



National Unit specification: general information

Unit title: Lawns and Lawn Care: An Introduction

Unit code: H1JT 11

Superclass: SE

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Version: 01

Summary

This introductory Unit aims to provide the candidate with an introduction to the processes associated with the selection and uses of different grass species used for the production of sown and turfed amenity lawned areas, the range of different lawned areas that are available, the factors which influence the establishment of lawned areas and the maintenance techniques required to establish and maintain a lawned area.

There is a significant practical element to this Unit.

The Unit is designed for candidates wishing to develop their knowledge of lawns and lawn care who are starting a career in the horticulture industry.

Outcomes

- 1 Describe the different types of amenity lawn areas and the reasons for their use.
- 2 Describe the reasons that can influence the establishment of lawns from either seed or turfed methods.
- 3 Contribute to the establishment and maintenance of a lawn area.

Recommended entry

Entry is at the discretion of the centre.

General information (cont)

Unit title: Lawns and Lawn Care: An Introduction

Credit points and level

1 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.*

Core Skills

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

Unit title: Lawns and Lawn Care: An Introduction

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 different types of amenity lawn areas and the reasons for their use.

Performance Criteria

- (a) Describe the difference between domestic amenity lawns, utility landscape lawns and high quality lawns.
- (b) Discuss the cultural and environmental factors that would influence where the use of each would be considered appropriate.

Outcome 2

Describe the reasons that can influence the establishment of lawns from either seed or turfed methods.

Performance Criteria

- (a) Identify reasons for developing a sward from seed and the reasons for choosing specific species and cultivars for particular lawned situations.
- (b) Identify reasons for developing a sward from vegetative methods and the reasons for choosing specific species and cultivars for particular lawned situations.
- (c) Describe cultural, physical and environmental factors that can contribute to the success or failure of a lawned area.

Outcome 3

Contribute to the establishment and maintenance of a lawn area.

Performance Criteria

- (a) Demonstrate a knowledge the following operations and their influence on the establishment and maintenance of a lawned area:
 - ◆ Mowing
 - ◆ Scarifying
 - ◆ Fertiliser application
 - ◆ Spiking/Aeration
 - ◆ Topdressing
 - ◆ Edging
 - ◆ Weed, pest and disease control
 - ◆ Irrigation

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1 — Written and/or recorded oral evidence

The candidate must describe the types of amenity lawned areas and the reasons for their use as specified in the Performance Criteria (a) and (b).

The evidence for this Outcome is written and/or recorded oral evidence assessed through an open-book exercise and maybe combined with Outcome 2.

Outcome 2 — Written and/or oral evidence and performance evidence

For Performance Criterion (a) the candidate must provide reasons for developing a sward from seed and:

- ◆ Should understand the qualities, growth habits and identification features of the five main grasses, perennial rye grass, smooth stalked meadow grass, chewings fescue, creeping red fescue and brown top bent
- ◆ Should understand the proportion of seed in mixtures appropriate to the desired lawn quality and its proposed function.

For performance criterion (b), the candidate must provide reasons for developing a sward from vegetative methods and:

- ◆ Should understand the appropriate use of different turf types, such as Meadow turf, Downland turf, sea washed turf and commercially produced amenity grade turf
- ◆ Should understand the appropriate use of different mixtures for different amenity lawned situations.

For performance criterion (c) the candidate should identify and provide reasons for the physical and environmental factors that can contribute to the success or failure of a lawned area.

The evidence for this Outcome is written and/or recorded oral evidence assessed through an open-book exercise and maybe combined with Outcome 1.

Outcome 3 — Practical and/or Oral evidence and performance evidence

For performance criterion (a) the candidate should be able to demonstrate practically their understanding of establishment and maintenance techniques that are involved in lawn care.

The evidence for this Outcome is through practical and/or oral evidence assessed through practical exercises and activity.

National Unit specification: support notes

Unit title: Lawns and Lawn Care: An Introduction

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

This is an optional Unit for the National Certificate in Horticulture, but can also be taken as a free standing Unit.

The Unit is aligned to the following Lantra, Sector Skills Council's National Occupational Standard (NOS) Units:

- (L2) Establish Plants Outdoors
- (CU2) Monitor and Maintain Health and Safety

Outcome 1

For Performance Criterion (a) and (b) the difference between high quality lawned areas such as those found in ornamental situations, low quality lawned areas as such as those found in household gardens and amenity lawned areas, such as those used as landscape fillers in industrial and public settings should be discussed. The cultural differences in species quality and content should be compared and contrasted. Maintenance regimes across the three different types of lawned areas, highlighting the differences in frequency and range of operations carried out should be considered.

Outcome 2

For Performance Criterion (a) the candidate could should develop their knowledge and understanding of the role of different grass species that can be used in the production and establishment of lawned areas from seed and the reasons as to why the different species are used in different areas. The species considered should include: Fescue sp, Bent sp, Meadow grass sp, Perennial Rye Grass sp and should also highlight the Habits of growth: stolons; rhizomes and tufted growth.

Basic grass structure and identification features should be highlight that includes; ligules, auricles, culm, lamina and the flower head. The use of different seed mixtures and seeding rates for amenity lawned areas should be discussed.

