

National Unit Specification: General Information

UNIT Bedding Plant Production: An Introduction (Intermediate 1)

NUMBER D865 10

COURSE

SUMMARY

The unit is designed to meet the needs of candidates following a range of programmes, particularly in the land-based sector. It is appropriate for candidates wishing to gain knowledge and understanding of bedding plant production and to undertake tasks involving the use of bedding plants.

OUTCOMES

- 1 Identify bedding plants and explain their uses in landscapes and gardens.
- 2 Describe the main resources required for the production of bedding plants.
- 3 Describe the life cycle and production cycle for bedding plants.
- 4 Participate in planting out and maintaining seasonal bedding plants in decorative situations.

RECOMMENDED ENTRY

There are no formal entry requirements for this unit.

CREDIT VALUE

1 Credit at Intermediate 1.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: SD

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National unit specification: statement of standards

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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 bedding plants and explain their uses in landscapes and gardens.

Performance Criteria

- a) Bedding plants are correctly identified from flowering specimens using common names.
- b) The uses of seasonal bedding plants in the landscape and garden are clearly explained.

Note on range for the outcome

Landscape use: defined as large scale displays in town centres; public open spaces or parks, typically carried out by local authorities or private sector contractors and including decorative bedding schemes; hanging baskets; planted containers and raised beds; floral clocks; carpet bedding.

Garden use: smaller scale domestic use; decorative beds and borders; hanging baskets; window boxes; various tubs, pots; planters and containers.

Seasonal bedding: any short lived/temporary plant display renewed on a seasonal basis eg. summer bedding planted out in late spring or winter/spring bedding planted in Autumn.

Evidence Requirements

Evidence for this outcome can be provided in a written and/or oral format. Candidates would be required to identify 10 bedding plants from flowering specimens using common names only for PC (a) and to list 5 correct uses for seasonal bedding for PC (b). (For both (a) and (b) 100% attainment).

OUTCOME 2

Describe the main resources required for the production of bedding plants.

Performance Criteria

- a) The range of structures used in bedding plant production is correctly described.
- b) The importance of environmental control is described accurately.
- c) Specialised equipment and production systems used in bedding plant production are correctly described.
- d) The range of composts and ingredients used in the production of bedding plants are correctly described.
- e) The range of pots, trays and containers used in the production, retail and display of seasonal bedding plants are correctly described.

National unit specification: statement of standards (cont)

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Note on range for the outcome

The range of structures should include: glasshouses; propagation houses; frames; polythene structures.

Areas to be covered under environmental control should be: heating; irrigation; ventilation.

Specialised equipment and production systems should include: soil sterilisers; seed sowing machines; potting machines; growing cabinets/rooms.

Composts and ingredients should include:

Composts: loam based; loamless; seed sowing; pricking-off; potting and growing-on composts.

Ingredients: peat; peat substitutes; perlite; vermiculite; sand; fertilisers; liming materials.

Seed trays; pots; $\frac{1}{2}$ pots; plug trays; modular growing and packaging systems.

Evidence Requirements

Evidence for this outcome can be provided in a written and/or oral format.

OUTCOME 3

Describe the life cycle and production cycle for bedding plants.

Performance Criteria

- a) The natural life cycle of plants used for seasonal bedding is described correctly.
- b) The production cycle for bedding plants is clearly described.
- c) The environmental conditions required at each stage are clearly identified.

Note on range for the outcome

Natural life cycles: hardy and half hardy annuals; biennials.

The production cycle should include reference to: sowing; germination; pricking-off; growing-on; hardening off and the appropriate environmental conditions for each stage.

National unit specification: statement of standards (cont)

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Evidence Requirements

Evidence for this outcome can be provided in a written and/or oral format.

OUTCOME 4

Participate in planting out and maintaining seasonal bedding plants in decorative situations.

Performance Criteria

- a) Seasonal bedding plants are appropriately planted out in decorative situations.
- b) Seasonal bedding plants are correctly maintained in a decorative situation.

