Moderates soil-temperature fluctuations (This benefit is especially valuable during that turbulent-weather period in spring when you don't want your plants to be stressed.)
In cold-winter areas, protects plant roots from winter cold and helps prevent frost-heaving, in which plants are literally pushed out of the ground by the natural expansion and contraction of the soil as it cools off and heats up
In hot-summer areas, helps keep plant roots cooler
Depending on what you use, adds a bit of welcome nutrition to your garden as it breaks down

US REFERENCE: SO3 AC5

46. List two examples of organic mulching materials.

Compost - Mulches and feeds the soils as it decomposes. This mulch is free if you have access to your own compost heap. Apply at a depth of 1 - 3 inches.

Pine Needles - Commonly used with acid soils. Cheap, looks great and allows water to pass through freely to the soil below. It decomposes quite slowly however. Apply to a depth of 1 - 1.5 inches

Straw - Provides great insulation, water penetration and weed control. Care should be taken that straw does not contain weed seeds itself. Apply to a depth of 6 - 8 inches.

Grass Clippings - Readily available and decomposes quite quickly adding nitrogen back into the soil. Try not to apply too fresh as it can heat up quite a bit and possibly cause damage to your plants. Apply to a depth of 1 inch.

Newspaper - Provides great weed control and is readily available. Apply mulch on top to keep it in place. Apply in 2 layer sections.

US REFERENCE: SO3 AC 6

47. List the benefits of utilizing liquid organic plant foods.

Dissolves easily.

US REFERENCE: SO4 AC1

48. List the main differences between general and single nutrient fertilisers.

Contains different nutrients.

US REFERENCE: SO4 AC3

49. List the precautions that must be observed when applying granular fertilisers.

Requires additional watering because of its dry nature.

US REFERENCE: SO4 AC4/5

50. List the benefits of using slow release fertilizers.

Releases the nutrients in a slow manner.

US REFERENCE: SO4 AC6

51. List the benefits of using liquid fertilisers

Dissolves easily.

UNIT STANDARD: 264176 Prune and shape shrubs

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC 1

52. List the PPE equipment that should be used while pruning and shaping shrubs.

Gloves. Overcoat.

US REFERENCE: SO1 AC2

53. Explain the importance of wearing gloves while pruning and trimming

To avoid damaging / contaminating plants.

US REFERENCE: SO1 AC3

54. List the potential hazards of using secateurs.

Damage or injury can occur.

US REFERENCE: SO1 AC5

55. List the possible consequences of ignoring safety precautions.

Damage or injury can occur.

US REFERENCE: SO1 AC6

56. Explain the importance of removing all surrounding debris after pruning and shaping shrubs.

To promote the growth of the plant the soil's optimum condition.

US REFERENCE: SO2 AC1

57. Explain the typical dormancy period of a shrub or tree. Make use of an example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC2

58. Explain the need for gauging the correct timing to conduct pruning.

To promote the growth of the plant the soil's optimum condition.

US REFERENCE: SO2 AC3

59. Explain the exact position on a stem, where a pruning cut should be made. Make use of an example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC6

60. List the reasons why hygiene practices should be applied when pruning.

To avoid damaging / contaminating plants.

US REFERENCE: SO2 AC7

61. List the reasons for cleaning and sealing of wounds affected during pruning.

To avoid hindering the plant's health and growth pattern.

US REFERENCE: SO3 AC1

1. Explain the need for performing a basal 'cut back' on a regular basis.

To avoid hindering the plant's health and growth pattern.

US REFERENCE: SO3 AC2

2. List two (2) examples of shrubs that regularly require a basal 'cut back'.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO3 AC3

3. Explain the need for removing the selective 'old' wood from the base of a shrub.

To promote the plants health and growth.

US REFERENCE: SO3 AC4

4. List two (2) examples of shrubs that regularly require the removal of the old wood from the base.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO3 AC 5

5. List the reasons for the emergence of vigorous new growth, following a hard prune.

The plants will photosynthesis constantly.

US REFERENCE: SO4 AC 5

62. Explain the tendency of variegated shrubs to produce branches with only green leaves.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO4 AC6

63. List the correct timing in which to prune variegated shrubs.

Variegation is when the leaves are a mixture of colors, typically green and white or green and yellow. Because the variegation occurs in various shrub types, not all variegated shrubs are pruned at the same time. Pruning time is most often related to which season the shrub flowers and whether the buds form on new or old growth.

US REFERENCE: SO5 AC6

64. Explain the practice of pinching.

Pinching plants is a form of pruning that encourages branching on the plant. This means that when you pinch a plant, you are removing the main stem, forcing the plant to grow 2 new stems from the leaf nodes below the pinch or cut.

