

# Certificate in Organic Horticulture



**B.E.S.T. in Horticulture Limited**

Bespoke Education and Specialist Training

*Delivering fully-supported distance and blended courses in horticulture*

**Blended Learning Option  
Guide**

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# The B.E.S.T. Certificate in Organic Horticulture Blended Learning Option

## Introduction

This qualification is aimed at anyone who has an interest in organic horticulture. There are no formal entry requirements and it is suitable for a wide age range of learners. The modules have been designed to enable learners to acquire the knowledge and skills to implement facets of organic horticulture, and with the completion of the full qualification, to plan construct and maintain an organic garden.

The qualification is suitable for:

- those who wish to garden in an environmentally sound and sustainable manner
- allotment holders who wish to sustainably produce organic fruit and vegetables
- community and school gardeners who want to promote organic horticulture, and
- professionals who wish to develop their organic horticultural knowledge and skills, who may work in the heritage sector e.g. for English Heritage, The National Trust etc.

## Structure of the Qualification

To achieve a B.E.S.T. Certificate in Organic Horticulture a learner must successfully achieve a minimum of eight modules. Three modules are compulsory, they are:

- 01 Principles which underpin sustainable horticulture practices**
- 02 Planning an organic garden**
- 03 Managing soil, growing media and maintaining fertility**

A learner is free to choose any other five modules of study and may if they wish study additional modules. These are listed overleaf.

## Modules of Study

- 01 **Principles which underpin sustainable horticulture practice**
- 02 **Planning an organic garden**
- 03 **Understanding the properties of soil and importance of soil biology**
- 04 Managing soil, growing media and maintaining fertility
- 05 Importance of habitat provision and biodiversity
- 06 Planning year round organic vegetable growing
- 07 Vegetable growing methods, harvesting, storage and seed saving
- 08 Growing annuals, biennials and herbaceous perennials sustainably
- 09 Choosing and maintaining trees and shrubs sustainably
- 10 Selecting and maintaining lawns and wildlife friendly alternatives
- 11 Prevention, identification and organic control of garden pests, diseases and disorders
- 12 Prevention, identification and organic control of garden weeds

**Note: The Modules in bold are mandatory**

# How to Collect Suitable and Sufficient Evidence

We have designed a number of forms to provide structure for you when collecting evidence so that you do not miss out any crucial details. These are:

- Form 1 Assessment in the Workplace – Evidence Recording Sheet
- Form 2 Assessment at the Centre – Evidence Recording Sheet
- Form 3 Candidate's Performance of Activities – Evidence Recording Sheet
- Form 4 Written Evidence Recording Sheet
- Form 5 Witness Testimony – Evidence Recording Sheet

They look like this:

**Form 1**

**Form 2**

**Form 3**

**Form 1**

**Form 2**

**Form 3**

**Form 4**

**Form 5**

**Form 4**

**Form 5**

## How to use each form

### Form 1 Assessment in the Workplace – Evidence Recording Sheet

This form records the results of an assessment carried out by a work based assessor of a real or simulated activity in the workplace. Providing it has been signed and dated it can be offered as performance evidence in your portfolio. You are only responsible for completing the area shaded in green on the second page, the assessor completes all the other parts shaded in red.

### Form 2 Assessment at the Centre – Evidence Recording Sheet

This form records the results of an assessment carried out by an assessor of a real or simulated activity at the Centre, where the qualification is being assessed. Providing it has been signed and dated it can be offered as performance evidence in your portfolio. You are only responsible for completing the area shaded in green on the second page, the assessor completes all the other parts shaded in red.

### Form 3 Candidate's Performance of Activities – Evidence Recording Sheet

You should use this form to record evidence of activities you have undertaken, that wish to include in your portfolio to show that you have successfully met specific aspects of this qualification. You only write in the areas shaded green, the assessor uses the areas shaded in red. You must sign and date this form where indicated. Once this form has been assessed by a qualified assessor, signed and dated it is evidence to support competence for the aspects of the qualification as indicated.

**We strongly encourage you to attach relevant images (photographs), diagrams, drawings, and any other information to this document as it helps to support your submission.**

### Form 4 Written Evidence Recording Sheet

You should use this form to provide written evidence of understanding when it is specifically asked for, for example where confirmation of important principles or knowledge are required.

You must complete the relevant sections (shaded in green, the areas shaded in red are for the assessor to use) before it is offered for assessment. Once this form has been assessed by a qualified assessor, signed and dated it is admissible as evidence to support competence for the aspects of the qualification as indicated.

**We strongly encourage you to attach relevant images (photographs), diagrams, drawings, and any other information to this document as it helps to support your submission.**

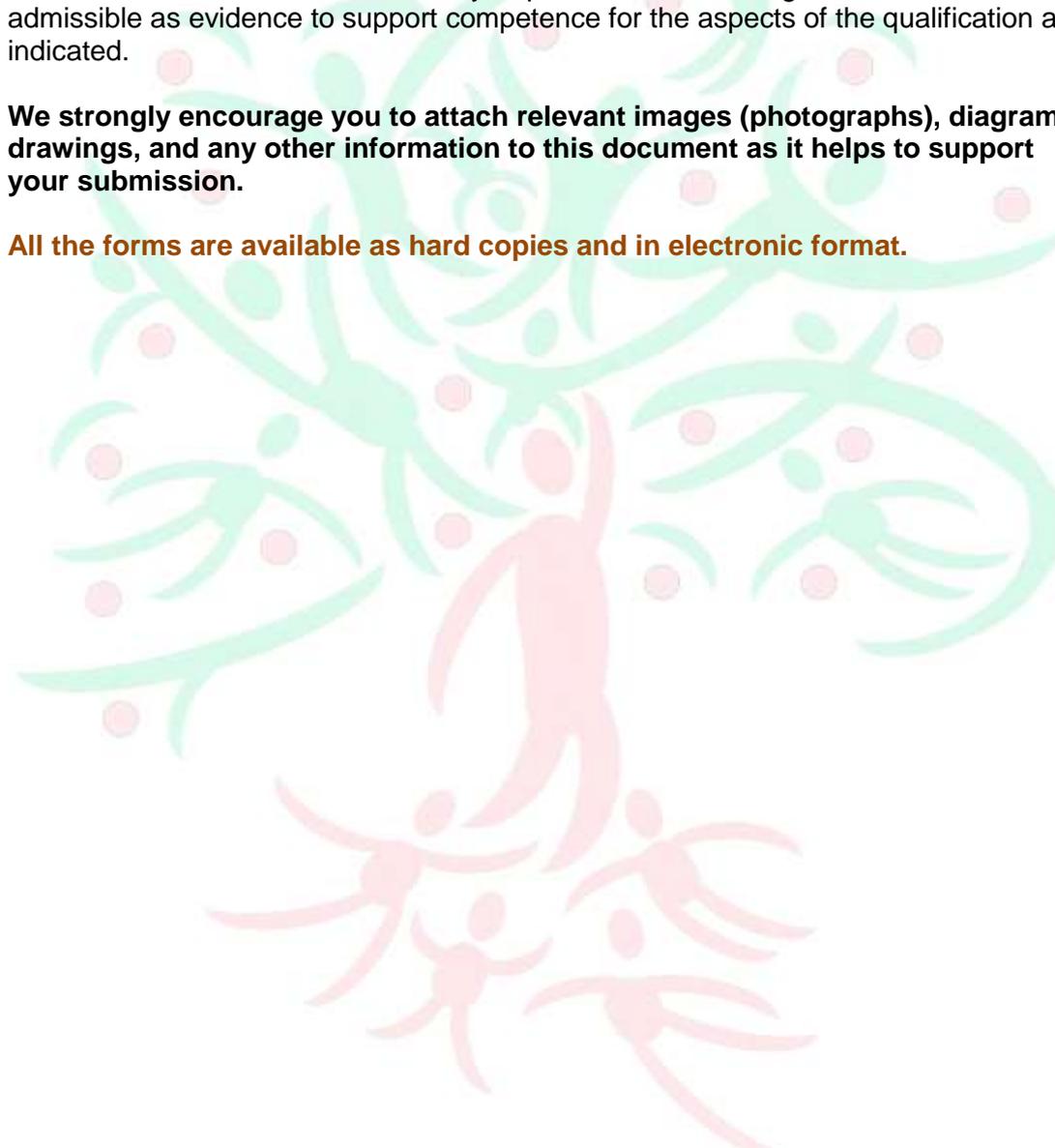
## Form 5 Witness Testimony – Evidence Recording Sheet

You should use this form to collect evidence from people other than work based assessors or centre based assessors. It can be completed by **any** person who may have witnessed you carrying out an activity that you wish to include in your portfolio to show that you have successfully met specific aspects of this qualification.

