

## National Unit Specification: general information

<b>UNIT</b>	Planning an Environmental Area (Access 3)
<b>NUMBER</b>	D553 09
<b>CLUSTER</b>	Managing Environmental Resources (Access 3)

### SUMMARY

This unit seeks to develop an awareness of wildlife and of the opportunities for designing an area in an appropriate land-based context.

### OUTCOMES

- 1 Identify an appropriate site for an environmental area.
- 2 Design an outline plan for the environmental area.
- 3 Identify specifications for the environmental area.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3.

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### Administrative Information

<b>Superclass:</b>	QA
<b>Publication date:</b>	November 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: general information (cont)**

**UNIT**                      Planning an Environmental Area (Access 3)

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Core skills components for the unit</b>	Critical Thinking	Acc 3
	Planning and Organising	Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT**                      Planning an Environmental Area (Access 3)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Identify an appropriate site for an environmental area.

##### **Performance criteria**

- (a) The identification of an appropriate site for an environmental area is correct.
- (b) The survey methods selected for the site are appropriate.
- (c) The identification of organisms at the site using simple keys is accurate.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Evidence of the candidate's ability to provide identifications and select survey methods is required to meet the performance criteria. Depending on the activity, the generation of evidence may involve group work.

#### **OUTCOME 2**

Design an outline plan for the environmental area.

##### **Performance criteria**

- (a) The identification of objectives for the environmental area is appropriate to the selected land-based context.
- (b) The selection of plant groups for the environmental area is appropriate.
- (c) The selection of features for the environmental area is appropriate.
- (d) The outline plan for the environmental area is appropriate with respect to objectives, methods and costs.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Evidence of the candidate's ability to identify objectives, select plants and features, and produce an outline plan according to the objectives is required to meet the performance criteria. Depending on the activity, the generation of evidence may involve group work.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      Planning an Environmental Area (Access 3)

#### **OUTCOME 3**

Identify specifications for the environmental area.

##### **Performance criteria**

- (a) The identification of plant specifications for the environmental area is appropriate.
- (b) The description of methods for construction of features in the environmental area is appropriate.
- (c) The identification of equipment required to create the environmental area is appropriate.
- (d) The specifications for the environmental area are appropriate with respect to objectives, methods and costs.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Evidence of the candidate's ability to describe plant specifications and construction methods, identify necessary equipment and produce a plan with specifications according to the selected land-based context is required to meet the performance criteria. Depending on the activity, the generation of evidence may involve group work.

For each outcome respectively the candidate's responses must show that the main features of identification of an appropriate site, design of an outline plan, specification for the environmental area have been recognised and that processes have been identified to deal with the situations. The candidate's responses should also show the interpretation and communication of graphical information at the appropriate level.

The activities undertaken should afford opportunities, at the appropriate level of demand, for the candidates to demonstrate through their responses, oral and written, and through their performance that they have:

- identified the necessary sequences of steps
- selected and obtained the requisite resources
- carried out the tasks in the required manner

## **National Unit Specification: support notes**

### **UNIT                      Planning an Environmental Area (Access 3)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

Full details to assist staff who are delivering the unit as a free-standing unit are given in the content section of the details of the cluster. The outline of content and context is as follows:

- 1     Selection of site.
- 2     Identification of area's existing plants and animals.
- 3     Purposes of proposed environmental area.
- 4     Selection of plant groups for the environmental area.
- 5     Selection of constructed features for the environmental area.
- 6     Plant and feature specifications.
- 7     Equipment requirements.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Details of suitable approaches are given in the details of the cluster.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

All outcomes can be assessed by an appropriate level of attainment with regard to performance evidence, reports and records of work undertaken.

The observations made by staff and the oral and/or written reports produced by candidates should enable candidates to generate evidence relating to the outcomes and performance criteria such as:

- consideration of the purposes of environmental areas and the reasons for the acceptance and rejection of various sites. For example, candidates may wish to plan an area for small children and reject a site because it is too steep or too near a road or too distant from adult supervision
- following practice of various methods, choices of appropriate ones for surveying the site. Survey of a site with description and/or diagram of equipment. Listings of organisms identified using keys
- indications of use of sources of information, such as texts, catalogues, visits and visitors, and the selection, drawing on these inputs, of appropriate plants, features and equipment to suit the planned area and its purpose
- organising these selections into a concise conclusion including a map or diagram of the site showing placing of plants and features with the diagram to a reasonable accuracy of scale. Drawings of features. Lists with costs of plants, features and equipment
- comments on the completed plan relative to the intended purpose eg adaptations made to the initial plans on cost or practical or technical grounds, amendments made in the light of research at the planning stage to include features of particular value for the users of the area

## **National Unit Specification: support notes (cont)**

**UNIT**                      Planning an Environmental Area (Access 3)

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).