

## National Unit Specification: general information

<b>UNIT</b>	Developing an Environmental Area (Access 3)
<b>NUMBER</b>	D554 09
<b>CLUSTER</b>	Managing Environmental Resources (Access 3)

### SUMMARY

This unit seeks to develop an awareness of the skills, tools, equipment and materials required for the development of an environmental area in an appropriate land-based context. The importance of appropriate records will also be emphasised.

### OUTCOMES

- 1 Propagate selected plants.
- 2 Prepare an environmental area for planting.
- 3 Plant out the environmental area.
- 4 Construct a feature for the environmental area.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3.

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### Administrative Information

<b>Superclass:</b>	SD
<b>Publication date:</b>	November 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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

**UNIT**                      Developing an Environmental Area (Access 3)

### **CORE SKILLS**

This unit gives automatic certification of the following:

**Complete core skills for the unit**                      Problem Solving                      Acc 3

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT**                      Developing an Environmental Area (Access 3)

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 selected plants.

##### **Performance criteria**

- (a) The selection of steps, tools and materials for the tasks is appropriate.
- (b) Seed sowing is carried out appropriately and according to agreed plans and safe working practices.
- (c) Cuttings are taken appropriately and according to agreed plans and safe working practices.
- (d) The record of the tasks performed is complete with regard to description, time and labour requirements.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Performance evidence is required and could be provided in the form of observation of activity for performance criteria (a) to (c). Additional evidence in the form of a record of work is required for performance criterion (d). Depending on the activity, the generation of evidence may involve group work.

#### **OUTCOME 2**

Prepare an environmental area for planting.

##### **Performance criteria**

- (a) The preparation of the site is appropriate with respect to agreed plans.
- (b) The selection of tools, steps and materials required to prepare the environmental area for planting is appropriate.
- (c) The preparation of the area for planting is appropriate and according to plant requirements and safe working practices.
- (d) The record of the preparation of the environmental area is complete and accurate.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Performance evidence is required and could be provided in the form of observation of activity for performance criteria (a) to (c). Additional evidence in the form of a record of work is required for performance criterion (d). Depending on the activity, the generation of evidence may involve group work.

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

### **UNIT**                      Developing an Environmental Area (Access 3)

#### **OUTCOME 3**

Plant out the environmental area.

##### **Performance criteria**

- (a) The selection of steps, tools and materials for tasks is appropriate.
- (b) The planting of the area is carried out according to the specifications and safe working practices.
- (c) The record of the planting out of the environmental area is complete and accurate.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Performance evidence is required and could be provided in the form of observation of activity for performance criteria (a) and (b). Additional evidence in the form of a record of work is required for performance criterion (c). This should record the tasks carried out and include reference to materials, tools and processes used and a report on the results. Depending on the activity, the generation of evidence may involve group work.

#### **OUTCOME 4**

Construct a feature for the environmental area.

##### **Performance criteria**

- (a) The preparation of the site is appropriate with respect to agreed plans.
- (b) The selection of steps, equipment and materials required to construct the feature is appropriate.
- (c) The feature is constructed according to the specifications and safe working practices.
- (d) The record of preparation and construction of the feature for the environmental area is complete and accurate.

##### **Evidence requirements**

Evidence of an appropriate level of attainment should be generated with items covering all performance criteria. Performance evidence is required and could be provided in the form of observation of activity for criteria (a) to (c). Additional evidence in the form of a record of work is required for performance criterion (d). Depending on the activity, the generation of evidence may involve group work.

For each outcome respectively the candidate's responses must show that the main aspects of propagation, preparation of the site, planting out of the site and construction of a feature have been recognised and that processes have been identified to deal with the situations.

The activities undertaken should afford opportunities, at the appropriate level of demand, for the candidates to demonstrate through their responses, oral and written, and through their performance that they have:

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

### **UNIT**                      Developing an Environmental Area (Access 3)

- identified the necessary sequences of steps
- selected and obtained the requisite resources
- carried out the tasks in the required manner
- recorded the tasks undertaken including materials, tools and processes used, including a simple report on the results of developing the environmental area
- given simple criteria, reviewed and evaluated their activities

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

### **UNIT**                      Developing an Environmental Area (Access 3)

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**

Full details to assist staff who are delivering the unit as a free-standing unit are given in the content section of the details of the cluster. The outline of content and context is as follows:

- 1     Plant propagation:
  - i     seeds;
  - ii    cuttings.
- 2     Ground preparation and planting out.
- 3     Feature construction.

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

Details of suitable approaches are given in the details of the cluster.

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

All outcomes can be assessed by an appropriate level of attainment with regard to performance evidence, reports and records of work undertaken.

The observations made by staff and the oral and/or written responses produced by candidates should enable candidates to generate evidence relating to the outcomes and performance criteria such as:

- consideration of the plans for the area and consequent selection of appropriate resources for:
  - plant propagation eg the types and numbers of plants required to fit the purpose and layout of the area, the methods of propagating the chosen plants
  - site preparation eg choosing suitable tools for ground preparation, marking out boundaries and sub-areas as required
  - planting out eg spacing of plants and planting them using appropriate techniques
  - feature construction eg deciding on suitable features and their placement, choosing the appropriate tools and materials for the features
- planning the various tasks, collecting necessary resources, making necessary measurements and carrying out the tasks
- keeping records with relevant details of the work undertaken, of information such as weather conditions, of difficulties overcome, of adaptations made and of results achieved
- evaluative comments, given simple criteria, on the completed development eg:

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

### **UNIT**                      Developing an Environmental Area (Access 3)

- reasons for success or otherwise of propagation and planting
- adaptations made to the plans in the light of plant availability, of weather conditions or of cost of materials
- suggestions for further development of the site
- suggestions for improvements to the steps undertaken in the developing the site

### **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).