The witness must complete this form where indicated (in the areas shaded amber) as well as sign and date it. You must also complete the relevant sections (shaded in green) before it is offered for assessment (the assessor uses the areas shaded red.) Once this form has been assessed by a qualified assessor, signed and dated it is admissible as evidence to support competence for the aspects of the qualification as indicated.

**We strongly encourage you to attach relevant images (photographs), diagrams, drawings, and any other information to this document as it helps to support your submission.**

**All the forms are available as hard copies and in electronic format.**



## Important Information

In the following sections we have provided guidance on how to evidence each of the outcomes and specifically all of the content.

**You will undertake practical assessment at a centre authorised by B.E.S.T. in Horticulture Limited. This is currently at:**

**Garden Organic  
Ryton Gardens,  
Wolston Lane  
Coventry  
Warwickshire.  
CV8 3LG**

**Assessment will be carried out on the days and at the times published.**

**The parts of this qualification that will be practically assessed are shaded red. You will be given a completed form 1 for each assessment, which you need to place in your portfolio.**

**All other aspects, those shaded in green will be assessed on the evidence you submit either electronically or in hard copy (paper); full guidance is given in this document.**

**We don't want you to write more than you have to; we prefer quality of evidence over quantity. Always be clear and whenever possible concise.**

**It is permissible to submit more than one piece of evidence on a single form. All you have to do is indicate what module, what outcome and what content number(s) are covered.**

**You do not have to use the specific form suggested, for example instead of using form 3, you may choose to use form 4 as someone has witnessed you carrying out that activity.**

**If you feel you want to provide evidence in another way, please email your assessor and get their agreement before going ahead.**

**Supplementary information in the form of images (digital or photographs), diagrams, drawings, or documents can be useful in providing evidence to support your competence; we urge you to include them.**

# Module 01

## Principles which underpin sustainable horticultural practice

For outcome 1 (outlining the principles of organic horticulture) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
outlining the standards of commercial organic production as defined by the International Federation of Organic Agricultural Movements (IFOAM)	Use form 4 Written Evidence Recording Sheet  Write a concise summary giving the basic details.
outlining the Soil Association's standards as defined by the Advisory Committee on Organic Standards (ACOS).	Use form 4 Written Evidence Recording Sheet  Write a concise summary giving the basic details.
describing how the Principles of Organic Gardening inform sustainable garden practice	Use form 4 Written Evidence Recording Sheet  Write a concise account of how the principles guide sustainable practice.
stating the underlying principles of organic horticulture, which include:  (a) to practice suitable organic methods to build a healthy fertile soil (b) using organic matter to improve soil structure, fertility and moisture retention (c) sustainable use of resources with minimal reliance on outside inputs (d) use practices which negate the need for non-organic fertilisers and harmful plant protection products (e) encouraging diversity of plants, wildlife and a balanced ecosystem (f) excluding the use of genetically modified organisms (GMOs) (g) ethical choices, sustainable sourcing, plan to minimise waste (h) manage waste on the principles of; reduce, re-use and recycle wherever possible	Use form 4 Written Evidence Recording Sheet  State using bullet points how you will apply the principles (a-h) in your own garden or horticultural activities.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
explaining why organically raised plants should be better adapted to their environment and less susceptible to pests, diseases and disorders.	Use form 4 Written Evidence Recording Sheet  Write a short statement which makes it clear why organically raised plants are better adapted and less susceptible.
explaining why it may take time to develop a healthy garden ecosystem allowing for a natural balance of parasites, predators, pests and a well-structured living soil.	Use form 4 Written Evidence Recording Sheet  Write a short statement which makes it clear why it takes time to develop a healthy ecosystem.
stating that all inputs (seeds, plants, compost etc.) should be from organic sources wherever possible and should have Soil Association (or equivalent European) certification, and comply with the Principles of Organic Gardening	Use form 4 Written Evidence Recording Sheet  Write a short statement that gives reasons why all inputs should come from recognised organic sources.
explaining why appropriate plant selection is particularly important in organic culture in respect of: plant health and resistance to pests, diseases and disorders. Right plant, right place.	Use form 4 Written Evidence Recording Sheet  Write a short statement which makes it clear why it is important to put the right plant in the right place.

For outcome 2 (explaining the importance of making ethical choices in respect of horticultural practice and the use of resources) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
explaining why the use of organic best practice and sustainable use of resources is fundamental to organic horticulture	Use form 4 Written Evidence Recording Sheet  Write a short statement which makes it clear why best practice and sustainable use of resources is fundamental to organic horticulture.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating how the Principles of Organic Gardening give gardeners a framework to make ethical choices regarding practices and resources they use	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Write a short statement which outlines how the Principles of Organic gardening give gardeners a framework in regard to practices and the resources they use.</p>
stating the practices and resources acceptable in organic horticulture	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Under the headings practices and resources, use bullet points to list those acceptable.</p>
stating which practices and products are not acceptable in organic gardening	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Under the headings practices and resources, use bullet points to list those not acceptable.</p>

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**

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# Module 02

## Planning an Organic Garden

For outcome 1 (describe the factors to take into consideration when planning a garden to mitigate the effects of climate change) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>describing how to reduce one's contribution to climate change when planning a garden:</p> <ul style="list-style-type: none"> <li>(a) reduce dependency on external inputs in favour of those produced on site.</li> <li>(b) use of recycled or reused materials where possible</li> <li>(c) avoid bringing in new materials, but if necessary ensure that preference is given to those which have least environmental impact</li> <li>(d) use of porous materials for hard landscaping surfaces to reduce localised flooding</li> <li>(e) use of plants appropriate to local climate and environmental conditions</li> <li>(f) planning to reduce the need for maintenance and inputs e.g. use of power tools and fossil fuels</li> <li>(g) use of renewable energies for heating/lighting of garden structures and features</li> <li>(h) Inclusion of living boundaries to absorb CO<sub>2</sub></li> </ul>	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Under each of the points (a-h) as headings, use bullet points to suggest how you would reduce your contribution to climate change when planning a garden</p>
<p>stating the meaning of biodiversity and explain its importance in an organic system</p>	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Give the meaning of biodiversity and make it clear why it is important in an organic system.</p>

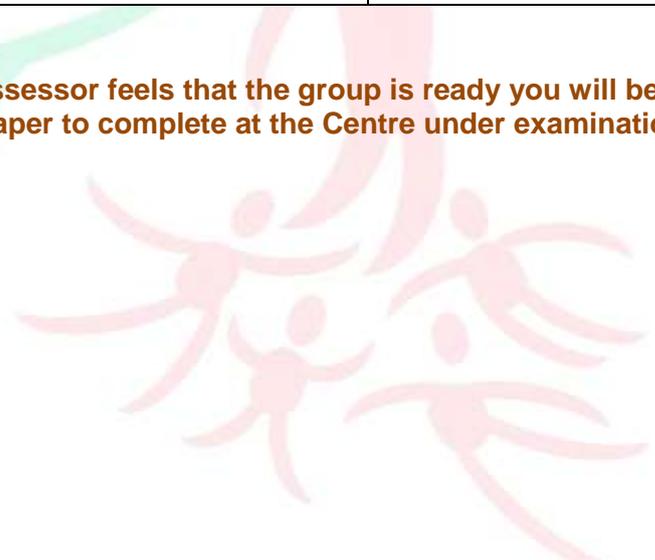
Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>1. describing the environmental consequences of the following:</p> <p>(a) use of non-sustainable resources            (b) energy use and the greenhouse effect            (c) poor waste management techniques            (d) direct and indirect destruction of habitats            (e) use of plant protection products (pesticides) and non-organic fertilisers            (f) inappropriate collection of plants from the wild            (g) introduction of potentially invasive species</p>	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Using write a short account of the consequences of (a-g)</p>
<p>describing how alternative sources of energy can be used in gardens</p>	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Write a short account giving some examples of how alternative energy can be used in gardens</p>
<p>describing how to reduce reliance on water usage in the garden and state ways to collect and store waste/rain water.</p>	<p>Use form 4 Written Evidence Recording Sheet</p> <p>Write a short account giving some examples of how to reduce water usage and ways in which to collect and store waste and rainwater in gardens.</p>

