

**MANAGING ENVIRONMENTAL  
RESOURCES**  
Access 2

**Fourth edition – published November 2002**

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS  
FOURTH EDITION PUBLISHED NOVEMBER 2002**

**CLUSTER TITLE:** Managing Environmental Resources (Access 2)

**CLUSTER NUMBER:** C055 08

**National Cluster Specification**

Cluster Details: Amendment to Core skills statement.

**National Unit Specification**

*All units* No changes

## National Cluster

### MANAGING ENVIRONMENTAL RESOURCES (ACCESS 2)

**CLUSTER NUMBER**            C055 08

#### STRUCTURE

The cluster comprises:

<i>D553 08</i>	<i>Planning an Environmental Area (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D554 08</i>	<i>Developing an Environmental Area (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D555 08</i>	<i>Monitoring and Maintaining an Environmental Area (Acc 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **National Cluster: general information (cont)**

**CLUSTER**            Managing Environmental Resources (Access 2)

### **CORE SKILLS**

This cluster gives automatic certification of the following:

<b>Complete core skills for the cluster</b>	Problem Solving	Acc 2
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<b>Core skills components for the cluster</b>	None
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For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Cluster: details**

### **CLUSTER**          Managing Environmental Resources (Access 2)

#### **RATIONALE**

The Managing Environmental Resources (Access 2) programme of study has been designed as an introductory group of units which, through a mainly practical approach, will promote an active interest in the natural environment. The programme of study will contribute to the candidate's general, scientific and vocational education by offering first-hand experience of the living world.

The programme of study is designed to:

- encourage a responsible and caring attitude to the environment
- develop skills in growing, monitoring and caring for plants and animals
- develop awareness of the main animal/mini-beasts associated with the selected environmental area
- develop personal and interpersonal skills

#### **CONTENT**

The units can be offered in a variety of ways to suit particular circumstances. They can be delivered as free-standing units or undertaken as the cluster. The cluster includes planning, developing, monitoring and maintaining an area which could be indoors or outdoors and could consist of individual containers, a flower bed, vegetable plot, greenhouse or wildlife area.

The programme of study introduces candidates to planning and caring for an environmental area. This will include the identification of a suitable type of environmental area, its site and the plants, tools and equipment needed to develop the chosen area. Candidates will be required to make a simple plan for the environmental area. Following the planning stage, candidates will have the opportunity to prepare an environmental area from this plan or from a given plan. This will include propagating plants, preparing the area for planting and planting out.

Finally candidates will be required to monitor and maintain an environmental area.

#### **ASSESSMENT**

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be used. Details of assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

Assessment should reflect the rationale of the cluster by covering all key aspects of it. Wherever possible, assessment instruments should be designed to reflect learning and teaching activities and could cover more than one outcome.

## **National Cluster: details**

**CLUSTER**            Managing Environmental Resources (Access 2)

### **APPROACHES TO LEARNING AND TEACHING**

A practical investigative approach should be taken to the learning and teaching of Managing Environmental Resources. Such an approach provides opportunities to develop individual and group activities using a variety of resources alongside the more traditional approaches to classroom delivery. Although individual evidence of attainment of every outcome is a prerequisite for each candidate, group activities can enhance the value of investigative work and foster personal, interpersonal and organisational skills.

### **SPECIAL NEEDS**

This 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).

### **SUBJECT GUIDES**

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

<b>UNIT</b>	Planning an Environmental Area (Access 2)
<b>NUMBER</b>	D553 08
<b>CLUSTER</b>	Managing Environmental Resources (Access 2)

### SUMMARY

The aim of the unit is to show that planning is an important and necessary step in caring for an environmental area.

### OUTCOMES

- 1 Identify an appropriate type of, and site for, an environmental area.
- 2 Identify suitable plants, tools and equipment for the chosen environmental area.
- 3 Prepare a simple plan for the chosen environmental area.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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### Administrative Information

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

**UNIT**                      Planning an Environmental Area (Access 2)

### **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 2

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      **Planning an Environmental Area (Access 2)**

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 type of, and site for, an environmental area.

##### **Performance criteria**

- (a) An appropriate selection is made, from a given range, of the type of environmental area to be planned.
- (b) An appropriate site is identified for the environmental area to be planned.
- (c) Reasons are given for selecting the site.

##### **Evidence requirements**

Performance evidence of the candidate's ability to select the type of environmental area, to identify the site to be planned and to justify the reasons for that choice. The evidence may be generated from group work but evidence of individual performance would need to be retained. Where evidence cannot be provided by performance alone, for example, reasons for choice of site, evidence may be provided by the candidate responding to short answer questions.

#### **OUTCOME 2**

Identify suitable plants, tools and equipment for the chosen environmental area.

