

22198VIC Certificate IV in Landscape Design

has been accredited under the authority of the
Victorian Qualifications Authority

Accredited for the period
1 July 2012 to 30 June 2017





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Section A: Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this document is held by the Department of Education and Early Childhood Development, Victoria. © State of Victoria, 2012</p> <p>Day to day contact: Primary Industries Curriculum Maintenance Manager (PICMM) CMM No. 5133 Northern Melbourne Institute of TAFE Yarra Bend Rd Fairfield, Victoria 3078 Email: kateb-rd@nmit.vic.edu.au Telephone: (03) 9269 1391 Facsimile: (03) 9269 8810</p>
2. Address	<p>Department of Education and Early Childhood Development Executive Director Pathways, Participation and Youth Division PO Box 266 Melbourne VIC 3001</p>
3. Type of submission	<p>This course is being submitted for reaccreditation and will replace 21615VIC Certificate IV in Applied Design (Landscape).</p>
4. Copyright acknowledgement	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Early Childhood Development) 2012.</p> <p>This work is copyright. It may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgement of the source.</p> <p>The following units of competency have been imported from national Training Packages administered by the Commonwealth of Australia. © Commonwealth of Australia.</p> <p>AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package AHPCPM401A Recommend plants and cultural practices AHCOS401A Maintain occupational health and safety (OHS) processes AHCLSC401A Supervise landscape project works AHCBUS402A Cost a project</p> <p>CUV03 Visual Arts, Craft and Design Training Package CUVACD302A Produce computer aided drawings</p> <p>CPC08 Construction, Plumbing and Services Integrated Framework Training Package CPCPCM4003A Produce 2-D architectural drawings using CAD software</p>

	<p>BSB07 Business Services Training Package BSBDES305A Source and apply information on the history and theory of design BSBDES401A Generate design solutions BSBREL402A Build client relationships and business networks BSBCMM401A Make a presentation BSBINN301A Promote innovation in a team environment BSBFLM309C Support continuous improvement systems and processes BSBCRT402A Collaborate in a creative process</p> <p>Apart from any use permitted under the Copyright Act 1968, it is not to be used for commercial use or sale.</p>								
<p>5. Licensing and franchise</p>	<p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (http://creativecommons.org/licenses/by-nd/3.0/au/). You are free to use, copy and distribute to anyone in its original form as long as you attribute the, Department of Education and Early Childhood Development as the author, and you license any derivative work you make available under the same licence.</p> <p>Copies of this publication may be downloaded, free of charge, from the Training Support network website: http://trainingsupport.skills.vic.gov.au.</p> <p>Copies can also be purchased from the Primary Industries Curriculum Maintenance Manager (see page 4 for contact details)</p>								
<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority (VRQA) GPO Box 2317 Level 6, 35 Spring Street Melbourne Victoria 3000 Telephone: (03) 9637 2806 Website : http://www.vrqa.vic.gov.au/</p>								
<p>7. AVETMISS information</p>	<p><i>Classification codes for:</i></p> <table border="1" data-bbox="523 1386 1268 1769"> <tr> <td>ANZSCO [Australian and New Zealand Standard Classification of Occupations]</td> <td>232312 Industrial Designer</td> </tr> <tr> <td>ANZSIC code (Australia and New Zealand Standard Industrial Classification – industry type)</td> <td>4251 Landscape Services</td> </tr> <tr> <td>ASCED Code – 4 digit (Field of Education)</td> <td>1005 Graphic and design studies</td> </tr> <tr> <td>National course code</td> <td>To be provided by the course accrediting body</td> </tr> </table>	ANZSCO [Australian and New Zealand Standard Classification of Occupations]	232312 Industrial Designer	ANZSIC code (Australia and New Zealand Standard Industrial Classification – industry type)	4251 Landscape Services	ASCED Code – 4 digit (Field of Education)	1005 Graphic and design studies	National course code	To be provided by the course accrediting body
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<p>8. Period of accreditation</p>	<p>1 July 2012 to 30 June 2017</p>								



