



## National Unit specification: general information

**Unit title:** Use of Hand Tools in Horticulture

**Unit code:** H1K4 11

**Superclass:** SE

**Publication date:** October 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

## Summary

This Unit is designed to allow candidates to develop their knowledge and skills in the safe use of a range of horticultural hand tools.

## Outcomes

- 1 Describe horticultural hand tools and their uses.
- 2 Use horticultural hand tools safely.

## Recommended entry

Entry to this Unit is at the discretion of the centre.

## Credit points and level

0.5 National Unit credits at SCQF level 5: (3 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.*

## **General information (cont)**

**Unit title:** Use of Hand Tools in Horticulture

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill            None

Core Skill component        Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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

### **Unit title:** Use of Hand Tools in Horticulture

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**

Describe horticultural hand tools and their uses.

##### **Performance Criteria**

- (a) The identification of horticultural hand tools is accurate with respect to current practice.
- (b) The description of horticultural hand tools is complete with regard to structure and function.
- (c) The description of the conditions appropriate for using given hand tools is accurate with respect to season, weather and other relevant parameters.
- (d) The identification of mechanical equipment that could be used instead of given hand tools is accurate with respect to current practice.

#### **Outcome 2**

Use horticultural hand tools safely.

##### **Performance Criteria**

- (a) The selection of horticultural hand tools is appropriate for the given task.
- (b) The operation of given hand tools is appropriate to the conditions and safe working practices.
- (c) The cleaning and storage of the used tools is appropriate to the situation and health and safety requirements.
- (d) The maintenance of the tools is appropriate to the conditions and health and safety requirements.

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

**Unit title:** Use of Hand Tools in Horticulture

### **Evidence Requirements for this Unit**

Outcome 1 requires the candidate to produce written and/or recorded oral evidence which satisfies all the Performance Criteria.

Outcome 2 requires the candidate to provide practical evidence which satisfies all the Performance Criteria.

For both Outcomes the horticultural hand tools should include but are not limited to the following: spade; fork; hoe; rake and cutting tools. A minimum of five different hand tools should be used for both Outcome 1 and 2.

## **National Unit specification: support notes**

### **Unit title: Use of Hand Tools in Horticulture**

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 20 hours.

### **Guidance on the content and context for this Unit**

Corresponding to Outcomes 1 and 2:

- 1 The identification, description and use of hand tools should concentrate on the basic items rather than highly specialised tools unless any of these are particularly appropriate to the candidates' main areas of interest.

Spades and forks could include the standard and border versions. Other tools could include Dutch and draw hoes, garden and springbok rakes, secateurs, pruning knives, garden and edging shears. Reference should be made to manufacturers' catalogues to develop an appreciation of the cost of a set of tools. An appreciation of the appropriate conditions for the use of individual tools should be developed by encountering normal and adverse conditions during practical work. Mechanical and/or electrical replacements for traditional hand tools could be covered by comparing different periods in time, the tools used and the associated labour requirements. The advantages and disadvantages of modern power driven replacements of traditional hand tools could also be considered through appropriate practical work.

- 2 The selection and use of hand tools for particular tasks should be demonstrated adequately until good practices are developed. Tasks should include single and double digging, forking, raking and hoeing together with any other operations requiring the use of hand tools.

Where possible tasks involving the use of hand tools should be part of the ongoing duties in the garden rather than being created simply to allow demonstration and practice. The use of hand tools should be integrated with the delivery of other Units as appropriate. Routine cleaning and storage operations should always be part of normal practical work. The care and maintenance of tools should include both metal and wooden parts and should be considered from the point of view of timing and frequency. All practical work with hand tools should be carried out with due regard to safe working practices.

### **Guidance on learning and teaching approaches for this Unit**

The candidate should become competent in the use of hand tools in normal horticultural situations. It is important that this Unit is introduced early in a programme of study and is delivered in a practical context. Every effort should be made to integrate the learning and teaching of this Unit with other practical Horticulture Units. This will allow candidates to develop their skills in a real working context and to relate the learning to contexts with which they are familiar. The integration of this Unit with others will reduce the assessment burden on candidates. It is vital that relevant Health and Safety requirements, including selection and use of relevant Personal Protective Equipment (PPE), are highlighted throughout the delivery of this Unit.

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

**Unit title:** Use of Hand Tools in Horticulture

### **Opportunities for developing Core Skills**

There is no automatic certification of Core Skills or Core Skills components in this Unit, however there may be opportunities to develop the Core Skill of *Communication (Written)* at SCQF Level 4 through the production of evidence for Outcome 1.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

### **Guidance on approaches to assessment for this Unit**

Corresponding to Outcomes 1 and 2:

Outcome 1 An integrated assessment in the form of a portfolio or project could be used to cover all Performance Criteria and critical classes.

Outcome 2 Assessment should be by observation of practical work and the use of appropriate checklists.

There may be opportunities to integrate the assessment of parts of this Unit with other practical Horticulture Units. If candidates are undertaking tasks that require the use of Hand Tools this will present an ideal opportunity to develop evidence for this Unit.

### **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)

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	10/10/2012

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