



## National Unit specification: general information

**Unit title:** Home and Allotment Gardening

**Unit code:** H1JS 11

**Superclass:** SE

**Publication date:** October 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

## Summary

This Unit will enable the candidate to gain the skills needed to maintain a home garden or an allotment.

## Outcomes

- 1 Describe the scope, sources of information and the terminology used for the production of food crops in home and allotment gardening.
- 2 Explain the basic cultural requirements to produce vegetable/salad crops and soft fruit
- 3 Plan a cropping programme for a home or allotment garden.
- 4 Cultivate a plot and grow a representative sample of vegetables, salads and soft fruit.

## Recommended entry

Entry is at the discretion of the centre.

## Credit points and level

1 National Unit 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.*

## **General information (cont)**

**Unit title:** Home and Allotment Gardening

### **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 Planning and Organising 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:** Home and Allotment Gardening

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 the scope, sources of information and the terminology used for the production of food crops in home and allotment gardening.

#### **Performance Criteria**

- (a) Sources of information on growing crops in a home/amateur situation are clearly identified.
- (b) Basic standard vegetable growing terms are described with reference to their application to home and allotment gardening.
- (c) The scope for good production in home and allotment gardening is clearly described.

#### **Outcome 2**

Explain the basic cultural requirements to produce vegetable/salad crops and soft fruit.

#### **Performance Criteria**

- (a) The assessment of seed and fertiliser requirements are clearly explained.
- (b) The choice of varieties of produce is explained.
- (c) Cultivation treatment and manurial addition for different crops is explained.
- (d) The different cultural requirements of vegetables and fruit is explained.
- (e) The timing of sowings/plantings for different crops is explained.

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

**Unit title:** Home and Allotment Gardening

### **Outcome 3**

Plan a cropping programme for a home or allotment garden.

#### **Performance Criteria**

- (a) Crops are appropriately rotated.
- (b) Crops are arranged/grouped in relation to aspect.
- (c) Crops are correctly spaced.
- (d) Suitable sowing/planting dates are used to ensure continuity of cropping.
- (e) Varieties of plants are correctly chosen.
- (f) Proposals for fertiliser treatment are correctly made.

### **Outcome 4**

Cultivate a plot and grow a representative sample of vegetables, salads and soft fruit.

#### **Performance Criteria**

- (a) The plot is correctly cultivated with reference to cleaning the ground and preparing the tilth.
- (b) Vegetables are correctly established.
- (c) A soft/brush fruit is correctly pruned and maintained.

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

For Outcomes 1 and 2 candidates are required to produce written or recorded oral evidence which meets the requirements of the Performance Criteria. For Outcome 1 sources of information should include: internet; books; seed firm's catalogues; fertiliser company's catalogues; and advisory information centres (eg Local Authority demonstration gardens; allotment societies and horticultural societies).

For Outcomes 3 and 4 candidates are required to produce practical evidence for the Performance Criteria. Additional written or recorded oral evidence may be required for Outcome 1. For establishing vegetables in Outcome 4 crops should be correctly spaced for drilling; an even depth drill made for at least two crops; seeds sown to the correct depth for two different crops; one crop correctly thinned; one Brassica crop correctly planted and weed, pest and disease controls applied as necessary.

## National Unit specification: support notes

### Unit title: Home and Allotment Gardening

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 40 hours.

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

Corresponding to the Outcomes:

- 1 Knowledge of where to find information on growing crops in a home/amateur situation — to include books, seed firms' catalogues, fertiliser company's leaflets and advisory information centres (eg Local Authority demonstration garden, Allotment Societies and Horticultural Societies). A knowledge and understanding of basic standard vegetable growing terms and how they apply to home and allotment.

Gardening — manures, fertilisers (organic and inorganic), techniques of cultivation, crop rotation, successional sowings, plant densities, sowing rates, pelleted seed, drilling, hoeing, ridging, thinning, harvesting, weed control and pruning for fruit. Horticultural fleece, weed suppressing materials, cloches, deep beds.

- 2 The theoretical aspects of cultivation of a range of specific crops to include a range of vegetables (legumes, roots, bulbs, brassicas), two soft fruit.
- 3 Preparation of a specific cropping programme for an allotment sized garden showing arrangement of vegetables and salad crops. Also preparation of a programme of work for soft fruit (already established at one end of plot).
- 4 Carrying out primary and secondary cultivation, and sowing of vegetables/salads using a range of seed sizes. Transplanting, thinning and hoeing techniques as well as application of both basal and top dressing fertilisers

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

#### Outcome 1

Candidates will learn much by group work looking at seed catalogues, books, company's technical information and in discussion, from which a list of possible crops that could be grown on an allotment or home garden could be drawn up with possible plot spacings/positions. This should enable candidates also to gain considerable information on terminology.

#### Outcomes 2 and 3

Theoretical work should be confined to that not already gleaned by the students with added information on approach to crop planning and rotation. It may be helpful to visit Local Authority Demonstration Gardens. Candidates to prepare their own cropping programmes for a plot, but they will benefit by discussing the problem in a group.

## National Unit specification: support notes (cont)

**Unit title:** Home and Allotment Gardening

### Outcome 4

The major part of the time will be spent working on the plot carrying out all stages of work from the initial cultivation to harvest (where possible). Certainly for vegetables all early sowing and establishment stages should be covered. With fruit it is the winter/spring treatment which is most critical.

### 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 Skills of *Communication*, *Numeracy*, *Problem Solving* and *Working with Others* at SCQF level 4.

This Unit has the Critical Thinking and Planning and Organising components 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 and Planning and Organising at SCQF level 4.

### Guidance on approaches to assessment for this Unit

The candidate must be informed of the tasks which contribute to summative assessment. Any unsatisfactory aspects of performance should, if possible, be discussed with the candidate as and when they arise. Acceptable performance in the Unit will be satisfactory achievement of the Performance Criteria specified for each Outcome.

Outcome 1 could be assessed through short answer written or recorded oral tests consisting of ten questions to cover the following:

- (a) fertiliser application
- (b) value of organic manure and compost
- (c) meaning and value of rotation
- (d) successional sowings
- (e) comparison of pelleted and natural seed
- (f) NPK base dressings for different crops
- (g) pruning terms
- (h) plant densities
- (i) weed control techniques
- (j) sources of information.

Outcome 2 could be assessed through short answer written or recorded oral tests consisting of five questions to cover the following:

- (a) assessment of seed/fertiliser requirements
- (b) choice of varieties
- (c) cultivation treatment manurial addition for different crops
- (d) different cultural requirements of vegetables and fruit
- (e) timing of sowings/plantings for different crops.

Outcome 3 could be assessed by a practical exercise used with observation checklist in which the candidate is required to plan a cropping programme for an allotment size plot.

## National Unit specification: support notes (cont)

**Unit title:** Home and Allotment Gardening

The candidate:

- (a) rotates the crops/appropriately
- (b) correctly groups crops/arrangement in relation to aspect
- (c) correctly spaces crops
- (d) uses suitable sowing/planting dates to include continuity of cropping
- (e) makes an appropriate choice of varieties
- (f) makes correct proposals for fertiliser treatment.

Outcome 4 could be assessed by a practical exercise used with observation checklist in which the candidate is required to cultivate and grow a representative sample of vegetables, salads and soft fruit.

### 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 Components Critical Thinking and Planning and Organising at SCQF level 4 embedded.	10/10/2012

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