



## National Unit specification: general information

**Unit title:** Setting Out Landscape Areas

**Unit code:** H1JV 11

**Superclass:** SL

**Publication date:** February 2013

**Source:** Scottish Qualifications Authority

**Version:** 02

### Summary

This Unit has been designed to allow an understanding of the basic practice involved in levelling and setting out Landscape areas.

### Outcomes

- 1 Carry out a linear survey.
- 2 Transfer information from plans to the landscape area.
- 3 Prepare sites for landscaping.

### Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having attained one of the following, or equivalent:

Numeracy and Communication at level 3 or above /appropriate qualifications at SCQF level4.

### 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:** Setting Out Landscape Areas

### Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills components:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Using Graphical Information at SCQF level 5

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:     Setting Out Landscape Areas**

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**

Carry out a linear survey.

##### **Performance Criteria**

- (a) Carry out a linear measurement survey.
- (b) Plot linear survey measurements on a plan.
- (c) Produce a technically accurate survey report.

#### **Outcome 2**

Transfer information from plans to the landscape area.

##### **Performance Criteria**

- (a) Transfer dimensions from plans using trilateration, running lines and offsets.
- (b) Set out geometric shapes in the field using scaled plan shapes.
- (c) Produce a technically accurate report.

#### **Outcome 3**

Prepare sites for landscaping.

##### **Performance Criteria**

- (a) Establish a gradient.
- (b) Establish levels.
- (c) Produce a technically accurate report.

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

**Unit title:** Setting Out Landscape Areas

### Evidence Requirements for this Unit

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

#### Outcome 1

Candidates are required to produce practical evidence in addition to written and/or oral and graphical evidence indicating an understanding of and competence in:

- ◆ The completion of a linear measurement survey to a stated accuracy: this may be evidenced by the candidate, as a member of a team, carrying out a suitable survey of a given site, using appropriate equipment and booking the results, selection and maintenance of suitable tools and equipment.
- ◆ The production of plans from survey results: this may be evidenced by the individual candidate using the booking and field notes from the survey to plot a plan to an appropriate scale, using the correct symbols and the calculation of overall area of the site. Observing health and safety at all times.
- ◆ The preparation of a brief report.

#### Outcome 2

Candidates are required to produce practical evidence in addition to written/oral and graphical evidence indicating an understanding of and competence in:

- ◆ The completion of a range of practical tasks requiring the setting out of irregular and geometric shapes from scaled plans to the given tolerance given below. The dimension are to be marked out in the field using a suitable method and should include:

1 Rectangle	+/- 50mm
2 Circle	+/-50mm
3 Hexagon	+/- 100mm
4 Ellipse	+/- 100mm
5 Irregular Shape (using offsets)	+/-50mm

This may be evidenced by the candidate, as a member of a team, carrying out the task on the given site, using appropriate equipment and booking the results, selection and maintenance of suitable tools and equipment.

- ◆ The preparation of a brief report on each of the shapes, detailing the method tools and equipment used and health and safety issues involved.

### Outcome 3

Candidates are required to produce practical evidence in addition to written/oral and graphical evidence indicating an understanding of and competence in:

- ◆ The calculation and the practical setting out of a gradient of 1:50 using an appropriate technique on a given line +/-20mm
- ◆ The calculation and practical setting out of a gradient of 1:100 using an appropriate technique on a given line +/-20mm

Candidates are required to produce practical evidence in addition to written/oral and graphical evidence indicating an understanding of and competence in:

- ◆ The setting out of a rectangular area of not less than 9 sq m
- ◆ The establishment of a grid of uniformly spaced pegs +/- 30mm
- ◆ All pegs to be level with an established datum point +/- 10mm

This may be evidenced by the candidate, as a member of a team, carrying out the task on the given site, using appropriate equipment, calculations, selection and maintenance of suitable tools and equipment.

- ◆ The preparation of a brief report on each of the of the above, detailing the method and calculations the tools and equipment used and health and safety issues involved.

### NB

It should be noted that students must be assessed as individuals and all submitted work must be their own work.

## **National Unit specification: support notes**

### **Unit title:     Setting Out Landscape Areas**

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 Unit is designed to provide candidates within the Land-based sector an understanding of the principles of basic surveying and setting out techniques and how these skills can be put into practice.

The candidate will develop the skills and knowledge to both to gather information, present this information in graphical format, set lines and shapes from given graphical information, establish gradients and allow for the transfer of levels

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

The candidates should be allowed to develop their range of practical skills throughout this Unit and be encouraged to use all given techniques and equipment provided. The integration of tasks may allow the candidates to gain more practical expertise as will the participation in group work however candidates must be advised that assessment will be on an individual basis.

Candidates should be introduced to a range of tools and equipment, ie abney levels, engineering levels, compass, tapes, ranging poles. Sight rails, bonning rods, etc and allowed to develop the skills necessary to use the equipment provided.

Candidates must be made aware of Health and Safety at all stages within this Unit and appropriate PPE worn during practical work.

### **Guidance on approaches to assessment for this Unit**

Assessment for this Unit may take the form of assessment for each Performance Criteria or in the form of integrated assessment either in the form of integrated tasks or it may be integrated with other Units. However if integration is to take place care must be given to ensuring that all the criteria have been covered and referenced.

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

**Unit title:** Setting Out Landscape Areas

### **Opportunities for the use of e-assessment**

This is a Unit designed to develop practical skills and would therefore be unsuitable to e-assessment for of delivery.

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 Skills components in this Unit, however there may be opportunities to develop the Core Skills of *Numeracy*, through the calculations required in the Unit and *Problem Solving* and *Working with Others* through the practical aspects of the Unit.

This Unit has the Critical Thinking component of Problem Solving and the Using Graphical Information component of Numeracy 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 5 and Using Graphical Information at SCQF level 5.

### **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 Using Graphical Information at SCQF level 5 embedded.	04/02/2013

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