##### **Performance criteria**

- (a) The basic conditions necessary for plant growth are identified correctly.
- (b) Suitable plants for the chosen environmental area are identified correctly.
- (c) Tools and equipment necessary for the chosen environmental area are identified correctly.

##### **Evidence requirements**

For PC (a), written and/or evidence oral in the form of responses to short answer questions/personal log identifying correctly the basic conditions for plant growth.

For PCs (b) and (c), written and/or oral evidence in the form of responses to short answer questions/personal log identifying correctly suitable plants, necessary tools and equipment.

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

**UNIT**                      Planning an Environmental Area (Access 2)

### **OUTCOME 3**

Prepare a simple plan for the chosen environmental area.

#### **Performance criteria**

- (a) A simple plan for the chosen environmental area is prepared correctly.
- (b) An approximate cost of implementing the plan is calculated.

#### **Evidence requirements**

For PC (a), written and/or oral evidence in the form of a labelled plan.

For PC (b), written and/or oral evidence of calculating an approximate cost of implementing the plan.

The evidence for the three outcomes should show that the candidate has recognised the main features relating to planning an environmental area and has identified processes to deal with the situation.

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

### **UNIT                      Planning an Environmental Area (Access 2)**

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**

The outline of the content is as follows:

- selection of type of environmental area
- selection of site
- necessary conditions for plant growth
- selection of plants for the chosen area
- selection of tools and equipment
- simple plan for the environmental area
- understanding of costs

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

It is recommended that this unit is taught in a practical manner. The following activities will promote learning within a group situation and will give practical experience in planning and selecting for an environmental area:

- visits to parks, nature areas, garden centres and farms as appropriate
- planting and experiments on conditions for plant growth
- hands-on experience of tools and equipment
- group work in drawing and labelling of the simple plan

Further suggestions are given in Appendix 1.1.

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

The observations made by staff and the oral/written responses of candidates should enable evidence to be gathered that the candidate has:

- considered the purposes of environmental areas and the reasons for choosing a site eg the candidate may have chosen to grow flowers for an old folks' home and reject sites which do not get any sun
- identified what is needed for the tasks eg hand tools for digging and raking fertiliser
- prepared a simple plan of the site eg on squared paper
- costed the plants and materials required eg from real or simulated catalogues, the candidate has taken prices and found a total cost

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

### **UNIT**                      Planning an Environmental Area (Access 2)

The following assessment instruments could be used for internal assessment of the unit.

#### ***Outcome 1***

All PCs could be assessed through observation of and discussion with the candidate. Short answer questions could be used.

#### ***Outcome 2***

The candidate should keep a personal log including information gleaned from catalogues, visits and visitors. This log or short answer questions could provide the necessary evidence.

#### ***Outcome 3***

The PCs can be assessed through the labelled plan, the lists of plants, tools and equipment and the approximate cost being calculated to a realistic degree of accuracy for carrying out the plan.

### **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 Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Developing an Environmental Area (Access 2)
<b>NUMBER</b>	D554 08
<b>CLUSTER</b>	Managing Environmental Resources (Access 2)

### SUMMARY

The aim of the unit is to give the candidate the opportunity to prepare an environmental area from a given plan.

### OUTCOMES

- 1 Propagate given plants.
- 2 Prepare an environmental area for planting.
- 3 Plant out the area according to the given plan, using safe working practices.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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### Administrative Information

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

**UNIT**                      Developing an Environmental Area (Access 2)

### **CORE SKILLS**

This unit gives automatic certification of the following:

**Complete core skills for the unit**                      Problem Solving                      Acc 2

**Additional core skills components for the unit**                      None

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      Developing an Environmental Area (Access 2)

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**

Propagate given plants.

##### **Performance criteria**

- (a) The selection of tools and materials is appropriate for the given task.
- (b) The propagation of given plants is carried out effectively and according to safe working practices.
- (c) Tasks carried out are recorded accurately.

##### **Evidence requirements**

PC (a), performance evidence of the candidate's selection of the correct tools and materials.

PC (b), performance evidence of the candidate's ability to propagate given plants, and observation of the candidate's safe working practices.

PC (c), written and/or oral evidence in the form of a simple record of the tasks completed including materials, tools and processes used.

#### **OUTCOME 2**

Prepare an environmental area for planting.

##### **Performance criteria**

- (a) The selection of tools and materials for planting is appropriate.
- (b) The preparation of the given area for planting is effective and according to the plant requirements and safe working practices.
- (c) Tasks carried out are recorded accurately.

##### **Evidence requirements**

PC (a), performance evidence of the candidate's ability to select appropriate tools and materials.

PC (b), performance evidence of the candidate's preparation of the given area in an effective way, according to safe working practices.

PC (c), oral and/or written evidence of a simple record of the preparation involved in carrying out the tasks.