Section B: Course information

1. Nomenclature	<i>Standard 1 for Accredited Courses</i>
1.1 Name of the qualification	Certificate IV in Landscape Design
1.2 Nominal duration of the course	645 - 735 hours
2. Vocational or educational outcomes of the course	<p><i>Standard 1 for Accredited Courses</i></p> <p>Completion of this course will provide participants with skills and knowledge in landscape design and the application of design principles required to work with landscape contractors and as landscape designers.</p>
3. Development of the course	<i>Standards 1 and 2 for Accredited Courses</i>
3.1 Industry /enterprise/ community needs	<p>This course has been developed on behalf of Skills Victoria, Department of Education and Early Childhood Development, and is supported by Primary Skills Victoria.</p> <p>The course supports the <i>Securing Jobs for Your Future - Skills for Victoria</i> strategy for higher level technical skills, building on prior qualifications and lifelong learning.</p> <p>Qualifications from the superseded RTF03 Amenity Horticulture Training Package, namely RTF40403 Certificate IV in Horticulture (Landscape), did not address the industry need for a design focused qualification. The new AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package, while offering the Diploma of Landscape Design, does not provide a vocational outcome at the Certificate IV level to meet the needs of the Victorian landscape industry. The previous course had attracted a diverse cohort from landscape apprentices, those currently working in the industry, those working in a similar field and wanting a career change. The Victorian landscape design industry, while supporting the Diploma qualification, has identified a need for a Certificate IV that addresses the areas of design principles, graphic communication and the choice of products and plants.</p> <p>The existing qualification is conducted by both metropolitan and regional TAFE Institutes. Providers report a retention rate of 75%. Enrolment data for 21615VIC Certificate IV in Applied Design (Landscape) is as follows:</p> <ul style="list-style-type: none"> • 2007 enrolments - 118 • 2008 enrolments - 110 • 2009 enrolments –124 • 2010 enrolments – 111 • 2011 enrolments – not available <p>It is expected that enrolments in the new courses will continue at the same level.</p>

	<p>A course steering committee was established to advise on the development of this course. Members of the steering committee were:</p> <table border="0"> <tr> <td>Ian Barker</td> <td>Ian Barker and Associates</td> </tr> <tr> <td>Don Thomson</td> <td>Gardenridge Pty Ltd</td> </tr> <tr> <td>Steve Taylor</td> <td>Creative Outdoor Solutions</td> </tr> <tr> <td>Ruth Czermak</td> <td>Botanical Traditions</td> </tr> <tr> <td>Brian Rankin</td> <td>Brian Rankin and Staff</td> </tr> <tr> <td>Dion Scott</td> <td>City of Whitehorse</td> </tr> <tr> <td>Chris Howlett</td> <td>Northern Melbourne Institute of TAFE</td> </tr> <tr> <td>Stewart Detez</td> <td>Swinburne University of Technology</td> </tr> <tr> <td>Greg Hallihan</td> <td>Primary Skills Victoria</td> </tr> </table> <p>The Project Manager was Kate Bryce, Primary Industries Curriculum Maintenance Manager, Northern Melbourne Institute of TAFE.</p> <p>Consultation with key industry representatives confirmed the need for this course. Letters of support for the course have been received from the following organisations Landscaping Industry Association of Victoria (LIAV) and PSV (see Appendix 3 – Letters of Support):</p> <p>Please refer to the appendices for:</p> <ul style="list-style-type: none"> Appendix 1 - Minutes of Steering Committee Meetings Appendix 2 - Signed Course Contents Endorsement forms Appendix 3 - Letters of support Appendix 4 - Skills and Knowledge Survey 	Ian Barker	Ian Barker and Associates	Don Thomson	Gardenridge Pty Ltd	Steve Taylor	Creative Outdoor Solutions	Ruth Czermak	Botanical Traditions	Brian Rankin	Brian Rankin and Staff	Dion Scott	City of Whitehorse	Chris Howlett	Northern Melbourne Institute of TAFE	Stewart Detez	Swinburne University of Technology	Greg Hallihan	Primary Skills Victoria
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<p>3.2 Review for re-accreditation</p>	<p><i>Standards 1 and 2 for Accredited Courses</i></p> <p>The Certificate IV in Landscape Design is submitted as a replacement for the 21615VIC Certificate IV in Applied Design (Landscape) which was accredited from 1 January 2005. There were three extensions approved to the period of accreditation until 31 December 2012.</p> <p>Course maintenance meetings were conducted on a regular basis. The course was monitored and reviewed by the Horticulture Education Network which meets four times a year. The course content related to landscape design, design processes, client relations, computer aided design and plant selection and cultivation remain relevant. It was agreed that the range of electives should be reviewed since many no longer appear to be relevant.</p> <p>As part of the reaccreditation project, a skills and knowledge survey was developed and responses were sought from landscape design practitioners. Thirty-seven responses were received. The survey results identified a range of skills and knowledge areas as critical or very important (see Appendix 4 – Skills and Knowledge Survey for a summary). Examples include:</p> <ul style="list-style-type: none"> • plants in the landscape design • sustainability and the environment 																		