For outcome 2 (plan and design an ornamental organic garden) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in January</b>
<p>carrying out a site assessment</p>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p> <p>Hand in your site assessment for evaluation.</p>

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form)
carrying out a visual soil assessment	Use form 2 Assessment at the Centre – Evidence Recording Sheet. . Hand in the details of your soil assessment.
producing a site plan	Submit a copy of the site plan for evaluation.
producing a master plan to include (as appropriate): boundaries, siting of facilities e.g. compost, water storage, hard landscaping (includes all the horizontal and vertical elements e.g. paths, walls, fences, pergolas, garden buildings etc). Ponds/water features. Soft landscaping may include: hedges/living screens, lawns and lawn alternatives, trees, shrubs, herbaceous, biennials, annuals, top fruit, soft fruit, vegetables. Specific details of habitat creation for wildlife and beneficials	Submit a copy of the master plan for evaluation, ensuring that includes all the things appropriate to your site.

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**



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# Module 03

## Understanding the properties of soil and the importance of soil biology

For outcome 1 (assess the physical characteristics and pH of soil) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in October</b>
examining a soil profile to assess the horizons and structure.	Use form 2 Assessment at the Centre – Evidence Recording Sheet.  Complete proforma and attach image(s) of the profile if possible.
carrying out a soil texture test	Use form 2 Assessment at the Centre – Evidence Recording Sheet.  Complete a proforma with the results of your texture test.
carrying out a soil pH test	Use form 2 Assessment at the Centre – Evidence Recording Sheet.  Carry out a pH test using any suitable test equipment capable of giving you a reliable result. Use the form to describe what you did and attach the results of your test. An image would also be useful to show the result.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
explaining why knowledge of soil characteristics is important to the organic gardener	Use form 4 Written Evidence Recording Sheet  Write a short statement making it clear why knowledge of the soil's characteristics is important to the organic gardener
defining the terms 'soil profile', 'organic matter', 'top-soil', 'sub-soil' and 'parent material'	Use form 4 Written Evidence Recording Sheet  Write a short statement defining each of the terms listed.
naming the components of soil and their approximate proportions in a typical soil	Use form 4 Written Evidence Recording Sheet  Name each of the main components of soil and give the approximate proportions of each as a percentage. (This could be given in the form of a diagram if preferred).
defining the term 'soil structure'	Use form 4 Written Evidence Recording Sheet  Write a short statement defining the term.
explaining how soil structure can be affected by primary and secondary cultivations	Use form 4 Written Evidence Recording Sheet  Using bullet points make it clear in what ways cultivation can affect soil structure.
defining the term 'soil' texture'	Use form 4 Written Evidence Recording Sheet  Write a short statement defining the term.
stating the physical characteristics of sand, silt and clay soils	Use form 4 Written Evidence Recording Sheet  Write a short statement giving the physical characteristics of sand, silt and clay soils.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
explaining the impact of pH on soil health and plant growth.	Use form 4 Written Evidence Recording Sheet  Write a concise account of how pH impacts on both soil health and plant growth.

For outcome 2 (understand the essential role of living organisms in the soil) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing the importance of organic matter in soil	Use form 4 Written Evidence Recording Sheet  Write a concise account of the importance of organic matter in soil. (Illustrations or diagrams may be a useful addition).
describing the role of soil flora, fauna, fungi and bacteria in soil health and nutrient availability	Use form 4 Written Evidence Recording Sheet  Write a concise account of the role of soil flora, fauna, fungi and bacteria in soil health and nutrient availability (Illustrations or diagrams could be used as an alternative to a written description).

For outcome 3 (understand the role of plant nutrients and nutrient cycling) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
listing the major, minor and trace nutrients required for plant growth	Use form 4 Written Evidence Recording Sheet  Provide a list naming the major, minor and trace elements required for plant growth.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing the symptoms of major nutrient deficiencies and excesses	Use form 4 Written Evidence Recording Sheet  Describe in writing or by using coloured drawings deficiencies of the following; nitrogen, potassium, sulphur, calcium, magnesium and phosphorus. State what an excess of each might look like.
describing the effects of pH on nutrient availability	Use form 4 Written Evidence Recording Sheet  Describe in writing or by using a diagram the effect of pH on nutrient availability.
outlining the carbon and nitrogen cycles	Use form 4 Written Evidence Recording Sheet  Using diagrams provide just the main details of both the carbon and nitrogen cycles.

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**

# Module 04

## Managing soil, growing media and maintaining fertility

For outcome 1 (cultivation techniques and practices) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in April/May</b>
preparing a seedbed and sow a green manure	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the advantages and disadvantages of cultivation	Use form 4 Written Evidence Recording Sheet  Under the headings Advantages of Cultivation and Disadvantages of Cultivation, list them using bullet points.
describing the following soil cultivation techniques:  a) no-dig methods b) soil inversion (double digging) c) soil inversion (single digging) d) forking e) consolidation f) levelling g) raking/final tilth production	Use form 4 Written Evidence Recording Sheet  Write a short description of the techniques listed (a-g) and state why each might be used.

For outcome 2 (explain how to produce bulky organic materials) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in April/May</b>
choosing and preparing suitable materials for making garden compost	Use form 2 Assessment at the Centre - Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
Describing different methods of composting:  <ul style="list-style-type: none"> <li>(a) hot composting</li> <li>(b) cold composting</li> <li>(c) trench composting</li> <li>(d) production of leaf mould</li> <li>(e) worm composting</li> <li>(f) Bokashi(fermentation)</li> </ul>	Use form 4 Written Evidence Recording Sheet  Write a short description of the techniques listed (a-g) and state the characteristics of each
Stating the characteristics of the products produced by:  <ul style="list-style-type: none"> <li>(g) hot composting</li> <li>(h) cold composting</li> <li>(i) trench composting</li> <li>(j) production of leaf mould</li> <li>(k) worm composting</li> <li>(l) Bokashi(fermentation)</li> </ul>	(Note: Covered above).

For outcome 3 (explain how to produce liquid feeds) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in April/May</b>
choosing and preparing suitable materials for an organic liquid feed	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing different methods of producing:  (a) plant based liquid feeds e.g. comfrey, nettle (b) animal derived liquid feeds e.g. steeped FYM (c) compost 'teas' (d) liquid from wormeries	Use form 4 Written Evidence Recording Sheet  Write a short description of the techniques listed (a-d) and state the characteristics of each.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the characteristics of the products produced by:  (a) plant based liquid feeds e.g. comfrey, nettle (b) animal derived liquid feeds e.g. steeped FYM (c) compost 'teas' (d) liquid from wormeries	(Note: Covered above).

For outcome 4 (selection and use of organic growing media) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in April/May</b>
choosing appropriate organic growing media for sowing seed, pricking out seedlings, potting off plants and potting on	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the characteristics of growing media:  (a) garden compost (b) leaf mould (c) loam (d) organic, peat-free seed compost (e) organic, peat-free potting compost	Note: Covered above).