US REFERENCE: SO6 AC1

65. Explain the importance of the aftercare that should be given to pruned plants.

Wound care.

US REFERENCE: SO6 AC2

66. Explain the necessity of providing after care for shrubs after dead or damaged wood has been removed

To avoid damage or pest infestations from occurring.

UNIT STANDARD: 264058 Utilise health and safety principles in horticulture

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC 1

67. Explain the typical implications and impact of the OHS Act on a workplace.

The workplace needs to adhere to the rules and legislation as enforced by the OHS act as it applies to the organisation.

US REFERENCE: SO1 AC2

68. Make use of an example of how the OHS Act applies to the horticultural industry.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO1 AC3

69. List the employer's roles and responsibilities to provide the necessary PPC and PPE for workers.

It is the employer's responsibility to ensure the provision of basic PPC / PPE equipment and working conditions as required for staff to perform their job function safely in accordance with the tasks that they are performing and the specific safety requirements.

US REFERENCE: SO1 AC4

70. Explain the importance for necessity for employers to provide safe working conditions for workers.

It is the employer's responsibility to ensure the provision of basic PPC / PPE equipment and working conditions as required for staff to perform their job function safely in accordance with the tasks that they are performing and the specific safety requirements.

US REFERENCE: SO1 AC5

71. Explain the employee's duty to adhere to safety precautions in the workplace.

It is the responsibility of the employee to follow the organisational safety processes / policies and procedures in place to safeguard themselves and others against injury.

US REFERENCE: SO1 AC 6

72. Explain the importance for all employees to be constantly aware of the safety of co-workers.

It is the responsibility of the employee to follow the organisational safety processes / policies and procedures in place to safeguard themselves and others against injury.

US REFERENCE: SO2 AC1

73. Explain the importance of constant hazard awareness in the workplace.

To avoid accidents and injuries occurring from avoidable situations that can be identified and resolved by maintaining a constant level of awareness against possible hazards which may occur.

US REFERENCE: SO2 AC2

74. List the reasons why a potential hazard must be immediately reported.

To avoid accidents and injuries occurring from avoidable situations that can be identified and resolved by maintaining a constant level of awareness against possible hazards which may occur.

US REFERENCE: SO2 AC3

75. List the potential hazards that wet and slippery surfaces may pose.

Someone may slip, fall and injure themselves.

US REFERENCE: SO2 AC4

76. List the possible hazards that may be encountered when digging in the vicinity of underground cables.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC5

77. List important safety points which should be considered and remembered when operating electrically powered mowers and edge-trimmers.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC6

78. List examples of extreme hazards that can occur when operating chainsaws.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC7

79. Explain the importance of identifying any abnormal sound, sight or smell that may emanate from maintenance machinery.

This may be an early tell-tale sign of machine or equipment failure. Therefore this must be reported to avoid further damage / accidents or injuries from occurring.

US REFERENCE: SO2 AC8

80. Explain the dangers when using and storing combustible fuels.

It may catch align or explode.

US REFERENCE: SO4 AC2

81. Explain how chemical agents should be used in a responsible manner in your workplace.

As per the learner's specific organisational policies and procedures.

US REFERENCE: SO4 AC 3

82. Explain the importance of following the warning signage on all herbicide and pesticide containers.

To ensure that persons handling the chemicals are able to clearly identify the type of chemical that they are dealing with and the possible precautions this will need to be taken.

US REFERENCE: SO4 AC5

83. 52. List the PPE equipment that should be used while applying herbicides and pesticides.

Gloves, overall, glasses.

US REFERENCE: SO4 AC7

84. Explain the importance of returning any unused/surplus chemicals to the chemical store.

To avoid it lying around and posing a health risk. To ensure that it can be easily found if needed.

US REFERENCE: SO5 AC1

85. List the reasons why good housekeeping practices must be adhered to.

To avoid accidents and injuries from occurring by leaving unwanted items lying around.

US REFERENCE: SO5 AC2

86. List the requirements for the safe storage of plants and plant material. Make use of example of each to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO5 AC 3

87. List the requirements for the safe storage of tools and equipment material. Make use of example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO5 AC4

88. List the storage requirements for the safe storage of fertilizers. Make use of example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO5 AC5

89. List the storage requirements for the safe storage of hazardous chemicals. Make use of example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO5 AC6/7

90. List the benefits of implementing good housekeeping standards and procedures in the workplace.

To avoid accidents and injuries from occurring by leaving unwanted items lying around.