	<ul style="list-style-type: none"> principles of garden/landscape design relationships with clients/customers <p>Both industry and RTOs support the development of a replacement course that maximises the use of national units of competency where possible while meeting the needs of the landscape design industry. The steering committee was mindful of the new AHC50610 Diploma of Landscape Design and the need to ensure that the proposed course provides a pathway. A summary of the key changes to the existing Certificate IV are as follows:</p> <ul style="list-style-type: none"> state units of competency were reviewed and revised or replaced as appropriate training package units were reviewed and updated or deleted the course structure was simplified into a core and elective structure the range of electives were reduced to better reflect industry need. <p>No suitable training package units were found to replace two of the existing State endorsed units so these units were revised and retained in the new course. Suitable training package units were found to replace three State endorsed units.</p> <p>This course replaces and is equivalent to 21615VIC Certificate IV in Applied Design (Landscape).</p>
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3.3 Transition arrangements between the superseded 21615VIC Certificate IV in Applied Design (Landscape) and the proposed Certificate IV in Landscape Design are outlined in the table below.

No new enrolments may be made into the 21615VIC Certificate IV in Applied Design (Landscape) after 31 December 2012.

Units – 21615VIC Certificate IV in Applied Design (Landscape)	Units – 22198VIC Certificate IV in Landscape Design	Relationship
VBN517 Generate design solutions	BSBDES401A Generate design solutions	Equivalent
VBN518 Implement design solutions		No equivalent units
CUVDSP04A Research and apply the history and theory of design to design practice	BSBDES305A Source and apply information on the history and theory of design	Equivalent
VBP092 Produce computer aided landscape designs	CUVACD302A Produce computer-aided drawings	Not equivalent
BCGVE2001A Produce construction drawings	CPCPCM4003A Produce 2-D architectural drawings using CAD software	Equivalent
	VU20838 Prepare simple landscape sketches and drawing	New unit
VBP193 Design towards sustainable landscape	VU20837 Design sustainable landscapes	Equivalent
RTC4024A Recommend plants and cultural practices	AHCPCM401A Recommend plants and cultural practices	Equivalent

VBP194 Prepare a garden design and maintenance program	VU20835 Develop a landscape design	Not equivalent
VBP195 Apply construction principles and techniques to landscape design	VU20836 Apply construction principles and techniques to landscape design	Not equivalent
PMBOHS207B Implement and monitor OHS policies and procedures	AHCOHS401A Maintain occupational health and safety (OHS) processes	Equivalent
BSBFLM404A Lead work teams		No equivalent units
CUSGEN03A Collaborate with colleagues in planning and producing a project	BSBCRT402A Collaborate in a creative process	Not equivalent
BSBSBM407A Manage a small team		No equivalent units
BSBCMN403A Establish business networks		No equivalent units
BSBMKG406A Build client relationships	BSBREL402A Build client relationships and business networks	Equivalent
BSBMKG407A Make a presentation	BSBCMM401A Make a presentation	Equivalent
BSBCMN409A Promote products and services		No equivalent units
BSBSMB403A Promote the business		No equivalent units
BSBCMN412A Promote innovation and change	BSBINN301A Promote innovation in a team environment	Equivalent
BSBFLM 409A Implement continuous improvement	BSBFLM309C Support continuous improvement systems and processes	Not equivalent
BSBINT303A Organise the importing and exporting of goods		No equivalent units
LMFFT4010A Identify and calculate production costs		No equivalent units
RTC4905A Cost a project	AHCBUS402A Cost a project	Equivalent
LMTPRGN01A Plan and implement production within a work team		No equivalent units
VBP324 Monitor and finalise landscape project works	AHCLSC401A Supervise landscape project works	Equivalent
4. Course outcomes	<i>Standards 1, 2 and 3 for Accredited Courses</i>	
4.1 Qualification level	The Certificate IV in Landscape Design is consistent with the AQF as defined in the <i>AQF Implementation Handbook</i> . The Certificate IV qualifies individuals who apply a broad range of specialized knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning in the field of landscape design.	