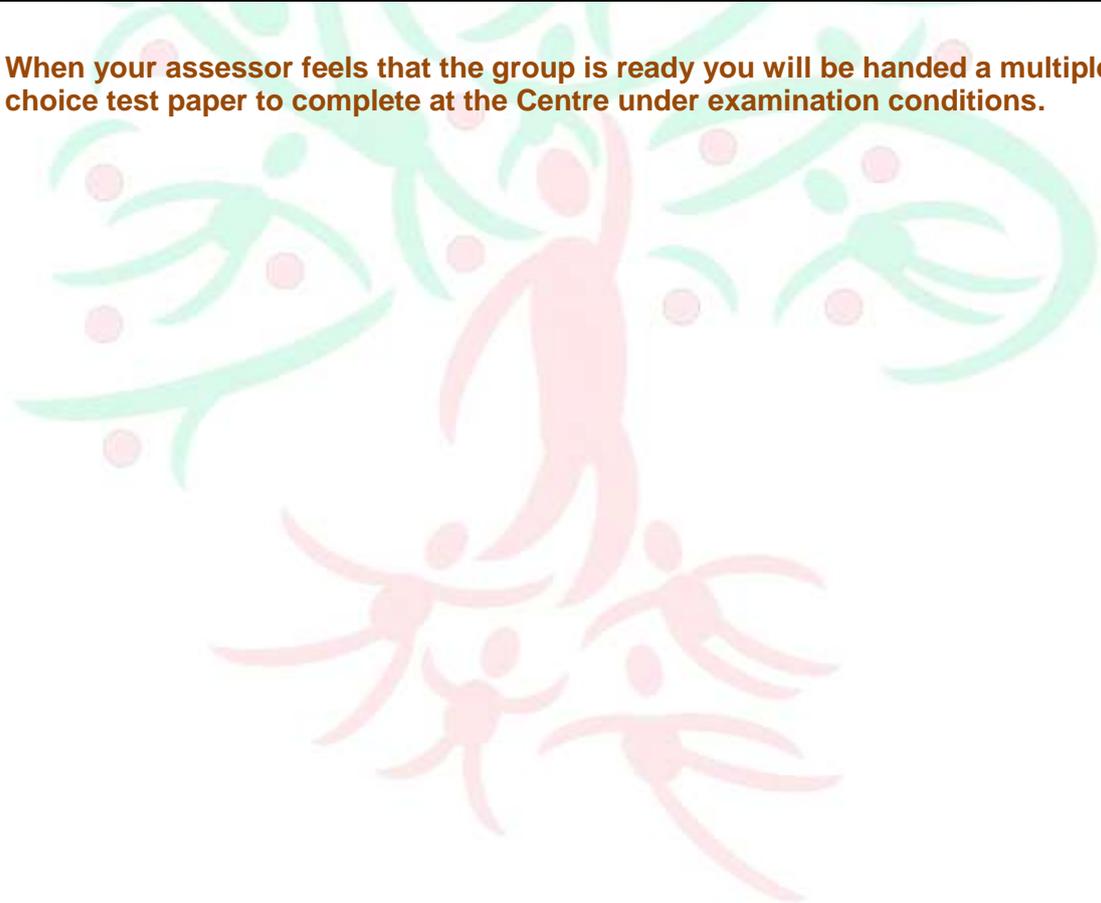
Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in April/May</b>
applying an appropriate amount of garden compost	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
applying a mulch at the appropriate depth to suppress weed growth, conserve moisture and feed the soil	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in April/May</b>
applying a diluted organic liquid feed to plants in containers	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
naming bulky organic materials acceptable in organic horticulture and stating the recommended application rates for each	Use form 4 Written Evidence Recording Sheet.  This lends itself to being presented in a table. In the form of a list, name the acceptable bulky organic material and state the recommended application rate.
explaining how nutrition can be maintained in organic systems	Use form 4 Written Evidence Recording Sheet.  Write concisely giving clear examples of how nutrition can be maintained in organic systems.
explaining how soil water is conserved in organic horticulture	Use form 4 Written Evidence Recording Sheet.  Write a short description giving clear examples of how to conserve water in organic horticulture.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>describing ways in which green manures can be effectively used in organic horticulture:</p> <ul style="list-style-type: none"> <li>(a) protection of soil structure</li> <li>(b) prevention of leaching</li> <li>(c) weed suppression</li> <li>(d) fertility building - nitrogen fixation</li> <li>(e) drawing up nutrients from the subsoil</li> <li>(f) phytoremediation</li> <li>(g) providing habitat</li> <li>(h) weed, pest and disease prevention and control</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a brief account which describes how green manures can be effectively used in organic horticulture covering points listed (a-h).</p>

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**



# Module 05

## Importance of habitat provision and biodiversity

For outcome 1 (importance of habitat provision and biodiversity) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing how to enhance the habitat in an existing garden: (a) natural habitat (b) 'man-made' habitat (c) garden features (d) types of materials used (e) plant selection	Use form 4 Written Evidence Recording Sheet.  Under the headings listed (a-h) write a brief account which describes how to enhance habitat in an existing garden.

For outcome 2 (explain how to propagate a range of plants for habitat provision) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in October</b>
sowing seeds	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
dividing plants	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
taking cuttings	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing how to carry out the following operations using organic techniques:  (a) seed sowing in containers (b) seed sowing in the soil (broadcast or in drills) (c) division (d) propagation from soft-tip cuttings (e) propagation from semi-ripe cuttings (f) propagation from hardwood cuttings	Use form 4 Written Evidence Recording Sheet.  Write a short account of how to carry out each of the operations listed (a-f) to produce plants suitable for enhancing the habitat in an existing garden.

For outcome 3 (explain how to establish and maintain plants used for habitat provision) you are required to:

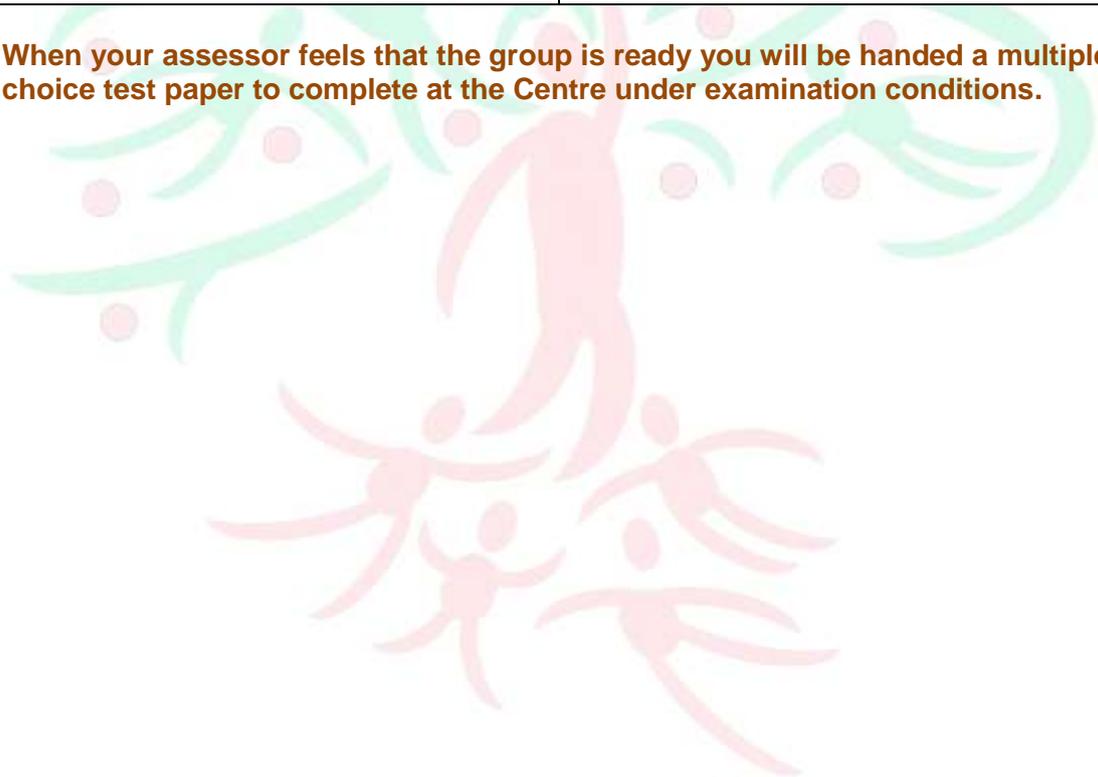
Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing how to carry out the following operations using organic techniques: a) planting / transplanting b) watering c) weeding d) pruning e) providing support (if required) f) mulching	Use form 4 Written Evidence Recording Sheet.  Write a short account of how to carry out each of the operations listed (a-f) to produce plants suitable for enhancing the habitat in an existing garden.