UNIT STANDARD: 264017 Utilize irrigation equipment and operate manual sprinkler systems

Important Note: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

US REFERENCE: SO1 AC1

91. List the occasions when you would be required to use fine droplets from a watering can or hand-held spray nozzle. Make use of an example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO1 AC2

92. List the occasions in which watering may be conducted with a bucket or hand-held hose without a nozzle. Make use of an example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO1 AC3

93. List the methods which could be used to conduct watering to prevent the wetting of tiled or paved areas.

Make use of a cover.

US REFERENCE: SO2 AC1

94. List two (2) main sprinkler types and explain the characteristics and operation of each.

Sprinkler Type	Characteristics	Operation
a) As per the learner's specific example selected for use in the explanation provided.	As per the learner's specific example selected for use in the explanation provided.	As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC2

95. List the criteria for selecting sprinklers to suit the coverage and droplet size. Make use of an example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO2 AC 3

96. Explain the importance of preventing runoff and soil erosion.

To maintain the soil's integrity and the it's optimum condition to promote the health and growth of plants.

US REFERENCE: SO3 AC1

97. Explain what is meant by the term "rate of precipitation".

The amount of equivalent rainfall, per hour, that an area under irrigation receives

US REFERENCE: SO3 AC2

98. List the ideal operational time of each zone to complete a watering cycle. Make use of an example to explain your answer.

As per the learner's specific example selected for use in the explanation provided.

US REFERENCE: SO3 AC4

99. List the advantages of using a "solid set" irrigation system as opposed to a portable pipe/dragline system.

Longer lasting and more effective.

US REFERENCE: SO3 AC5

100. Explain the importance of adhering to uniform spacing of watering positions of draglines and portable pipes.

To promote the most effective application of watering techniques through even distribution.

2. OBSERVATION ASSESSMENT GUIDE

This Observation Assessment will be completed by the facilitator/assessor based on the learner's performance.

UNIT STANDARD: 264192 Provide care for ornamental plants

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO1 AC 3

1. The use of all hand tools utilised in plant care is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively and safely making use of the hand tools in line with organisational policies and procedures for the operation thereof.

US REFERENCE: SO3 AC 2

2. Examples of commonly found trees, shrubs, perennials and annuals are identified in terms of their particular staking and tying requirements.

Dates:
Observe the learner being able to accurately identify various types of commonly found trees, shrubs, perennials and annuals.

US REFERENCE: SO3 AC4

3. The methods of ensuring the long term protection of stems when tying to the stakes are demonstrated in accordance with procedures.

Dates:
Observe the learner implementing procedures to promote and ensure the long term protection of the stems.

US REFERENCE: SO3 AC5

4. A tree is staked and tied in accordance with procedures.

Dates:
Observe the learner effectively completing the tying and staking of the trees in accordance with company procedures.

US REFERENCE: SO3 AC6

5. Perennials and annuals are staked and tied in accordance with procedures.

Dates:
Observe the learner effectively completing the tying and staking of the perennials and annuals in accordance with company procedures.

US REFERENCE: SO4 AC 5

6. The area on a stem, where a cut should be made is indicated and the techniques for making a cut are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location on the stem where the cut should be made and then completing the cutting of the stem in line with organisational procedures.

US REFERENCE: SO5 AC4

7. The various pruning techniques that are used on shrubs and trees are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO6 AC5

8. The various methods of applying fertilisers are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating at least two (2) different methods for applying fertilizers in line with company procedures.

US REFERENCE: SO6 AC6

9. The methods of spreading composts and manures among plants are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating at least two (2) different methods for spreading compost in line with company procedures.

US REFERENCE: SO6 AC7

10. The methods of spreading mulches between plants are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating the correct spreading methods for spreading mulches in line with company procedures.

US REFERENCE: SO7 AC 6

11. The procedures for the safe application of pesticides are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating the correct application technique and methods for the application of pesticides in line with company procedures.

UNIT STANDARD: 264180 Provide nutrition to plants and landscapes

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO2 AC3

12. The methods of collecting the soil samples are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating the correct technique and method to collect soil samples in line with company procedures.

US REFERENCE: SO3 AC7

13. Examples of commonly used organic plant foods are identified in terms of their origins and nutritional value to plants.

Dates:
Observe the learner effectively identifying different plant foods as required by different plant species in line the organisational requirements.

US REFERENCE: SO4 AC2

14. The methods of applying these are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating the correct technique and method to apply and work in the plant foods in line with company procedures.

UNIT STANDARD: 264176 Prune and shape shrubs

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO1 AC 4

15. The safe use of secateurs to prune and shape shrubs is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO2 AC 4

16. The slope of a pruning cut, relative to the selected bud is demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO2 AC 5

17. The different types of pruning cuts and the techniques to perform these are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating different pruning cutting techniques in line with the plant and organisational requirements.