Note on range for the outcome

Decorative situations should include: beds/borders; window boxes; hanging baskets; tubs/containers/planters; ground preparation; planting.

Maintenance activities should include: irrigation; weeding; deadheading; support; feeding.

‘Seasonal’ would cover any plants used short term displays changed on a seasonal basis ie. summer bedding and winter/spring bedding.

Evidence Requirements

Part of the evidence for this outcome should be provided in the form of a practical exercise where the candidate will be expected to participate in planting out and maintaining seasonal bedding plants in decorative situations. Practical evidence should be provided from one seasonal category, i.e. either summer bedding or winter/spring bedding. Within the appropriate seasonal category evidence is required for a total of 2 decorative situations and a total of two maintenance activities.

Evidence for the other seasonal category, decorative situations and maintenance activities should be provided in a written and/or oral format.

National unit specification: support notes

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

- 1 Identification of plant specimens at this stage should be by common name only. Correct identification should be based on observation of mature, flowering specimens of plants seasonal at the time of assessment or on pictures in the absence of live material. The uses of seasonal bedding plants could include decorative beds and borders, specialist uses such as carpet bedding and floral clocks, tubs, planters, raised beds, hanging baskets, window boxes, mixed plantings, and commercial uses such as pot plants, cut flowers and dried plant material.

- 2 This outcome aims to introduce the range of materials, resources, machinery and equipment which could be used in the production of bedding plants. The use and significance of each item should be understood by the candidate and wherever possible should be observed in real life or from appropriate visual source material. The scope and range of this outcome requires that the input in each topic should be appropriately brief.

- 3 A knowledge of the botanical life cycles of the plant types used in seasonal bedding will have relevance to the various stages in the production cycles and will also affect other factors such as the timing of operations, environmental conditions, and seasonality of use. The particular importance of the terms hardy and half-hardy in this context should be stressed. A link should be made between summer bedding and the use of hardy annuals, half hardy annuals, and between winter/spring bedding and the use of biennials. A definition of the term tender perennial may be required if the need arises.

- 4 This outcome provides a taster of the practical activities involved in the establishment and maintenance of seasonal bedding plants in decorative situations. A knowledge of what is done with the end products of the production cycle is often lacking in those involved in commercial horticulture, although more clearly understood by candidates in decorative horticulture. It should be stressed that even in nursery and garden centre work a knowledge of how to plant and maintain bedding is required in the establishment of demonstration areas, displays in the retail environment and the establishment of trial areas for plant evaluation. The range of decorative uses are the same as those listed in outcome 1.

National unit specification: support notes

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GUIDANCE ON TEACHING AND LEARNING APPROACHES

Some formal teaching and appropriate discussion sessions may be used to introduce relevant concepts and theoretical aspects of the subject. At all times the approach should be candidate centred and should where possible be related to real-life practise. Approaches may include investigation, demonstration, hands-on experience and observation. Site visits may be used to observe facilities and equipment not available at the centre. All teaching and learning may be supplemented by handouts, diagrams, photos, slides and videos. Due to the seasonal nature of the subject, the production and display of both summer and winter/spring bedding species may not be observable at the same time. In this event appropriate alternative approaches should be sought.

GUIDANCE ON APPROACHES TO ASSESSMENT

Centres may use the instruments of assessment which are considered by teachers/lecturers to be most appropriate.

Outcome 1 may be assessed to an appropriate level of attainment in a series of short answer questions which will cover the identification of specimens and a list of uses for seasonal bedding plants.

Outcome 2 may also be assessed to an appropriate level of attainment using short answer questions which again could be used as a means of identifying objects or visual material as well as eliciting appropriate knowledge information from the candidate.

Outcome 3 may be assessed by an appropriate level of attainment using short answer questions.

Outcome 4 may be assessed by an appropriate level of attainment in practical tasks using an observation checklist.

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* (SQA, 1998).