	<p>Knowledge Graduates of a Certificate IV will have broad factual, technical and theoretical knowledge in a specialized field of work and learning in landscape design.</p> <p>Skills Graduates of a Certificate IV will have:</p> <ul style="list-style-type: none"> • cognitive skills to identify, analyse, compare and act on information from a range of sources such as in researching design information • cognitive, technical and communications skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems such as collaborating with colleagues on a project • specialist technical skills to complete routine and non-routine tasks and functions such as using computer aided design tools • communication skills to guide activities and provide technical advice in the area of work and learning such as working with a client to develop a design concept. <p>Application of knowledge and skills Graduates of a Certificate IV will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to specialized tasks or functions in known or changing contexts such as reconciling resource costs with project timelines • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others such as in the development of a landscape work program • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters as in the supervision of labour and sub-contractors.
<p>4.2 Employability skills</p>	<p><i>Standard 4 for Accredited Courses</i></p> <p>Communication Reading and interpreting workplace related documentation Interpreting the needs of internal/external customers Applying numeracy skills to workplace requirements</p> <p>Teamwork Working with diverse individuals and groups Applying knowledge of own role as a part of a team Applying teamwork skills to a range of situations</p> <p>Problem solving Developing practical and creative solutions to workplace problems Showing interdependence and initiative in identifying problems Applying a range of strategies in problem solving</p> <p>Initiative and enterprise Being creative in response to workplace challenges</p>

	<p>Identifying opportunities that might not be obvious to others Generating a range of options in response to workplace matters</p> <p>Planning and organisation Collecting, analysing and organising information Being appropriately resourceful Taking initiative and making decisions within workplace role</p> <p>Self-management Monitoring and evaluating own performance Taking responsibility at the appropriate level</p> <p>Learning Being open to learning, new ideas and techniques Learning in a range of settings including informal learning Contributing to the learning of others</p> <p>Technology Using technology and related workplace equipment Using basic technology skills Using technology to organise data Applying OHS knowledge when using technology</p>			
4.3 Recognition given to the course (if applicable)	<i>Standard 5 for Accredited Courses</i> Not applicable			
4.4 Licensing/ regulatory requirements (if applicable)	<i>Standard 5 for Accredited Courses</i> Not applicable			
5. Course rules				
<p>5.1 Course structure <i>Standards 2, 6 and 7 for Accredited Courses</i></p> <p>To be awarded the qualification, Certificate IV in Landscape Design, participants are required to complete:</p> <ul style="list-style-type: none"> the nine core units of competency three elective units of competency. <p>Learners who do not successfully complete all the required units for the qualification will be issued with a Statement of Attainment for completed units.</p>				
Unit of competency/ module code	Field of Education code (6- digit)	Unit of competency/ module title	Pre- requisite	Nominal hours
Certificate IV in Landscape Design				
Core units – complete all				
BSBDES401A		Generate design solutions	n/a	60
BSBDES305A		Source and apply information on the history and theory of design		65
VU20835	050301	Develop a landscape design		100
VU20836	050301	Apply construction principles and techniques to landscape design		50



VU20837	050301	Design sustainable landscapes	50
CUVACD302A		Produce computer aided drawings	50
VU20838		Prepare simple landscape sketches and drawings	40
CPCPCM4003A		Produce 2-D architectural drawings using CAD software	40
AHCPCM401A		Recommend plants and cultural practices	80
Sub-total			535 hours
<i>Elective units – select three (3) electives</i>			
AHCOHS401A		Maintain occupational health and safety (OHS) processes	70
AHCLSC401A		Supervise landscape project works	80
AHCBUS402A		Cost a project	50
BSBCRT402A		Collaborate in a creative process	40
BSBREL402A		Build client relationships and business networks	50
BSBCM401A		Make a presentation	30
BSBINN301A		Promote innovation in a team environment	40
BSBFLM309C		Support continuous improvement systems and processes	40
Total nominal duration			645 – 735 hours
5.2 Entry requirements		<p><i>Standard 9 for Accredited Courses</i> Learners are best equipped to achieve the course outcomes in the Certificate IV in Landscape Design if they have minimum language, literacy and numeracy skills that are equivalent to Level 3 of the Australian Core Skills Framework. In addition, it is recommended that individuals have basic skills in using a personal computer. Where an individual does not have these skills, they may develop them by enrolling in an appropriate program.</p> <p>Details of the Australian Core Skills framework can be found on the website http://www.deewr.gov.au/Skills/Pages/default.aspx.</p>	
6. Assessment			
6.1 Assessment strategy		<p><i>Standard 10 for Accredited Courses</i> All assessment must be consistent with the requirements of Standard 1, Element 1.5 of the <i>AQTF Essential Conditions and Standards for Continuing Registration</i>.</p> <p>Assessment for the units of competency from endorsed Training Packages must be in accordance with the assessment guidelines incorporated in the endorsed component of each package. The guidelines include the necessary qualifications for those conducting assessments. For units of competency specifically developed for this course and for units of competency imported from State accredited courses, the assessment strategy to be adopted is identified within the units.</p> <p>Training organisations are required under Standards approved by the National Skills Standard Council (NSSC) or its successor and the registering authority to provide quality training and assessment across all of its operations.</p>	