For outcome 4 (explain how to establish and maintain a wildlife pond) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the benefits of a wildlife pond	Use form 4 Written Evidence Recording Sheet.  Use bullet points to list the benefits of a wildlife pond.
explaining how to select plants to achieve a balanced pond ecosystem (a) oxygenators (b) marginals (c) floating plants (d) deep water aquatics	Use form 4 Written Evidence Recording Sheet.  Write an account making clear how each of the plants listed (a-d) should be used

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing the essential design factors for wildlife ponds  (a) suitable site (b) profile: beach area, marginal shelf, deep water (c) suitable size (d) no fish (e) avoidance of invasive species.	Use form 4 Written Evidence Recording Sheet.  Write a brief account of the essential design factors for a wildlife pond under the headings listed (a-e).
describing the maintenance activities required to maintain a wildlife pond  (a) removing excess plant growth (b) dividing plants (c) removing fallen leaves (d) keeping an area free from ice	Use form 4 Written Evidence Recording Sheet.  Write a brief account of the maintenance activities required for a wildlife pond under the headings listed (a-d).

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**



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# Module 6

## Planning year round organic vegetable growing

For outcome 1 (plan a productive organic vegetable garden to provide crops all year round) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in January</b>
draw up a plan considering the following: <ul style="list-style-type: none"> <li>(a) local conditions</li> <li>(b) crop rotation</li> <li>(c) choosing what to grow</li> <li>(d) soil preparation</li> <li>(e) facilities</li> <li>(f) materials</li> <li>(g) maintenance planning</li> </ul>	Use form 2 Assessment at the Centre – Evidence Recording Sheet.  Hand in a copy of your plan for evaluation.
Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the factors to consider when laying out a site: <ul style="list-style-type: none"> <li>(a) area for composting</li> <li>(b) areas for wildlife, habitat and shelter</li> <li>(c) provision of other facilities e.g. glass house, cold frames</li> <li>(d) paths and access to beds and other areas</li> <li>(e) access to stored water</li> <li>(f) aspect</li> <li>(g) orientation and layout</li> <li>(h) soil type and condition</li> <li>(i) current vegetation/weed cover</li> </ul>	Use form 4 Written Evidence Recording Sheet.  Write a brief account of the factors to consider when laying out a site for a productive organic vegetable garden under the headings listed (a-i). For expediency use bullet points.
stating the advantages and disadvantages of: <ul style="list-style-type: none"> <li>(a) 3 year crop rotation</li> <li>(b) 4 year crop rotation</li> <li>(c) 12 year crop rotation (in commercial production)</li> </ul>	Use form 4 Written Evidence Recording Sheet.  In the form of a table under the headings advantages and disadvantages list the advantages and disadvantages of (a-c)

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>describe how a four year crop rotation operates in respect of:</p> <ul style="list-style-type: none"> <li>a) use of green manures</li> <li>b) botanical family groups</li> <li>c) row spacing</li> <li>d) plant spacing</li> <li>e) maintenance of soil fertility</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a concise account of how a four year crop rotation operates under the headings (a-e).</p>
<p>explain why a range of varieties are important to the organic gardener:</p> <ul style="list-style-type: none"> <li>a) certain varieties may be adapted to local conditions</li> <li>b) for interest, a range of colour, texture and flavour</li> <li>c) seasonal variation – early/late crops, succession of cropping,</li> <li>d) for pest, disease and disorder resistance</li> <li>e) genetic diversity and for future breeding</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a brief account, making it clear why a range of varieties are important to the organic gardener covering (a-e)</p>
<p>explaining how sowing/planting can be adapted for:</p> <ul style="list-style-type: none"> <li>(a) intercropping</li> <li>(b) under cropping</li> <li>(c) catch cropping</li> <li>(d) companion planting: sacrificial, attracting / distracting</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a brief account, making it clear how sowing/planting can be adapted for (a-d)</p>

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**

# Module 07

## Vegetable growing, harvesting, storage and seed saving

For outcome 1 (describe how to grow a range of vegetable crops) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in May</b>
sowing a range of vegetable seed at the correct depth and spacing (as applicable)	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
planting out a range of vegetable plants at the correct spacing	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing how to prepare a site for sowing, transplanting or planting out named vegetables	Use form 4 Written Evidence Recording Sheet.  Write a concise account of how to prepare a site for sowing, transplanting or planting out giving a named example from each of the families: Alliaceae, Apiaceae, Asteraceae, Brassicaceae, Chenopodiaceae, Cucurbitaceae, Fabaceae and Solanaceae

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>describing the growing requirements of named vegetables sown:</p> <p>a) in shallow drills in the open ground  b) in deep drills in the open ground  c) in groups in the open ground  d) station sown in the open ground  e) broadcast in seed trays  f) singly in modules  g) individually in 9cm pots  h) in pairs in a 9cm pot</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a concise account of how to grow one named vegetable for each method of sowing listed (a-h).</p>
<p>stating the benefits and limitations of direct sowing for a range of vegetables</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Under the headings benefits and limitations, list the benefits and limitations of direct sowing vegetable seed.</p>
<p>describing the growing requirements of named vegetables transplanted as seedlings</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a concise account of how to grow a named example from each of the families: Alliaceae, Apiaceae, Asteraceae, Brassicaceae, Chenopodiaceae, Cucurbitaceae, Fabaceae and Solanaceae that would normally be transplanted to grow.</p>
<p>describing methods of protecting tender vegetables</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Using bullet points give an account of suitable methods to protect tender vegetables.</p>
<p>describing how to support named vegetables</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Name vegetables requiring support and list suitable methods of providing support.</p>

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the nutritional requirements of a range of named vegetables	Use form 4 Written Evidence Recording Sheet.  Choose one plant in each of the families: Alliaceae, Apiaceae, Asteraceae, Brassicaceae, Chenopodiaceae, Cucurbitaceae, Fabaceae and Solanaceae. Give its nutritional requirements at specific stages of growth.
describing the techniques of:  (a) catch cropping (b) intercropping (c) under planting (d) successional sowing  and how they can be used to maximise the productivity of an area of land.	Use form 4 Written Evidence Recording Sheet.  Write a brief account of how each technique listed (a-d) can be used to maximise the productivity of an area of land.
describing how the following methods can be used to advance and extend the productive season of a range named vegetables:  (a) fleece (b) cloches (c) cold frame (d) propagator (e) cold greenhouse or polytunnel (f) heated greenhouse or polytunnel	Use form 4 Written Evidence Recording Sheet.  Choose one vegetable plant in each of the families: Alliaceae, Apiaceae, Asteraceae, Brassicaceae, Chenopodiaceae, Cucurbitaceae, Fabaceae and Solanaceae. Briefly describe how any one of the methods listed (a-f) could extend the productive range of that vegetable.

For outcome 2 (describe how to harvest and store a range of vegetable crops) you are required to:

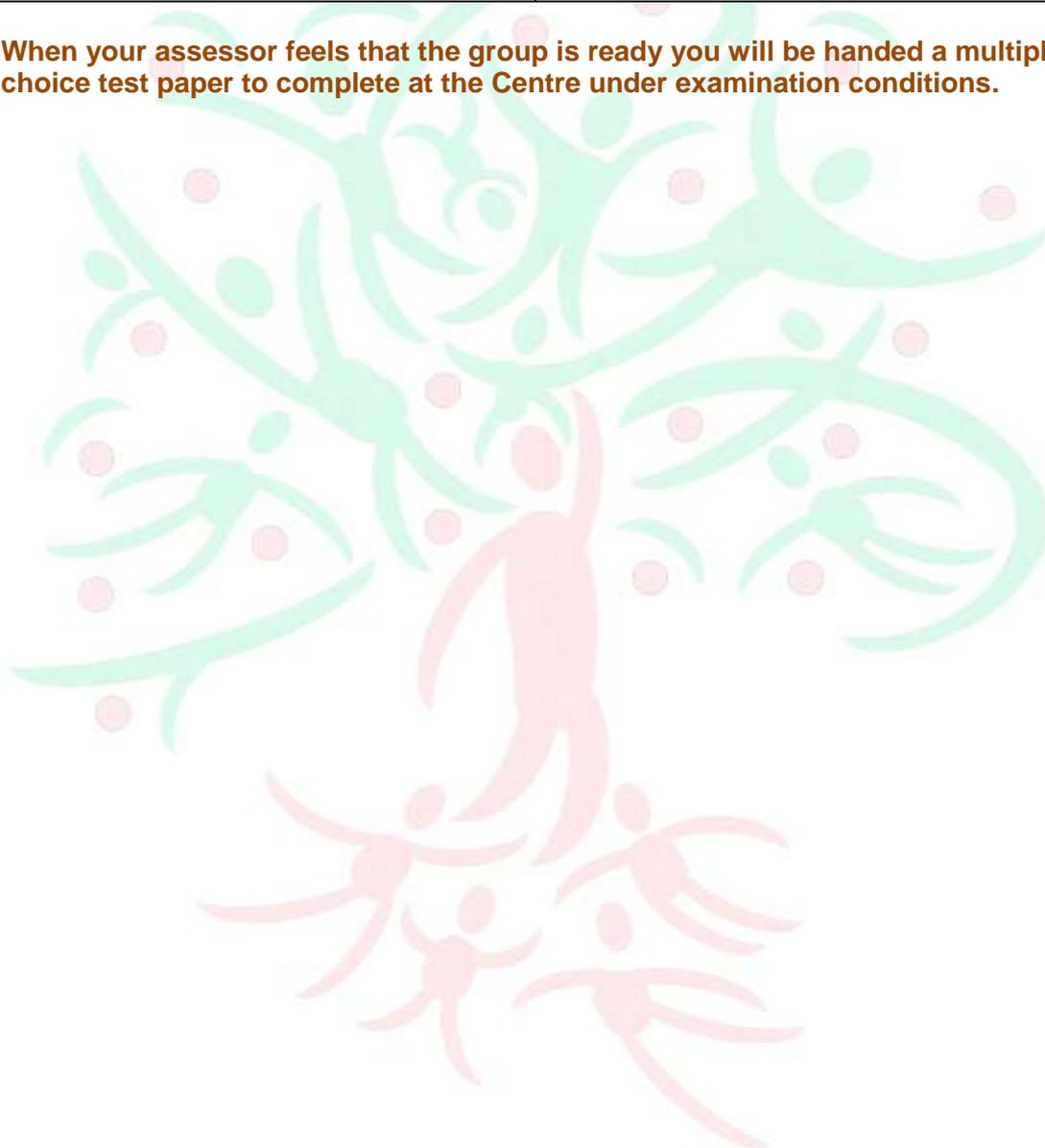
Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing how to harvest named vegetables, including timing and appropriate method.	Use form 4 Written Evidence Recording Sheet.  Choose one vegetable plant in each of the families: Alliaceae, Apiaceae, Asteraceae, Brassicaceae, Chenopodiaceae, Cucurbitaceae, Fabaceae and Solanaceae. Describe how to harvest it.
describing how to store named vegetables using the following methods:  (a) clamps outdoors (b) in sand outdoors (c) in sand indoors (d) racks/boxes and sacks indoors (e) freezing (f) drying (g) bottling, pickling and making preserves	Use form 4 Written Evidence Recording Sheet.  Choose one vegetable plant in each of the families: Alliaceae, Apiaceae, Asteraceae, Brassicaceae, Chenopodiaceae, Cucurbitaceae, Fabaceae and Solanaceae. Briefly describe how any one of the methods listed (a-g) could be used to store it.

For outcome 3 (explain the process of seed saving) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing the importance of open-pollinated vegetable varieties:  (a) in-breeders/out-breeders (b) avoidance of cross pollination (c) saving seed only from plants true to name/type - 'rogueing'	Use form 4 Written Evidence Recording Sheet.  Write a concise account of the importance of open pollinated vegetable varieties covering (a-c).
describing the role of the Heritage Seed Library and other relevant organisations	Use form 4 Written Evidence Recording Sheet.  Write a short summary describing the role of the Heritage Seed Library and other relevant organisations in respect of seed saving.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
explaining why maintaining genetic diversity is important	Use form 4 Written Evidence Recording Sheet.  Write concisely, making it clear why maintaining genetic diversity is important.

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**



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# Module 8

## Growing annuals, biennials and herbaceous perennials sustainably

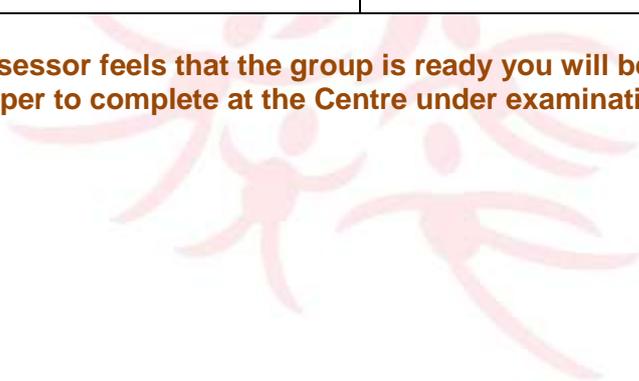
For outcome 1 (explain how ornamental schemes can be ecologically beneficial) you are required to;

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
knowing a range of plants that provide: <ul style="list-style-type: none"> <li>(a) habitat</li> <li>(b) food for wildlife over a long period of time</li> <li>(c) other benefits e.g. edibles</li> <li>(d) greater diversity</li> </ul>	Use form 4 Written Evidence Recording Sheet.  Name a minimum of five plants for each of the following that provide: <ul style="list-style-type: none"> <li>(a) habitat</li> <li>(b) food for wildlife over a long period of time</li> <li>(c) other benefits e.g. edibles</li> <li>(d) greater diversity</li> </ul>
knowing a range of plants that are: <ul style="list-style-type: none"> <li>(a) resistant to pests, diseases and disorders</li> <li>(b) suitable to local environmental conditions</li> </ul>	Use form 4 Written Evidence Recording Sheet.  Name a minimum of five plants for each of the following, that are: <ul style="list-style-type: none"> <li>(a) resistant to pests, diseases and disorders</li> <li>(b) suitable to your local environmental conditions, stating why.</li> </ul>
explaining how to make ethical decisions when sourcing plant materials e.g. seeds, bulbs and plants	Use form 4 Written Evidence Recording Sheet.  Write a brief account making clear what the ethical decisions might be when sourcing plant materials.
explaining what factors to consider when choosing growing media and other inputs e.g. seeds trays, pots, labels	Use form 4 Written Evidence Recording Sheet.  Write a brief account making clear what the ethical decisions might be when sourcing other inputs.

For outcome 2 (propagate and grow annuals, biennials, and herbaceous perennials) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in March</b>
sowing seeds: (a) in containers (b) directly in or on the ground	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
dividing and replanting herbaceous perennials: (a) methods of division (b) preparation of propagules (c) site preparation for re-planting	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
Maintaining plants in an organic situation: (a) weed (b) mulch (c) water (d) provide nutrition (e) provide support (f) dead head (g) lift and replant seedlings and young plants (h) carry out seasonal maintenance to benefit wildlife	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**



# Module 09

## Selecting, planting and maintaining trees and shrubs sustainably

For outcome 1 (selecting, planting and maintaining trees and shrubs sustainably) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November/December</b>
selecting plant material appropriately: (a) where possible, has been approved by the Soil Association (b) produced to the highest environmental standards (c) true to name, type and form (d) free from pests, diseases and disorders	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
preparing a site for planting	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
planting: (a) bareroot <b>or</b> container grown/containerised ornamental tree (b) bareroot <b>or</b> container grown/containerised ornamental shrub (c) bareroot or container grown/containerised hedging	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November/December</b>
<p>carrying out maintenance on an ornamental tree:</p> <ul style="list-style-type: none"> <li>(a) weeding</li> <li>(b) mulching</li> <li>(c) watering (only when absolutely necessary)</li> <li>(d) providing appropriate nutrition</li> <li>(e) checking and adjusting a tree tie(s)</li> <li>(f) training; removal of dead, diseased and damaged material, formative pruning, maintenance pruning specific to the type of tree and method of growing e.g. pleaching, pollarding, coppicing, crown thinning, crown lifting (target pruning)</li> <li>(g) managing seasonal maintenance to provide food and habitat</li> <li>(h) composting arisings</li> </ul>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p>
<p>carrying out maintenance of an ornamental shrub:</p> <ul style="list-style-type: none"> <li>(a) weeding</li> <li>(b) mulching</li> <li>(c) watering (only when absolutely necessary)</li> <li>(d) providing appropriate nutrition</li> <li>(e) pruning/training; removal of dead, diseased and damaged material, formative pruning, maintenance pruning specific to the type of shrub: <ul style="list-style-type: none"> <li>I. summer flowering</li> <li>II. spring flowering</li> <li>III. grown for ornamental stems</li> </ul> </li> <li>(f) managing seasonal maintenance to provide food and habitat</li> <li>(g) composting arisings</li> </ul>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p>

