



Programme Module

Garden Planning

leading to

Level 3 QQI Component: Garden Planning 3N0530

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Garden Planning	2. Component Name & Code Level 3 Garden Planning 3N0530
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>The programme aims to equip the learner with the knowledge, skill and competence to plan the layout of a garden under supervision.</p> 8. Objectives: <ul style="list-style-type: none"> • develop skills to plan the layout of a garden • appreciate the design principles involved in good garden design • understand the range of materials available for use in planning a garden • develop effective communication skills • develop team working skills in the process of planning a garden • develop an awareness of health, safety and personal hygiene practices. 	
9. Learning Outcomes of Level 3 Garden Planning 3N0530 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. list the basic tools and materials required to plan the layout of a garden 2. identify the factors that must be taken into consideration when planning a garden layout 3. compile a needs list for a new garden plan based on initial discussions with a potential client 4. identify limitations in terms of cost and space, based on the needs list, on the garden plan 5. draw a sketch linking all the client's requirements 6. draw a plan to scale taking account of space, proportion, balance and material requirements of the garden 7. identify the planting requirements taking account of scale and purpose of planting 8. mark out the garden following the agreed plan 9. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards 10. demonstrate the application of communication skills and team working skills in a horticulture environment. 	
Delivery Strategies and Learning Activities <p>This programme module should be delivered with access to an outdoor space, and in addition could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. All activities should reinforce health, safety and personal hygiene concerns.</p>	

10.Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Unit 1 Meeting the client

Preparing for and recording the client's needs

Learning Outcome 3: compile a needs list for a new garden plan based on initial discussions with a potential client.

Learning Outcome 4: identify limitations in terms of cost and space, based on the needs list, on the garden plan.

Learning Outcome 10: demonstrate the application of communication skills and team working skills in a horticulture environment.

*In order to help the learner to achieve **Learning Outcomes 3, 4, 10** in particular, consider doing the following:*

- explore with the learner the use of effective communication skills when dealing in different contexts

○ formal meetings	○ presentations
○ informal meetings	○ one to one

- explore with the learner the use of effective communication skills when meeting with potential clients
 - open questions
 - active listening
 - body language
 - dress
 - preparation
- facilitate the learner to prepare a checklist of items to discuss with the potential client in an initial meeting on a garden plan
 - Functions
 - who will be using the garden - children, adults, pets, older people , people with disability
 - what will they be using the garden for - playing, growing vegetables, eating out, relaxing
 - Styles
 - what kind of plants would they like in the garden - trees, shrubs, flowers, herbs, grass, wild flowers
 - what styles of garden do they like – natural, formal, modern
 - have they seen a garden they particularly like
 - what do they not like in a garden
 - Features
 - what kind of features would they like in the garden – patios, raised beds, rockery, water feature, swing,
 - what features are they keen to keep in the existing garden – shed, tree, hedge etc
 - what features do they want to get rid of from the existing garden
 - what features do they want screened in the existing garden – overlooking window, oil tank, neighbours, shed

- Budget
 - what is the price range they are willing to spend on the garden
- Other
 - time and interest available for maintenance of the garden
- explore with the learner ways of recording the meeting with the client
 - template
 - notes
 - sketches
- facilitate the learner to draw up a needs list for the new garden plan* based on the client's responses.

*The brief for the garden plan may be based on an actual need or a scenario for the space.

Unit 2 On site

Surveying the site

Learning Outcome 1: list the basic tools and materials required to plan the layout of a garden.

Learning Outcome 2: identify the factors that must be taken into consideration when planning a garden layout.

Learning Outcome 9: apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

*In order to help the learner to achieve **Learning Outcome 1, 2 & 9** in particular, consider doing the following:*

- explore with the learner effective ways of team working when surveying a site

○ planning	○ responsibilities
○ follow instructions	○ motivating other team members
○ roles	
- identify with the learner the tools used in surveying a site

○ tape measure	○ clip board
○ note book	○ plastic cover
○ line	○ spirit level
○ paper	○ digital camera
○ pencil	
- facilitate the learner to measure the site and record on a site plan

○ base line	○ diagonals
○ widths	○ levels
○ lengths	
- explore with the learner the impact of existing features on the proposed garden plan

○ house	○ patio
○ windows	○ shed
○ doors	○ utilities

- trees

- facilitate the learner to plot any features which will impact on the proposed garden plan on the site plan
- identify with the learner potential health and safety hazards on a site
 - trip hazards
 - uneven ground
 - stinging plants
 - thorny plants
 - poisonous plants
 - plants which may cause allergies
 - over hanging branches
- discuss with the learner risk reduction while on sites
 - protective clothing
 - footwear
 - clearing up debris
 - tidying up materials
- explore with the learner good personal hygiene factors which are necessary when working out of doors
 - hand washing
 - sun screen
 - treating minor cuts and scratches.