For example, under the *AQTF Essential Conditions and Standards for Continuing Registration*, Standard 1, training organisations must provide quality training and assessment across all of its operations. Specifically, assessment including RPL:

- meets the requirements of the relevant Training Package or accredited course
- is conducted in accordance with the principles of assessment and the rules of evidence, and
- meets workplace and, where relevant, regulatory requirements
- is systematically validated.

Assessment methods should be flexible, valid, reliable and fair. Assessment of units requires evidence of satisfactory performance being sought for each element and its performance criteria through a variety of tasks depending on the criteria specified.

The following principles should be used as a guide to the assessment approach:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased
- Students should be assessed across a wide range of tasks integrated into practice, in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence
- Instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected and the criteria by which they will be judged
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task
- Assessment should be moderated in accordance with the AQTF Standards
- Appropriate reference materials should be available to students during assessment.

It should be noted that the principles of competency-based training allow for assessment at the element level as the work outcome and that the performance criteria indicate the standards by which the element should be assessed. Assessment need not be undertaken at the end of each element. The individual needs of the learner and/or characteristics of the enterprise should be reflected in assessment methods that are chosen in relation to the unit of competency.

Where appropriate, training providers are encouraged to take a holistic approach to assessment, by assessing more than one element concurrently, or combining the final assessment for more than one unit.

A variety of assessment methods may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment methods

	<p>and tools may include:</p> <ul style="list-style-type: none"> • practical application and demonstration of skills • oral presentations • written assignments, tests and projects • work based projects • case studies • log books.
<p>6.2 Assessor competencies</p>	<p><i>Standard 12 for Accredited Courses</i></p> <p>Assessor competencies for this course are consistent with the requirements of Standard 1.4 of the <i>AQTF Essential Conditions and Standards for Continuing Registration</i> (or equivalent national registration standards).</p> <p>Standard 1.4 requires trainers and assessors:</p> <ul style="list-style-type: none"> • have the training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors, and • have the relevant vocational competencies at least to the level being delivered or assessed, and • can demonstrate current industry skills directly relevant to the training/assessment being undertaken and • continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence. <p>In addition to the above, it is recommended that assessors have comprehensive and current knowledge of the industry and the job or role against which performance is being assessed. Assessors should also have appropriate interpersonal and communication skills.</p> <p>Alternatively, a panel, team or partnership approach involving assessors and technical experts whereby the assessment is conducted by a team/panel/partnership in which at least one assessor has the competencies determined by the NSSC (or its successors) and the other assessor(s) have the relevant competencies, at least to the level being assessed.</p>
<p>7. Delivery</p>	
<p>7.1 Delivery modes</p>	<p><i>Standard 11 for Accredited Courses</i></p> <p>This course can be delivered in any of the following modes:</p> <ul style="list-style-type: none"> • full time • part time • on-the-job • off-the-job. <p>Providers should endeavor to be flexible in the way the training is delivered to ensure they meet the needs of the client group. Delivery strategies should be selected to reflect the nature of the industry specific competencies, incorporating employability skills, and the needs of the learner. The course aims to develop practical competencies within an industry setting. Practical demonstrations and opportunity for application are considered to provide the most suitable strategy to reflect the objectives of the</p>