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November/December</b>
carrying out maintenance of a hedge: (a) weeding (b) mulching (c) watering (only when absolutely necessary) (d) providing appropriate nutrition (e) pruning/training; removal of dead, diseased and damaged material, formative pruning, maintenance pruning specific to <b>two</b> of the following types of hedge: I. mixed native II. deciduous III. large leaved evergreen IV. small leaved evergreen (f) managing seasonal maintenance to provide food and habitat	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Outcome 2 (select and grow top and soft fruit organically in the garden) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November/December</b>
selecting plant material appropriately : (a) where possible, has been approved by the Soil Association (b) produced to the highest environmental standards (c) true to name, type and form (d) free from, pests, diseases and disorders	Use form 2 Assessment at the Centre – Evidence Recording Sheet.
preparing a site for planting	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November/December</b>
<p>planting:</p> <p>(a) bareroot <b>or</b> container grown/containerised fruit tree, <b>one</b> of the following:</p> <ol style="list-style-type: none"> <li>I. Apple</li> <li>II. Pear</li> <li>III. Plum (any type)</li> <li>IV. Cherry</li> </ol> <p>(b) bareroot <b>or</b> container grown/containerised bush/cane fruit, <b>one</b> bush fruit, <b>one</b> cane fruit from the following:</p> <ol style="list-style-type: none"> <li>I. Blackcurrant (bush)</li> <li>II. Red/Whitecurrant (bush)</li> <li>III. Gooseberry (bush)</li> <li>IV. Raspberry (autumn or summer fruiting) (cane)</li> <li>V. Blackberry (cane)</li> <li>VI. Hybrid berries (any type) (cane)</li> <li>VII. Blueberry (bush)</li> </ol> <p>(c) bareroot or container grown/containerised other soft fruit, <b>one</b> of the following:</p> <ol style="list-style-type: none"> <li>I. Strawberry</li> <li>II. Kiwi</li> <li>III. Cape Gooseberry (<i>Physalis</i>)</li> <li>IV. Vine (any type)</li> </ol>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p>

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November /December</b>
<p>carrying out maintenance of <b>one</b> top fruiting tree:</p> <ul style="list-style-type: none"> <li>(a) weeding</li> <li>(b) mulching</li> <li>(c) watering (only when absolutely necessary)</li> <li>(d) providing appropriate nutrition</li> <li>(e) checking and adjusting a tree tie(s)</li> <li>(f) training; removal of dead, diseased and damaged material, formative pruning, maintenance pruning specific to the type of tree and method of growing e.g. standard, bush types, espalier, cordon, fan trained, stepover.</li> <li>(g) managing seasonal maintenance to provide food and habitat</li> </ul>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p>
<p>carrying out maintenance of <b>one</b> bush or cane fruit:</p> <ul style="list-style-type: none"> <li>(a) weeding</li> <li>(b) mulching</li> <li>(c) watering (only when absolutely necessary)</li> <li>(d) providing appropriate nutrition</li> <li>(e) pruning/training; removal of dead, diseased and damaged material, formative pruning, maintenance pruning specific to the type of: <ul style="list-style-type: none"> <li>I. bush</li> <li>II. cane</li> </ul> </li> <li>(f) managing seasonal maintenance to provide food and habitat</li> <li>(g) composting arisings</li> </ul>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p>

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November/December</b>
<p>carrying out maintenance of <b>another type</b> of soft fruit:</p> <ul style="list-style-type: none"> <li>(a) weeding</li> <li>(b) mulching</li> <li>(c) watering (only when absolutely necessary)</li> <li>(d) providing appropriate nutrition</li> <li>(e) pruning/training; removal of dead, diseased and damaged material, formative pruning, maintenance pruning specific to the type selected.</li> <li>(f) managing seasonal maintenance to provide food and habitat</li> <li>(g) composting arisings</li> </ul>	<p>Use form 2 Assessment at the Centre – Evidence Recording Sheet.</p>

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**



# Module 10

## Selecting and maintaining lawns and wildlife friendly alternatives

For outcome 1 (evaluate a range of plant species suitable for use in an organic lawn) you are required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
comparing grass species and grass alternatives for different types of lawn	Use form 4 Written Evidence Recording Sheet.  In a table, summarise grass species and alternatives for different types of lawn, naming the genera and species (variety/cultivar), stating the suitability as of each for specific types of lawn.

For outcome 2 (establish an organic lawn from seed) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in September</b>
preparing a site and sowing an organic lawn from seed	Use form 3 Candidates Performance of Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
describing the importance of nutrient and organic matter recycling, value of: clover, earthworms, soil bacteria and soil fungi in lawn establishment and the wellbeing of an organic lawn.	Use form 4 Written Evidence Recording Sheet.  Write a brief account in which you describe the importance of organic matter recycling, value of: clover, earthworms, soil bacteria and soil fungi in lawn establishment and wellbeing of an organic lawn.
explaining the importance of thorough preparation before sowing an organic lawn.	Use form 4 Written Evidence Recording Sheet.  Write using bullet points, clearly explaining the importance of thorough preparation before sowing an organic lawn.

For outcome 2 (carry out the maintenance of grass lawns and wildlife friendly alternatives using practices acceptable in an organic situation) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in September</b>
carrying out maintenance activities to an organic lawn which may include:  (a) scarification (b) aeration (c) topdressing (sand, compost, leaf mould and loam) (d) turf repair (e) mowing (f) weed control (if applicable) (g) irrigation	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
stating the appropriate timing for mowing (or similar activities) for a range of grass lawns and wildlife friendly alternatives	Use form 4 Written Evidence Recording Sheet.  Produce a monthly maintenance schedule for a specific type of lawn or wildlife friendly alternative you may have in your garden.
explaining the benefits and ecological importance of mowing at different heights	Use form 4 Written Evidence Recording Sheet.  Write a brief account in which you make clear the benefits and ecological importance of mowing at different heights.
describing in an organic setting, the prevention and control of:  (a) weeds (b) pests (c) diseases (d) disorders (e) damage e.g. compaction	Use form 4 Written Evidence Recording Sheet.  Under the headings listed (a-e) write a short account of how to prevent and control the occurrences listed. For each occurrence give at least one good example.

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**

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# Module 11

## Prevention, identification and organic control of garden pests, diseases and disorders

For outcome 1 (explain the principles that underpin the prevention of pests, diseases and disorders in an organic garden) you will be required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>explaining the importance of the following in a healthy garden ecosystem:</p> <ul style="list-style-type: none"> <li>(a) provision of habitat and food plants for beneficial creatures</li> <li>(b) the role of naturally occurring predators and parasites</li> <li>(c) plant choice, appropriate to soil and local conditions</li> <li>(d) practicing crop rotation</li> <li>(e) maintaining soil health</li> <li>(f) using only healthy plant material</li> <li>(g) maintaining plant health to improve resistance to pests, diseases and disorders</li> <li>(h) employing companion planting/distraction planting techniques</li> <li>(i) regular observation and monitoring so that any problems are noticed early</li> <li>(j) appropriate choice of pest and disease resistant cultivars</li> <li>(k) provision of barriers to exclude pests and in some instances diseases</li> <li>(l) appropriate cultural methods to prevent pests, diseases and disorders</li> <li>(m) tolerance of low levels of pests, diseases and disorders</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a concise account in which you make clear the importance of each of the items listed (a-m) in a healthy ecosystem.</p>