Analysing the site

Learning Outcome 2: identify the factors that must be taken into consideration when planning a garden layout.

*In order to help the learner to achieve **Learning Outcome 2** in particular, consider doing the following:*

- explore with the learner the key characteristics of the soil
 - type,
 - drainage
 - pH
- explore with the learner the ways of establishing the orientation of the site
 - position of the sun
 - compass
- discuss with the learner the importance of aspect when planning a garden
 - position of features

- plant preference
- impacts of buildings and trees on aspect

- consider with the learner the movement routes around the site which are influenced by fixed objects
 - doors
 - gates
 - utilities
 - plants

- consider with the learner the external features which impact on a garden plan
 - views of interesting buildings or natural features
 - overlooking windows

- facilitate the learner to record the site characteristics on the site plan
 - sketches
 - graphics
 - notes.

Unit 3 The plan

Developing ideas for the garden

Learning Outcome 5: draw a sketch linking all the client's requirements.

*In order to help the learner to achieve **Learning Outcome 5** in particular, consider doing the following:*

- facilitate the learner to explore garden design ideas from a range of sources
 - books
 - magazines
 - internet
 - private gardens
 - public gardens
 - parks
 - garden centres
 - talks
 - discussions

- explore with the learner the range of materials used in gardens
 - paving
 - pebble
 - decking
 - rocks
 - water
 - synthetic grass

- explore with the learner the characteristics of a range of materials
 - use
 - appearance

- texture
- safety

- explore with the learner the range of plant materials used in gardens
 - trees
 - shrubs
 - herbaceous
 - annuals
 - bedding
 - herbs
 - grass
 - alpines
 - aquatic plants
 - vegetables
- explore with the learner the key characteristics of a range of plant materials
 - height
 - spread
 - shape
 - colour
 - smell
 - cover
 - soil preference
 - shade tolerance
 - safety
- explore with the learner how good use of design principles create a pleasing design
 - proportion
 - balance
 - scale
- facilitate the learner to calculate costs for the garden that come within the client budget
 - unit costs of materials and plants
 - quantities of materials and plants
 - equipment
 - ancillary items
 - labour
 - design
- explore with the learner how the available space impacts on the garden layout i.e. small space will have
 - a limited number of features
 - a limited range of plants
 - a limited number of plants
 - the cluttering effect if too many plants and features are put in
 - larger spaces can take more features, plants
- facilitate the learner to prepare sketches which respond to the information gathered from discussion with the client, site factors, information, research
- facilitate the learner to present the ideas to a range of people, peers, the client, team leader using effective communication skills
 - drawings
 - sketches
 - mood boards
 - presentations
- explore ways with the learner to receive feedback from a range of people

- facilitate the learner to decide on a design for the garden plan taking into account all the explored factors and feedback.

Drawing the plan

Learning Outcome 6: draw a plan to scale taking account of space, proportion, balance and material requirements of the garden.

*In order to help the learner to achieve **Learning Outcome 6** in particular, consider doing the following:*

- identify with the learner the equipment used to draw a scaled plan
 - pencils
 - paper
 - graph paper
 - ruler
 - stencils
 - templates
- explore with the learner the use of scale when drawing garden plans
 - small gardens 1:50
 - larger spaces 1:100
- facilitate the learner to choose a suitable scale to draw the garden plan
- explore with the learner ways of illustrating features on the plan
 - colour
 - symbols
 - templates
 - freehand drawing
 - graphic effects
- explore with the learner the range of lettering which can be used on a garden plan
 - freehand
 - stencils
 - word processing
- facilitate the learner to draw the garden plan of the selected design.

Planting plan

Learning Outcome 7: identify the planting requirements taking account of scale and purpose of planting.

*In order to help the learner to achieve **Learning Outcome 7** in particular, consider doing the following:*

- facilitate the learner to choose appropriate plants to be used in the selected garden design
 - available space
 - scale

- colour
 - height
 - spread
 - form
 - function
 - safety
 - shape
 - smell
 - cover
 - soil preference
 - shade tolerance
- facilitate the learner to calculate the number of plants needed for a planting plan
 - space
 - impact
 - focal points
 - dimensions at maturity
 - planting distances
 - explore with the learner an appropriate method of indicating plant names and quantities on the planting plan
 - key
 - drawing templates
 - colour
 - graphics
 - facilitate the learner to draw a plan to indicate plant names and quantities on either a planting plan or incorporated onto the scaled garden plan.

Unit 4 The new garden

Marking out

Learning Outcome 8: mark out the garden following the agreed plan.

Learning Outcome 9: apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

Learning Outcome 10: demonstrate the application of communication skills and team working skills in a horticulture environment.