	<p>course and the background to its development.</p> <p>The following rules apply for contextualisation:</p> <ul style="list-style-type: none"> • Elements and associated Performance Criteria must not be altered in any way. • The Range Statement may be expanded as long as it does not increase the complexity of the unit. • The Evidence Guide may be expanded as long as it retains the integrity of the unit and does not jeopardise the student's potential to achieve the competency. • Learning and assessment resources may be tailored to the specific needs of the target group, while maintaining their validity.
<p>7.2 Resources</p>	<p><i>Standard 12 for Accredited Courses</i></p> <p>Access is required to current industry materials, equipment and facilities used in landscape design. In particular, access is required to the following:</p> <ul style="list-style-type: none"> • computer laboratory • autoCAD software • specific CAD landscape software • plotter, capable of A1 prints • digital camera • flat bed scanner • photo-imaging software • drawing boards with rule/T-square • studio for design • soil testing equipment • projector, data show • stereomicroscopes • internet access • landscape project works • access to a dumpy or laser level • existing landscape designs • landscape industry schedule of rates • OHS policy and work procedures and instructions • relevant legislation/regulations • manufacturers' specifications/manuals. <p>Access is also required to classrooms and a library.</p> <p>Trainer vocational competencies must be as specified in Standard 1.4 of the <i>AQTF Essential Conditions and Standards for Continuing Registration</i> (or equivalent national registration standards), i.e., the registered training organisation must ensure that training is delivered by trainers who:</p> <ul style="list-style-type: none"> • have the training and assessment competencies as determined by the NSSC (or its successors), and • have the relevant vocational competencies at least to the level being delivered or assessed, and • can demonstrate current industry skills directly relevant to the

	<p>training/assessment being undertaken and</p> <ul style="list-style-type: none"> continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.
<p>8. Pathways and articulation</p>	<p><i>Standard 8 for accredited courses</i></p> <p>Credit is available for any nationally endorsed units of competency. Participants who successfully complete any of these units will, upon enrolment, gain credit into other qualifications that require those same units.</p> <p>Graduates of this course may articulate to the AHC50610 Diploma of Landscape Design.</p>
<p>9. Ongoing monitoring and evaluation</p>	<p><i>Standard 13 for accredited courses</i></p> <p>Ongoing monitoring and evaluation of the course is the responsibility of the Primary Industries Curriculum Maintenance Manager (PICMM) throughout the period of accreditation. PICMM should ensure that the content remains relevant and that teaching strategies are appropriate to the content.</p> <p>Ongoing monitoring and evaluation will ensure that:</p> <ul style="list-style-type: none"> the course continues to meet current and changing needs of the landscape industry changes in legislation and regulations are monitored development of any relevant national competency standards are monitored developments in assessment methodology are reflected feedback from clients is reflected. <p>To assist with this a reference committee will be established by the Curriculum Maintenance Manager, comprising relevant representatives from the industry and registered training organisations, to advise on any changes relating to ongoing delivery of this course. The committee will meet at the mid point of the accreditation period to formally review the course; and, monitor and evaluate course standards, delivery and assessment. In providing advice for required changes, it will include a consideration of client feedback as provided through training organisations. Any documented changes will be reported to the VRQA.</p> <p>Course maintenance and review procedures may also indicate that the course in total should be expired if a suitable qualification becomes available through the development, review or continuous improvement process of a Training Package.</p>

Section C: Units of competency

Course units of competency

- VU20835 Develop a landscape design
- VU20836 Apply construction principles and techniques to landscape design
- VU20837 Design sustainable landscapes
- VU20838 Prepare simple landscape sketches and drawings

Training Package units of competency

- AHCPCM401A Recommend plants and cultural practices
- AHCOHS401A Maintain occupational health and safety (OHS) processes
- AHCLSC401A Supervise landscape project works
- AHCBUS402A Cost a project

- CUVACD302A Produce computer aided drawings

- CPCPCM4003A Produce 2-D architectural drawings using CAD software

- BSBDES305A Source and apply information on the history and theory of design
- BSBDES401A Generate design solutions
- BSBREL402A Build client relationships and business networks
- BSBCMM401A Make a presentation
- BSBINN301A Promote innovation in a team environment
- BSBFLM309C Support continuous improvement systems and processes
- BSBCRT402A Collaborate in a creative process

Unit Code VU20835

Unit Title: Develop a landscape design

Unit Descriptor

This unit covers the process of preparing a landscape design for a small project and defines the standard required to: consult with client/s to develop a landscape design brief through to a concept drawing; apply landscape design principles and produce a scaled and annotated plan that includes hard landscaping features and plants. Basic landscape designs are normally for sites that do not require levelling or demolition and have a limited budget.