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

### **UNIT**                      Developing an Environmental Area (Access 2)

#### **OUTCOME 3**

Plant out the area according to the given plan, using safe working practices.

#### **Performance criteria**

- (a) The planting of the given area is carried out safely and according to the given plan.
- (b) Tasks carried out are recorded accurately.

#### **Evidence requirements**

PC (a), performance evidence of the candidate planting out and working safely.

PC (b), oral and/or written evidence of a simple record, recording the tasks carried out accurately.

The evidence for the three outcomes should show that the candidate has recognised the main features relating to developing an environmental area and has identified processes to deal with the situation.

The evidence should show that the candidate is able to plan, organise and complete the simple tasks involved by:

- identifying the small number of required steps for each task
- selecting appropriate resources
- carrying out the tasks

The evidence should also show that the candidate is able to review and evaluate the activity and to identify some of the strengths or weaknesses of the solution.

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

### **UNIT**                      Developing an Environmental Area (Access 2)

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**

The outline content and context is as follows:

- plant propagation
- ground preparation
- planting out

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

This unit is practical in nature. Candidates are required to keep a simple record of processes undertaken and tools and equipment selected. This might be undertaken in a group context with each candidate making his/her own record following group discussions. This record might be kept in a number of forms, for example drawings and photographs can be incorporated with text.

Further suggestions are given in Appendix 1.2

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

The observations made by staff and the oral/written responses of candidates should enable evidence to be gathered that the candidate has:

- considered the propagation of the chosen plants and how to set about it eg candidate may want to grow bulbs
- selected what is needed for the task eg the candidate selects small hand tools for planting up containers, compost etc
- prepared the area for planting eg the candidate has filled and firmed the containers correctly, stored and watered them at the required stages
- followed a plan for planting out the area eg the candidate has planted the number, type and colour of bulbs as specified in the plan
- made evaluative comments on the activity. For example:
  - reasons for success or otherwise of the propagation such as regularity of care
  - amendments if task was to be repeated such as sowing seed more evenly
  - appreciating the effects of factors such as colours, scent etc on users of the area

The following assessment instruments could be used for internal assessment of the unit.

#### ***Outcomes 1***

All PCs could be assessed through observation of and discussion with the candidate. A simple record/log could be kept.

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

### **UNIT**                      Developing an Environmental Area (Access 2)

#### ***Outcomes 2 and 3***

All PCs could be assessed through performance evidence and a simple record/log could be kept.

#### **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 Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Monitoring and Maintaining an Environmental Area (Access 2)
<b>NUMBER</b>	D555 08
<b>CLUSTER</b>	Managing Environmental Resources (Access 2)

### SUMMARY

The aim of the unit is to develop, through practical experience, the candidate's awareness of the skills, tools, equipment and materials necessary for monitoring and maintaining an environmental area.

### OUTCOMES

- 1 Observe and monitor a chosen environmental area.
- 2 Maintain the chosen environmental area over a period of time.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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### Administrative Information

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

**UNIT**                      Monitoring and Maintaining an Environmental Area (Access 2)

### **CORE SKILLS**

This unit gives automatic certification of the following:

**Complete core skills for the unit**                      Problem Solving                      Acc 2

**Additional core skills components for the unit**                      None

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      **Monitoring and Maintaining an Environmental Area (Access 2)**

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**

Observe and monitor a chosen environmental area.

##### **Performance criteria**

- (a) The main plants in the chosen area are identified correctly.
- (b) The main animals/mini-beasts in the chosen area are identified correctly.
- (c) A simple record of the plants and animals identified in the chosen environmental area is kept.

##### **Evidence requirements**

PCs (a) and (b), oral and/or written evidence of the correct identification of at least five plants and three animals or mini-beasts.

PC (c), oral and/or written evidence of a simple record/log of the plants and animals identified.

#### **OUTCOME 2**

Maintain the chosen environmental area over a period of time.

##### **Performance criteria**

- (a) Maintenance tasks required are identified correctly.
- (b) Correct tools for the particular maintenance tasks are selected.
- (c) Maintenance tasks are correctly carried out.
- (d) A simple record of the maintenance tasks performed is kept.

##### **Evidence requirements**

PC (a), oral and/or written evidence of a list of tasks to be undertaken.

PCs (b) and (c), performance evidence of the candidate's ability to select tools correctly and carry out maintenance work.

PC (d), oral and/or written evidence of a simple record/log.

The evidence for the two outcomes should show that the candidate has recognised the main features relating to monitoring and maintaining an environmental area and has identified processes to deal with the situation.

The evidence should show that the candidate is able to plan, organise and complete the simple tasks involved by:

- identifying the small number of required steps for each task
- selecting appropriate resources
- carrying out the tasks

The evidence should also show that the candidate is able to review and evaluate the activity and to identify some of the strengths or weaknesses of the solution.