US REFERENCE: SO2 AC8

18. The methods of sealing pruning cuts and wounds are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner effectively completing wound sealing techniques after the pruning cuts has been made.

US REFERENCE: SO4 AC2

19. The methods of pruning early flowering deciduous shrubs are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO4 AC3

20. The methods of pruning summer flowering deciduous shrubs are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO4 AC4

21. The methods of pruning evergreen shrubs are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO4 AC7

22. The procedures for the pruning of variegated shrubs are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO5 AC1

23. The formative pruning of bushes and trees which have lateral branches that extend to the ground are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO5 AC2

24. The practices for the formative pruning and staking of young standard trees are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO5 AC3

25. The practices for the formative pruning of young shrubs are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO5 AC4

26. The practices for the formative pruning of annuals are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pruning is required to be made and then completing the pruning in line with organisational procedures.

US REFERENCE: SO5 AC5

27. The techniques used in pinching are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the pinching is required to be made and then completing the pinching in line with organisational procedures.

US REFERENCE: SO6 AC3

28. The procedures for the staking and tying of small trees are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner accurately identifying the exact location where the staking and tying is required to be made and then completing the procedure in line with organisational requirements.

UNIT STANDARD: 264058 Utilise health and safety principles in horticulture

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO3 AC2

29. The cable "following" practices for electrically operated mowers and edge-trimmers are used in accordance with the company's SOPs.

Dates:
Observe the learner demonstrating the correct procedure to "follow" the cable throughout the operation of the electronic mower or edge-trimmer.

US REFERENCE: SO3 AC3

30. Methods and procedures for safely locating underground cables are demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner demonstrating techniques in line with organisational procedures to safely locate underground cable areas.

US REFERENCE: SO3 AC4

31. The safe lifting techniques and practices for moving heavy objects are demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner demonstrating the correct procedure to lift and move heavy items with the assistance of lifting or moving equipment (if available) and in line with organisational procedures.

US REFERENCE: SO3 AC5

32. The safety precautions and procedures that must be followed when working with combustible fuels are demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner demonstrating the correct safety procedures during usage / storage of combustible fuels and chemicals in line with organisational procedures.

US REFERENCE: SO3 AC6

33. The safety precautions and operating procedures that must be adhered to when working with chainsaws are demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner demonstrating the correct safety procedures during usage / storage of chainsaws in line with organisational procedures and manufacturer's instructions.

US REFERENCE: SO AC

34. Practices for the loading and securing of tools and equipment on vehicles are demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner completing the safe loading and packing of vehicles and securing the cargo effectively in line with organisational procedures.

US REFERENCE: SO4 AC1

35. Various hazardous horticultural chemicals are identified and the safe handling practices for these are demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner identifying the hazardous chemicals according to their symbols and then demonstrating safe handling and storage techniques in line with organisational requirements.

US REFERENCE: SO4 AC3

36. The hazard symbols and colour coding of control chemicals are identified in accordance with their classification and degree of toxicity.

Dates:
Observe the learner identifying the hazardous chemicals according to their symbols and then demonstrating safe handling and storage techniques in line with organisational requirements.

US REFERENCE: SO4 AC6

37. The safe use of chemical applicators is demonstrated in accordance with the company's SOPs.

Dates:
Observe the learner demonstrating the safe application of hazardous chemicals through the use of an application device.

UNIT STANDARD: 264017 Utilize irrigation equipment and operate manual sprinkler systems

The assessor to complete the following: Remember to cover all range items. Assessor to record observations of learner's performances and / or make clear references to evidence attached in the spaces provided.

US REFERENCE: SO4 AC1

38. The methods for inspection and testing the various sprinkler types are demonstrated in accordance with the manufacturer's guidelines.

Dates:
Observe the learner completing the inspection procedure on at least two (2) different sprinkler systems in line with organisational procedures.

US REFERENCE: SO4 AC2

39. The cleaning and routine maintenance of the various sprinklers are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating effective cleaning techniques to effectively clean the heads and points of the sprinkler systems in line with organisational procedures.

US REFERENCE: SO4 AC3

40. The procedures for the caring of watering cans and hose-end irrigation equipment are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating the correct care and maintenance procedures for watering cans and irrigation equipment in line with organisational standards.

US REFERENCE: SO4 AC4

41. The correct handling procedures when transporting and storing irrigation equipment are demonstrated in accordance with the company's procedures.

