

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 1240006

-Session-1996-97

-Superclass- QA

-Title- INTRODUCTION TO SOFT LANDSCAPING

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Identifying plant groups used in soft landscaping and selecting and using these in a given landscape feature.

OUTCOMES

1. identify plant groups used in soft landscaping;
2. select plant groups for use in a given soft landscape feature;
3. use plant groups in a given soft landscape feature.

CREDIT VALUE: 0.5 NC Credit

ACCESS STATEMENT: There is no access statement for this module.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 1240006

UNIT TITLE: INTRODUCTION TO SOFT LANDSCAPING

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

OUTCOME

1. IDENTIFY PLANT GROUPS USED IN SOFT LANDSCAPING

PERFORMANCE CRITERIA

- (a) The identification of plant groups is accurate with respect to soft landscaping.
- (b) The description of the key feature of the plant groups is complete with respect to soft landscaping.
- (c) The description of given landscape features is complete with respect to the component plants.

RANGE STATEMENT

Plant groups: alpines; climbing and wall shrubs; heathers; herbaceous perennials; massed plantings; mixed plantings; peat gardens; roses; shrubs; spring bulbs; summer bedding (annuals); trees; water plants.

EVIDENCE REQUIREMENTS

Written and/or oral evidence of the candidate's ability to identify two plants from each critical class in the range for Performance Criterion (a). Written and/or oral evidence of the candidate's ability to describe two key features from each critical class in the range and describe a given landscape feature for Performance Criteria (b) and (c).

OUTCOME

- 2. SELECT PLANT GROUPS FOR USE IN A GIVEN SOFT LANDSCAPE FEATURE

PERFORMANCE CRITERIA

- (a) The selection of plant groups for a given feature is valid with respect to the soft landscape specifications.
- (b) The description of the appropriateness of the selected plant groups is valid for the given feature.
- (c) The description of the maintenance requirements of the selected plant groups is comprehensive with respect to the given feature.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/oral evidence in the form of a report for all performance criteria.

OUTCOME

- 3. USE PLANT GROUPS IN A GIVEN SOFT LANDSCAPE FEATURE

PERFORMANCE CRITERIA

- (a) The preparations are appropriate for the given landscape feature.
- (b) The planting procedures are appropriate for the given landscape feature.
- (c) The implementation of a maintenance programme is appropriate for the given landscape feature.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence should be provided in the form of observation of activity for all performance criteria.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 1240006

UNIT TITLE: INTRODUCTION TO SOFT LANDSCAPING

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

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module may be taken as a free-standing module in a wide variety of programmes. It is particularly suitable for candidates undertaking programmes in the land-based sector.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

On completion of this module, the candidate will be able to identify and describe the key features of the plant groups used in soft landscaping. The candidate will be able to select and use plant groups in landscape features.

CONTENT/CONTEXT The candidate should achieve a good basic knowledge of the use of plant groups in landscape features. All aspects of this module should be delivered in a practical context.

Corresponding to Outcomes 1-3:

1. The identification of plant groups used routinely for landscaping purposes in the local area should form the starting point for this module. Identification to genus and species level is not required. The key features of importance from a landscaping point of view such as growth habit, whether deciduous or evergreen, whether annual or perennial, foliage, flowering/fruiting period and flower colour should be covered. Plant groups should be considered individually at first to facilitate learning. After this initial period local landscape features should be used to consider how several plant groups may be used together. The advantages of using several plant groups in any given feature should be covered. Combining contrasting groups (eg. trees and naturalised spring bulbs) for particular purposes could be included. Any disadvantage associated with a particular group can often be overcome by careful combination with other

plant groups. This should develop the candidate's ability to observe, consider and describe landscape features.

2. The selection of plant groups for given features could be achieved by considering a local situation. The soft landscape specifications should be fairly specific for this outcome. Colour and interest throughout the year is an appropriate specification for a particular situation. The selection of plant groups should also take into account considerations such as maintenance. Although time, frequency and labour requirements should be covered when considering maintenance, financial aspects fall beyond the scope of this module.
3. This outcome should be dealt with in an entirely practical context. It may be desirable to combine this outcome with Outcome 2 in the form of a project which considers a feature from the design stage through to planting. A maintenance programme should be drawn up and implemented as far as possible. It is recognised that it may be impractical for candidates to become involved with anything other than the introduction of the maintenance programme.

APPROACHES TO GENERATING EVIDENCE As much of this module as possible should be delivered on site. Live specimens should be used for the identification and description of plant groups. These could be supplemented by gardening magazines, books, slides and videos, as appropriate. A candidate-centred, resource-based learning approach is advised with visits to local gardens playing an important part.

ASSESSMENT PROCEDURES Centres may use the instruments of assessment which are considered by tutor/trainers to be the most appropriate. Examples of instruments of assessment which could be used are as follows:

Corresponding to Outcomes 1-4:

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| Outcome 1 | An identification test of plant groups should be carried out using typical local material for Performance Criterion (a). An integrated assessment in the form of a project could be used for Performance Criteria (b) and (c) following site visits. |
| Outcome 2 | A single integrated assessment in the form of a report would be appropriate to cover all performance criteria. It could be possible to integrate this assessment with Outcome 3 to cover the same site. |
| Outcome 3 | This outcome should be assessed on site when the candidates are preparing and planting up a given soft landscape feature. |

PROGRESSION This module would allow progress to other horticultural modules and contributes towards general and vocational training in the land-based sector.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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