For Performance Criterion (b) the candidate should develop and understanding of the different turf production techniques available, including; Meadow turf; Downland; Seawashed; standard role size; large multi-sizes; Turf pallets and the benefits of developing a turf nursery on site, especially where high quality lawns are being managed. Establishment methods and turfing techniques should also be discussed.

The advantages and disadvantages that include; the effect of: growing medium; thatch content, root development and dissimilar rootzone to the end user and quick establishment should be considered.

National Unit specification: support notes (cont)

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For Performance Criterion (c) the candidate should consider the physical and environmental factors that can contribute to the success or failure of a lawned area. Cultural factors considered should include the use improper cultural practices including: poor seed sowing techniques such as sowing seed too deep, poor seedbed/ turfing bed preparation, poor soil conditions and preparation, soil/seed contact; and moisture levels, competition from pests, diseases and weeds; mowing too early and incorrect mowing height. The advantages and disadvantages of both mono stands lawns and poly stand lawns should be discussed

Physical factors can include an unfavourable growing environment including shade created from the proximity of trees/branches/buildings, the use of beds and borders, shape and size, the presence of naturalised plantings access paths, and general neglect, abuse, or overuse of the lawned area.

Outcome 3

For Performance Criterion (a) this should be practically assessed and the candidate should be able to demonstrate practically their understanding of the establishment and maintenance techniques that are involved in lawn care. The opportunity should be given to enable students to demonstrate these skills as part of the learning process at the appropriate time in the growing season.

Candidates should understand how each of the operations and practices listed impact on the successful maintenance of a lawned area. Mowing practices should look at the effects of cylinder and rotary types and the quality of cut and finish on the lawned area in relation to the type of lawn being produced.

Scarifying should look at the different types of scarifying operations, from light brushing to mechanical methods and also the frequency and timing of the operation

Fertiliser applications should look at the effects of the main N:P:K nutrients and the role of each relation to the species content of the lawn and their correct use and effects, especially on the establishment process.

Spiking/ Aeration should identify the different types of operations, from forking by hand on localised areas to the use of mechanical methods. The type, frequency and timing of the operation should be considered

Topdressing should identify the reason for carrying out the operation and the relationship to the rootzone material and the top dressing material used should be highlighted. The frequency and timing of the operation along with the different methods of applying top dressing, such as by hand, with belt spreaders and spinning disc methods should be considered.

Weed, pest and disease identification and control should be highlighted and candidates should be able to understand the effects that each of the three will have on the establishment, maintenance and quality appearance of a lawned area. Candidates should be able to determine the level of control required depends upon the type and quality of the surface that is being produced.

National Unit specification: support notes (cont)

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Irrigation techniques, and the use of artificial irrigation to help establish lawns and the role of irrigation in the carrying out of other operations on the surface should also be discussed. Candidates should also understand that presentation of a lawn is vital to the success of the work being carried out and therefore edging techniques, boxing off of clippings and the safe and proper disposal of risings should be discussed and carried out.

Guidance on learning and teaching approaches for this Unit

Classroom activity should be used to introduce Outcome 1. Candidates should be encouraged to develop their knowledge by carrying out group activities by researching through ICT, media and investigating library text books. This Outcome should be taught first in the early stages of the Unit as an introduction and foundation to the rest of the Unit. Visits to areas within the centre or within close proximity to the centre that can demonstrate examples of High Quality Ornamental Lawns, Amenity landscape lawns and normal domestic lawns would help to reinforce the understanding of these types of lawn areas.

Outcome 2 can be delivered through both classroom and practical activity. The use of examples of the different seed types would help to reinforce the candidates understanding. Candidates should be encouraged to create their own collections of seeds to help aid identification. A range of industry produced material and seed booklets should be obtained from the various breeders and manufacturers to help reinforce the delivery on this area. The different types of turf produced should be identified and a visit to a commercial turf farm would help to identify both seeds and mixtures for Performance Criteria (a) and (b) collectively.

It is important that lawn care and establishment techniques are carried out at the correct time in the season and therefore Outcome 3 could be delivered alongside Outcomes 1 and 2. This Outcome should be carried out almost exclusively as a practical exercise and assessed accordingly.

The use of visiting speakers who work with the different types of lawned area will greatly enhance the delivery of the Unit.

Guidance on approaches to assessment for this Unit

For Outcome 1 and 2 candidates could produce an integral assessment in the form of a portfolio or project covering all the Performance Criteria in the Outcomes. This assessment should be given at an early stage of the Unit so that time can be planned for individual consultation with candidates. Where evidence is generated orally an assessor checklist and/or recording of the information should be completed. Candidates who do not submit a report to the required standard must be provided with adequate feedback before they attempt a re-assessment.

For Outcome 3 assessment should be carried out through practical exercise and the use of oral questioning that assessed that the candidates understand why they are carrying out the particular exercise and identifies understanding of the Performance Criteria measured against a checklist.

National Unit specification: support notes (cont)

Unit title: Lawns and Lawn Care: An Introduction

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 social software. 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)*.

Opportunities for developing Core Skills

There is no automatic certification of Core Skills or Core Skill components in this Unit, however there may be opportunities to develop the Core Skills of *Communication, Working with Others* and *Problem Solving* at SCQF Level 4.

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

History of changes to Unit

Version	Description of change	Date

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