



Component Specification

Operating Horticulture Equipment

Level 3

3N0889

1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.nqai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. Guide to Level

Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Knowledge moderately broad in range
	Kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know How & Skill	Range	Demonstrate a limited range of practical and cognitive skills and tools
	Selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence	Context	Act within a limited range of contexts
	Role	Act under direction with limited autonomy; function within familiar, homogeneous groups
	Learning to Learn	Learn to learn within a managed environment
	Insight	Assume limited responsibility for consistency of self- understanding and behaviour

Extract from the Determinations for the Outline National Framework of Qualifications.

Source: National Qualifications Authority of Ireland.

4. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **Component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See www.fetac.ie.

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

5. Component Details

Title	Operating Horticulture Equipment
Teideal as Gaeilge	Trealamh Gairneoireachta a Oibriú
Award Type	Minor
Code	3N0889
Level	3
Credit Value	5
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to use a range of horticulture hand and power tools and equipment safely and effectively in a supervised environment.
Learning Outcomes	Learners will be able to: <ol style="list-style-type: none">1 List the tools, material and equipment required to perform basic ground maintenance, cutting and trimming hedges and grass, and soil rotoation2 Describe how soil and weather conditions can affect the use of different horticulture equipment and tools3 Describe the maintenance and storage requirements for hand tools, engine-powered, battery operated and electric tools4 Carry out pre-start up and shut-down procedures on engine powered equipment5 Use the appropriate hand and power tools and equipment to carry out a limited range of horticultural tasks to include digging, forking, raking, hoeing, sweeping, cutting and trimming hedges and grass, and rotoation of soil6 Clear an overgrown area using the appropriate tools and equipment7 Assist in carrying out routine procedures on horticultural equipment after use8 Apply appropriate health, safety and personal hygiene procedures when operating horticultural equipment9 Demonstrate the application of communications, team working and quality awareness when using horticultural equipment.

Assessment

General Information

Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See [FETAC's Provider Guidelines for Programme Validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes **must** be assessed.

Portfolio / Collection of Work 20%

Skills Demonstration 80%

Description

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills

demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Recognition of Prior Learning (RPL)	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.
Grading	'Successful' indicates that the learner has achieved all of the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence for all learning outcomes.
Specific Validation Requirements	There are no specific validation requirements
Supporting Documentation	None
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.