Dates:
Observe the learner demonstrating the correct storage and transporting procedures for irrigation equipment in line with organisational standards.

3. PERSONAL NARRATIVE

Answer the following questions based on your experience during the completion of this module. Discuss what you did well and what you would like to do differently.

	What went well?	What would I do differently?
1	***I was able to identify and solve problems effectively throughout the various activities completed in this module.***	
2	***I was able to understand how different workplace activities have an impact on each other.***	
3	***I was able to use new technology effectively in my daily tasks that I carried out.***	
4	***I was able to communicate effectively with my team members and supervisors.***	
5	***I was able to complete all my work in an organized and efficient manner.***	
8	**Additional Comments**	

	Learner Name:		**Signature**	
	Assessor Name		**Signature**	
	Date		**Date**	

4. WITNESS TESTIMONY

Workplace Testimonial Evidence

Instructions:

The following section must be completed by the learner's supervisor / manager in the workplace based on the learner's workplace performance relevant to the Unit Standard completed.

Constructive comments and testimonial evidence may also be attached in a separate document and referenced in the section below.

Testimonial Comments and Evidence of Workplace Performance			
Unit Standard Title			SAQA ID:
Supervisor / Manager Testimonial			
Unit Standard Title			SAQA ID:
Supervisor / Manager Testimonial			
Unit Standard Title			SAQA ID:
Supervisor / Manager Testimonial			
Supervisor Acknowledgement			
Date:		Supervisor Signature	
Assessor Acknowledgement			
Date:		Assessor Signature	
Comments and Feedback			
Learner Acknowledgement			
Date:		Learner Signature	
Comments and Feedback			
Moderator Acknowledgement			
Date:		Moderator Signature	

5. LOGBOOK

This log book has been included to record all time spent on the report and assignment as well as other activities related to developing, implementing and monitoring a quality policy for a new venture. These activities should add to a total of 28 hours.

Time spent completing an activity should be signed off by a supervisor, mentor or witness where possible.

Learner Name:					
Course Name					
Unit Standard Name					
ID Number					
Unit Standard Name					
ID Number					
Unit Standard Name					
ID Number					
Unit Standard Name					
ID Number					

Activity	Start Date	End Date	Total No of Hours	Sign Off by Supervisor / Manager / Mentor / Witness		
				Name & Surname	Relationship to Learner	Signature

FEEDBACK SECTION
Comments from Learner:

JUDGEMENT	
Meet the requirements: ☐ Requires additional evidence: ☐ Can continue to the next assessment: ☐	Do not meet the requirements: ☐ Requires another assessment: ☐ Requires another assessment by another assessment: ☐
Action required:	By when:
Assessor's feedback remarks	

Declaration by Learner		
I, _____ declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument.		
Learner Name & Signature Date	Assessor Name & Signature Date	Moderator Name & Signature Date

ASSESSMENT DECISION	

Indicate with a tick in the relevant sections:

The learner has not submitted sufficient evidence and is therefore not yet competent	
The learner is required to submit additional evidence against the following:	
The learner is required to improve in the following:	
The learner is required to be reassessed:	
The learner is required to be assessed by another assessor:	
The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes	
The learner is competent against the listed unit standards	
The learner can be issued with a unit certificate	
The learner has completed a full qualification	

Assessors full name & signature	Date

Declaration by Learner		
I, _____ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process.		
Learner name & sign Date	Assessor name & sign Date	Moderator name & sign Date

Reassessment Decision	
The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes	
The learner is competent against the listed unit standards	
The learner can be issued with a unit certificate	
The learner has completed a full qualification	

Assessors full name & signature	Date

Declaration by Learner		
I, _____ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process.		
Learner name & sign Date	Assessor name & sign Date	Moderator name & sign Date

EVALUATION OF ASSESSMENT			
Learner Name		**Assessor name**	
Unit Stds		**Date**	

Review dimension	Learner Yes	Learner No	Assessor Yes	Assessor No	Action
Were the principles / criteria for good assessment achieved?					
Did the assessment relate to the registered standard?					
Was the assessment practical?					
Was it time efficient and cost-effective?					
The assessment did not interfere with my normal responsibilities?					
Was the assessment instrument fair, clear, and understandable?					
The assessment judgment was made against set requirements?					
Was the venue and equipment functional?					
Were special needs identified and the assessment plan adjusted?					
Was feedback and communication constructive?					
Was an opportunity to appeal given?					
Was all evidence recorded?					
Were the review / evaluation process apparent and user friendly?					

Learner Declaration of Understanding		
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid		
Learner Name & Sign Date	Assessor Name & Sign Date	Moderator Name & Sign Date