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

### **UNIT**                      **Monitoring and Maintaining an Environmental Area (Access 2)**

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**

The outline content and context is as follows:

- monitoring the chosen area
- maintaining the chosen area

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

This unit is practical in nature. Candidates are required to keep a simple record of maintaining and monitoring the area. This might be undertaken in a group context with each candidate making his/her own record following group discussions. This record might be kept in a number of forms. For example, drawings and photographs can be incorporated with texts.

Further suggestions are contained in Appendix 1.3.

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

The observations made by staff and the oral/written responses of candidates should enable evidence to be gathered that the candidate has:

- observed the site over some time and has noticed the plants and animals in the area eg the candidate notices that birds come to pick up worms
- identified the required number of plants and animals eg the candidate has used simple pictorial keys
- identified the necessary maintenance tasks eg the candidate knows that weeding has to be done on a regular basis
- selected the appropriate tools eg the candidate chooses a stiff brush for sweeping paths
- carried out the tasks satisfactorily
- kept a simple record of the tasks undertaken eg the group may take photographs of the site before and after they have picked up litter
- made evaluative comments on the activity. For example:
  - reasons for success or otherwise of the area such as regularity of maintenance tasks
  - suggestions such as changing from flowers to shrubs to lessen maintenance required
  - appreciating the effects of factors such as colours, scent etc on users of the area
  - realising the need to inform others of the purposes of the area to gain their co-operation

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

### **UNIT**                      Monitoring and Maintaining an Environmental Area (Access 2)

The following assessment instruments could be used for internal assessment of the unit.

#### ***Outcome 1***

All PCs could be assessed by a checklist of identification and a simple record/log could be kept.

#### ***Outcome 2***

The PCs could be assessed by a list of tasks to be undertaken, performance evidence and a simple record/log could be kept.

### **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 Arrangements* (SQA, 2001).

## Appendix 1.1

### PLANNING AN ENVIRONMENTAL AREA

CONTENTS	NOTES	LEARNING ACTIVITIES
Identification of a site	Emphasis on choosing an appropriate site. Sites will depend on circumstances. Suggested areas - containers with plants for classroom/centre windowboxes, hanging baskets, bottle gardens, herb, flower tubs, growbag gardens, suitable outdoor pots if available, flower or vegetable plot, greenhouse, wildlife area.	Discuss possibilities and select the most appropriate site. Use library, videos, catalogues, visits to garden centres and speakers.
Identification of plants/ tools suitable for site	Identification of suitable plants for site. Purpose of plants for site, eg colour, smell, ground cover. Identification of suitable tools and equipment required for site.	Obtain information from books, catalogues, videos, garden centres and visiting speakers.
Make a simple plan	Preparation of a simple plan in a learning situation. Label plan. Cost of implementing the plan.	Assist with the preparation, development and production of the plan. Calculate approximate cost of implementing the plan.

## Appendix 1.2

### DEVELOPING AN ENVIRONMENTAL AREA

CONTENTS	NOTES	LEARNING ACTIVITIES
Plant propagation for example: a) seeds b) cuttings	Pre-determined plans referred to throughout. Sowing of house plant, bedding plant, vegetable, flower seeds, etc. as appropriate. Similarly taking cuttings as appropriate. Raising seedlings in trays, pots and directly into ground. Pricking out and hardening off young plants as appropriate.	Select appropriate tools and materials. Assist with given tasks safely. Keep a simple record of work.
Prepare the area for planting	Practical exercise Appropriate use of tools	Assist with tasks according to safe working practices. Keep a simple record of work.
Plant out area according to the plan	Practical exercise Appropriate use of tools	Assist with tasks according to safe working practices. Keep a simple record of work.

## Appendix 1.3

### MONITORING AND MAINTAINING AN ENVIRONMENTAL AREA

CONTENTS	NOTES	LEARNING ACTIVITIES
Observation and monitoring	<p>The area may be indoors or outdoors, eg containers with plants for classroom/centre windowboxes, hanging baskets, bottle gardens, herb, flower tubs, grow bag gardens, centre grounds, wildlife garden, grounds of local community centre, local householder's garden.</p> <p>Survey the chosen environmental area. Identify the main plants and animals in the chosen area.</p>	<p>Discuss possibilities and select the appropriate area.</p> <p>Discuss simple survey methods. Identify animals and plants on site. Record the relevant information.</p>
Maintenance of site	<p>Normal day-to-day duties involved in maintaining the cleanliness, tidiness and safety of an environmental area as appropriate.</p> <p>Removal of litter may be one of the main activities.</p>	<p>Select appropriate tools, equipment and materials. Discuss and decide on necessary tasks. Assist in carrying out maintenance tasks according to safe working practices. Keep a simple record of the duties undertaken.</p>