*In order to help the learner to achieve **Learning Outcome 8, 9 & 10** in particular, consider doing the following:*

- facilitate the learner to transfer the scaled garden plan to the garden site
 - measuring
 - marking off
 - peg
 - canes
 - hose pipe
 - sand
- discuss with the learner effective ways of working as part of a team when marking out the site
 - planning
 - following instructions
 - roles
 - responsibilities
 - motivating others
- identify with the learner potential health and safety hazards on a site
 - trip hazards

- uneven ground
- debris

- discuss with the learner risk reduction while on sites
 - protective clothing
 - footwear
 - clearing up materials,
 - over hanging branches

- explore with the learner good personal hygiene factors which are necessary when working out of doors
 - sun screen
 - first aid
 - hand washing.

11.a Specific Information Relating to the Assessment Techniques

The assessor is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor’s record of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

Collection of Work	100%
<p>The Collection of Work may be produced throughout the duration of the programme module. It must be clearly indicated where evidence covers more than one Learning Outcome.</p>	
<p>The learner will compile a Collection of Work which consists of the following</p> <ul style="list-style-type: none"> • A scaled garden plan • A planting plan • Support materials • Other evidence <p>Scaled garden plan</p> <p>The scaled garden plan will show a new garden layout for a new small garden or part of a garden or outdoor space. The plan will be designed in response to the client’s needs, site conditions and other factors.</p> <p>Planting plan</p> <p>The planting plan may be a separate plan or be incorporated into the scaled garden plan. The planting plan will detail the names and the quantities of plants required for the new garden layout.</p> <p>Support material</p> <p>The support materials will demonstrate the development of the agreed layout of the garden plan and the factors impacting on the layout.</p> <p>Other evidence</p> <p>Work which demonstrates that the learner has achieved the remaining Learning Outcomes.</p>	

11.b Assessment - General Information – Garden Planning 3N0530

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	Assessment Technique
1. List the basic tools and materials required to plan the layout of a garden	Collection of Work
2. Identify the factors that must be taken into consideration when planning a garden layout.	Collection of Work
3. Compile a needs list for a new garden plan based on initial discussions with a potential client	Collection of Work
4. Identify limitations in terms of cost and space, based on the needs list, on the garden plan	Collection of Work
5. Draw a sketch linking all the clients requirements	Collection of Work
6. Draw a plan to scale taking account of space, proportion, balance and material requirements of the garden	Collection of Work
7. Identify the planting requirements taking account of scale and purpose of planting	Collection of Work
8. Mark out the garden following the agreed plan	Collection of Work
9. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards	Collection of Work
10. Demonstrate the application of communication skills and team working skills in a horticulture environment.	Collection of Work

Grading

At Level 3 a Learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the Learner before s/he can demonstrate the standard and achieve certification from QQI.


QQI
Level 3 Garden Planning 3N0530
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

Learners will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. List the basic tools and materials required to plan the layout of a garden	<ul style="list-style-type: none"> • Identify three tools or materials required to plan the layout of a garden • Demonstrate the correct usage of three tools or materials required to plan the layout of a garden • Observe basic health, safety and personal hygiene procedures and practices when using tools and materials required to plan the layout of a garden 		
2. Identify the factors that must be taken into consideration when planning a garden layout	<ul style="list-style-type: none"> • Identify two factors which must be taken into consideration when planning a garden layout 		
3. Compile a needs list for a new garden plan based on initial discussion with a potential client	<ul style="list-style-type: none"> • Compile a needs list to include function, style, features for a new garden plan based on initial discussion with a potential client 		
4. Identify limitations in terms of cost and space, based on the needs list, on the garden plan	<ul style="list-style-type: none"> • Identify three elements of the client's needs list which have cost implications • Describe how available space may impact on a garden plan 		
5. Draw a sketch linking all the clients requirement	<ul style="list-style-type: none"> • Draw a sketch of the proposed garden layout in response to the clients requirements and site factor 		

<p>6. Draw a plan to scale taking account of space, proportion, balance and requirements of the garden</p>	<ul style="list-style-type: none"> • Draw a plan to scale taking account of space, proportion, balance and requirements of the garden • Illustrate features clearly to ensure the plan is easily read • Apply clear lettering to ensure the plan is easily read 		
<p>7. Identify the planting requirements taking account of scale and purpose of planting</p>	<ul style="list-style-type: none"> • Select a range of plants for the new garden layout based on scale and purpose • Calculate the quantities of plants required • Illustrate the names and quantities of plants required for the new garden layout either on a planting plan or incorporated onto the scaled garden plan 		
<p>8. Mark out the garden following the agreed plan</p>	<ul style="list-style-type: none"> • Mark out the garden following the agreed garden plan 		
<p>9. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</p>	<ul style="list-style-type: none"> • Apply appropriate health practices to safeguard against accidents and hazards • Apply appropriate safety practices to safeguard against accidents and hazards • Apply appropriate personal hygiene practices to safeguard against accidents and hazards 		
<p>10. Demonstrate the application of communication skills and team working skills in a horticulture environment</p>	<ul style="list-style-type: none"> • Demonstrate effective communication skills • Demonstrate effective team working skills 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____