



## National Unit Specification: general information

**UNIT** Estate Skills (SCQF level 5)

**CODE** F6AL 11

### SUMMARY

This Unit is designed to allow candidates to develop a range of knowledge and skills in the planning and construction of landscape features commonly found in Estates. Candidates will have an opportunity to prepare and draw up a plan for the materials and resources required to construct their chosen features.

The Unit is suitable for candidates who want to develop or further develop their skills in the context of an Estates environment.

### OUTCOMES

- 1 Prepare and draw a plan for a given area.
- 2 Calculate the resources needed to construct the estate features.
- 3 Construct estate features.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial if candidates had previous experience and/or knowledge of an estates environment at a basic level.

This may be evidenced by possession of:

- ◆ *Estate Maintenance: An Introduction* at SCQF level 4

---

### Administrative Information

**Superclass:** SL

**Publication date:** May 2009

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2009

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

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

**UNIT** Estate Skills (SCQF level 5)

### **CREDIT VALUE**

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Working with Others* (SCQF level 5)
- ◆ *Problem Solving* (SCQF level 5)
- ◆ *Communication* (SCQF level 5)
- ◆ *Numeracy* (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

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

### **UNIT Estate Skills (SCQF level 5)**

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 SQA.

#### **OUTCOME 1**

Prepare and draw a plan for a given area.

##### **Performance Criteria**

- (a) Measure a given area and draw up a basic outline plan.
- (b) Prepare an estate plan including hard and soft landscaping features.
- (c) Draw cross sections of selected estate features.

#### **OUTCOME 2**

Calculate the resources needed to construct the estate features.

##### **Performance Criteria**

- (a) Calculate the amount of materials required.
- (b) Identify the appropriate equipment required to carry out the construction.
- (c) Calculate the basic cost for a range of estate features.

#### **OUTCOME 3**

Construct the estate features.

##### **Performance Criteria**

- (a) Select and use the appropriate tools and equipment needed for the construction.
- (b) Carry out appropriate site preparation in readiness for the construction.
- (c) Follow the given specifications throughout the construction process.
- (d) Carry out the work efficiently and in accordance with health and safety practices.

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

**UNIT** Estate Skills (SCQF level 5)

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor observation checklist together with written and/or oral evidence and product evidence is required to show that all Outcomes and Performance Criteria have been achieved.

**In relation to Outcome 1** product evidence will include:

- ◆ one completed estate plan including cross section drawings of at least five estate features

Candidates should be given an area that is relatively simple to measure and draw up a basic outline plan. They should have a basic understanding of drawing areas to scale. The candidate will produce a simple scale drawing for a given area.

**In relation to Outcome 2** written and/or oral evidence will include:

- ◆ candidates will identify the appropriate equipment required to carry out the construction and calculate and cost the amount of materials and equipment required for the construction of two different estate features

**In relation to Outcome 3** performance evidence will be supported by an observation checklist which demonstrates that the candidate has safely and efficiently carried out the following practical task:

- ◆ Constructed two different estate features. The estate features could include, for example; paths or paving, seating fencing or drystaine dyking.

*The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.*

## National Unit Specification: support notes

### UNIT Estate Skills (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

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

This Unit is an optional Unit in the National Progression Award Rural Skills at SCQF level 5 but can also be taken as a free-standing Unit.

The Unit is designed to allow the candidate to develop the basic skills and knowledge relating to estate skills.

It is important that the practical aspects of the learning takes place in either an estates environment or a simulated work setting. Partnerships with Land-based colleges, training providers or employers are likely to provide the most appropriate settings.

**It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment, particularly identifying any protective personal equipment which the candidate may require.**

#### Outcome 1

Candidates to be given a small area to measure and draw an outline plan to scale. They should then draw up a basic landscape design to include at least five landscape features eg seating, paths, fencing and areas to be planted. Students are **NOT** expected to include planting plans for these areas. The plan could be scaled to fit onto A3 paper if appropriate.

#### Outcome 2

Candidates will calculate the quantities of material required to construct the landscape features they have specified in Outcome 1. These should include materials required for foundations, paving, fencing etc.

#### Outcome 3

Candidates to learn by practical involvement in the construction of hard estate features as a team. Candidates under guidance should discuss from the outset how best to approach a task and the division of labour as necessary. Candidates should ideally work in teams of 3–6 and each member should have a specific role to play and should be fully occupied. By changing roles throughout the project each individual will obtain experience from different situations. Use of team leaders will also give experience in a minor management role. Candidates could draw up a simple Gantt chart or similar in the order that the tasks should be carried out

## National Unit Specification: support notes (cont)

**UNIT** Estate Skills (SCQF level 5)

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

It would be useful for all of the Outcomes to have some classroom based theoretical/guidance input prior to undertaking the practical activities, with particular reference to the issues of health and safety. It is important that candidates can identify appropriate safe practice, including the use of appropriate personal protective clothing and equipment (PPE) before undertaking any of the practical tasks. This may be done by using a coaching approach to risk assessment at the beginning of practical sessions.

In relation to Outcome 3. A participative team working approach in the construction activities will enhance the learning and teaching experience. The teams could consist of 3–6 candidates each with a specific role to play in the work programme. Each student should during the course of the construction activities have the opportunity to carry out all of the various roles required for each task.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved a range of practical and theoretical tasks which may well involve working as part of a small team. These offer good opportunities for developing aspects of:

- ◆ *Working with Others*
- ◆ *Problem Solving*
- ◆ *Communication*
- ◆ *Numeracy*

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A holistic approach to assessment is suggested and a suitable instrument of assessment would be a practical assignment covering all of the Outcomes and Performance Criteria

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)