For outcome 2 (describe how to diagnose and control a range of pests, diseases and disorders of significance in an organic garden) you will be required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in February</b>
identifying:  (a) a range of pests (b) a range of diseases (c) common plant disorders (d) common nutrient deficiencies/excesses	Use form 2 Assessment at the Centre – Evidence Recording Sheet.  Complete the identification tests and hand in the test sheets.
Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
explaining how to prevent:  (a) a range of pests (b) a range of diseases (c) common plant disorders (d) common nutrient deficiencies/excesses,  using appropriate natural, cultural, physical and permitted chemical methods	Use form 4 Written Evidence Recording Sheet.  Write a concise account in which you make it clear in the broadest of terms how to prevent pests, diseases, plant disorders and nutrient deficiencies /excesses using appropriate natural, cultural, physical and permitted chemical methods, giving one clear example for each.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>describing how to control:</p> <p>(a) a range of pests            (b) a range of diseases            (c) common plant disorders            (d) common nutrient deficiencies/excesses,</p> <p>using appropriate natural, cultural, physical, biological and permitted chemical methods</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>For: 5 pests, 5 diseases, 3 common plant disorders, 2 common nutrient deficiencies/ excesses from the following lists:</p> <p><b>pests:</b> Vertebrates: deer (one type), rabbits, squirrels (grey), pigeons (wood), rats (brown), mice (house), voles (field). Invertebrates: snails (one type), slugs (grey field), aphids (black bean, rose and peach potato), gooseberry sawfly, caterpillars (small and large white), thrips (one type), spider mite (two spotted), scarid fly, white fly, carrot root fly</p> <p><b>diseases:</b> Bacterial: fireblight, sudden oak death, canker (apple and cherry)            Fungal: potato blight, powdery mildew, grey mould, scab (apple and potato)            Viral: cucumber mosaic virus, common virus, tobacco mosaic virus, Pepino mosaic virus</p> <p><b>common plant disorders:</b> fasciation, bolting, water stress (deficiency - wilting) and (excess - guttation and oedema), scorching, hail damage, effects of low light levels on one plant example,</p> <p><b>common nutrient deficiencies/excesses:</b> nitrogen, potassium, phosphorous, calcium, iron, magnesium, boron</p> <p>Give an account of how each may be controlled using permitted methods.</p>

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**

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# Module 12

## Prevention, identification, use and organic control of weeds

For outcome 1 (explain the methods that can be used to prevent weed growth in an organic garden) you will be required to:

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>explaining the methods that can be used to prevent weed growth:</p> <ul style="list-style-type: none"> <li>(a) inspecting new plants for weed contamination</li> <li>(b) removing flowering weed plants before they set and distribute seed</li> <li>(c) use of cover crops</li> <li>(d) dense planting to effectively exclude weeds</li> <li>(e) covering the soil with weed suppressing materials e.g. cardboard or weed suppression membrane</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Clearly explain how each of the methods listed (a-f) can be used to prevent weed growth.</p>

For outcome 2 (identify a range of common weeds) you are required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November</b>
classifying weeds: (a) perennial (b) annual (c) ephemeral	Use form 4 Written Evidence Recording Sheet. In a table put into their types the following weeds: <i>Aegopodium podagraria</i> , <i>Calystegia sepium</i> , <i>Cardamine hirsuta</i> , <i>Cirsium arvense</i> , <i>Convolvulus arvensis</i> , <i>Elymus repens</i> , <i>Epilobium (broad leaved)</i> , <i>Fallopia japonica</i> , <i>Galium aparine</i> , <i>Poa annua</i> , <i>Taraxacum officinale</i> , <i>Rumex crispus</i> , <i>Rumex obtusifolius</i> , <i>Stellaria media</i> , <i>Urtica dioica</i> , <i>Ranunculus repens</i> , <i>Senecio vulgare</i> , <i>Veronica persica</i> as either – perennial, annual or ephemeral.
identifying weeds at three stages of growth: (a) seedling (b) immature plant (c) mature plant	Use form 2 Assessment at the Centre – Evidence Recording Sheet.  Complete the identification test and hand in the test sheets

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
defining the term 'weed'	Use form 4 Written Evidence Recording Sheet.  Give the meaning of the term 'weed'.
Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
defining the terms: (a) perennial (b) annual (c) ephemeral	Use form 4 Written Evidence Recording Sheet.  Give the meaning of the terms:  (a) perennial (b) annual (c) ephemeral

Outcome 3 (describe how weeds can be used by the gardener and the possible benefits to the ecosystem)

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
<p>explaining when a 'weed' in situ becomes beneficial to the garden ecosystem</p>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a short statement making it clear when a weed in situ becomes beneficial to the garden ecosystem.</p>
<p>stating the ecological benefits of weeds:</p> <ul style="list-style-type: none"> <li>(a) soil protection</li> <li>(b) edible (in respect of low carbon footprint)</li> <li>(c) providing habitat</li> <li>(d) providing food for wildlife</li> <li>(e) as a mulch</li> <li>(f) as a compost ingredient</li> <li>(g) as a liquid feed (rather than imported fertility)</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a series of short statements giving the ecological benefits of weeds under the headings listed (a-g).</p>
<p>stating the uses of weeds:</p> <ul style="list-style-type: none"> <li>(a) as indicator plants</li> <li>(b) for soil protection</li> <li>(c) medicinal</li> <li>(d) edible</li> <li>(e) providing habitat</li> <li>(f) providing food for wildlife</li> <li>(g) as a mulch</li> <li>(h) as a compost ingredient</li> <li>(i) as a liquid feed</li> </ul>	<p>Use form 4 Written Evidence Recording Sheet.</p> <p>Write a series of short statements outlining the possible uses of weeds under the headings listed (a-i).</p>

For outcome 4 (carry out a range of weed control methods in compliance with The Principles of Organic Gardening) you will be required to:

Demonstrate skills by	How to evidence (Note: you may put more than one piece of evidence on a form) <b>Assessed in November</b>
carrying out weed control methods in compliance with The Principles of Organic Gardening:  (a) mulching (b) hand weeding (to include deep rooted perennial weeds) (c) hoeing	Use form 2 Assessment at the Centre – Evidence Recording Sheet.

Demonstrate knowledge by	How to evidence (Note: you may put more than one piece of evidence on a form)
Describing suitable methods for disposing of weeds:  (a) composting (b) drying perennial weeds to kill them prior to composting (c) rotting perennial and seed-bearing weeds in water to kill them prior to composting/ making liquid feeds (d) using pulled/dead weeds to mulch soil	Use form 4 Written Evidence Recording Sheet.  Write a short account of how to dispose of weeds by:  (a) composting (b) drying perennial weeds to kill them prior to composting (c) rotting perennial and seed-bearing weeds in water to kill them prior to composting/ making liquid feeds (d) using pulled/dead weeds to mulch soil  Give examples of what weeds are suitable for each method and which weeds may not be.

**When your assessor feels that the group is ready you will be handed a multiple choice test paper to complete at the Centre under examination conditions.**

## Important Information

**Remember you only need to complete the three compulsory modules and five optional modules, however you may submit more if you wish.**

Once you have completed the desired number of modules, they have all been assessed and your portfolio is complete it needs to be handed in at your last session or sent to us for **verification**.

Verification is a process to check that the assessor has correctly assessed your work. This is carried out by a senior member of the team who has experience in quality assurance. An External Verifier, a member of Garden Organic will occasionally sample a portfolio to ensure that standards for the qualification are being maintained.

After verification has taken place, we will produce a certificate of achievement. Each module will be listed separately on the certificate. The certificate is endorsed by Garden Organic and their logo will appear on it.

Please hand in your complete portfolio (including the folder) at the last assessment session or send your completed portfolio (without the folder please, it will be less expensive to post) to:

**Administration - Certificate in Organic Horticulture  
B.E.S.T. in Horticulture Limited  
18 St James Close,  
Harvington,  
Nr. Evesham,  
Worcestershire.  
WR11 8PZ**

Certificates will be issued in 28 days of receipt (subject to the contents passing internal verification) and the portfolio will be returned to you at the same time.

All queries should be sent by email to: [enquiries@bestinhorticulture.co.uk](mailto:enquiries@bestinhorticulture.co.uk)