No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

This unit contains employability skills.

Application of the Unit

This unit applies to landscape designers involved in the process of preparation of a landscape concept for a small project on residential, commercial or public open spaces.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Consult with client to develop a design brief

1.1 **Client** is consulted to establish the purpose and requirements of design including site use.

1.2 Client views on styles and details are interpreted and incorporated.

1.3 Budget and timelines are negotiated with the client.

2 Undertake a site analysis

2.1 Site where the landscape project is to be located is inspected.

2.2 **Physical elements and features** of the site are recorded on a base plan.

2.3 Assessment of soil, topography, aspect, existing vegetation and climatic factors is analysed and recorded on plan.

2.4 Other relevant information is assessed and recorded on plan.

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|------------------------------------|-----|---|
| | 2.5 | Local regulations and by-laws that impact on the site are identified. |
| 3 Draft a design concept | 3.1 | Ideas for the design concept are generated through research, exploration and experimentation and reference to the brief. |
| | 3.2 | Design concept has aesthetic integrity and makes effective use of design principles . |
| | 3.3 | Design concept includes main landscape elements . |
| | 3.4 | Consultation with the client is undertaken to present the design and discuss the intended outcome. |
| 4 Prepare a final landscape design | 4.1 | The design is refined to illustrate final location and layout of proposed landscape elements according to the design brief. |
| | 4.2 | Clear and precise notes are included on the design to assist in interpretation. |
| | 4.3 | Conventional symbols and notation are used in preparing the final design. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge

- process and principles of design
- garden design process
- plan interpretation
- conventional symbols
- plant selection
- drafting techniques

Required skills

- negotiating with clients
- undertaking a site analysis
- providing garden design solutions
- selecting plants
- drawing to scale
- developing concept plans
- developing planting schedules and bills of quantity.
- identifying planting requirements
- using equipment for measuring dimensions and determining levels

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

A **client** may include but is not limited to:

- private individuals
- organisations
- public bodies
- community groups

Physical elements and features may include but are not limited to:

- proposed or existing structures
- buildings
- watercourses
- irrigation and/or drainage systems
- roads and paths
- existing vegetation
- topographic features
- site dimensions
- views and outlooks
- climate and weather conditions
- soil characteristics
- access to site
- existing site use

Principles may include but are not limited to:

- unity
- simplicity
- balance
- colour
- transition
- line
- proportion
- repetition
- form
- function

Elements may include but are not limited to:

- plants
- paths
- retaining walls
- planters
- pools/ponds
- decks
- verandas
- shelters
- pergolas
- steps
- fences

- seats

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- preparation of a landscape design in consultation with client
- preparation of a scaled and annotated design
- specification of plants and hard landscaping requirements.

Context of and specific resources for assessment

The context for the assessment of this unit may be in a workplace or simulated workplace applicable to landscape design.

- specific resources required for assessment of this unit include a simulated or real workplace environment and access to the client brief.

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance.

Evidence should be gathered as part of the learning process where appropriate and could be from assessment of the unit alone, through an integrated assessment activity or through a combination of both.

This unit could be assessed in conjunction with other units.

Assessment methods may include:

- oral and written questioning to determine understanding of principles and processes
- completion of learning materials, including the analysis of existing landscape designs
- development of a range of landscape designs which may include alternatives to reflect specific needs, such as environmental considerations.

Unit Code VU20836

Unit Title: Apply construction principles and techniques to a design

Unit Descriptor

This unit of competency covers the skills and knowledge required to incorporate landscape structures and features into a landscape design. It includes the ability to consider construction principles and techniques in the design process, to identify the effects of physical soil properties on constructed elements and apply drainage and irrigation principles to a design and the ability to incorporate the use of lighting and irrigation in a design. It also includes the requirement to recognise the need to outsource specialised expertise and technical services as required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

This unit contains employability skills.

Application of the Unit

This unit is applicable to persons who are involved in designing landscapes. This is likely to be undertaken without supervision and may involve the responsibility of others.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Incorporate structures and features into a landscape design

2 Determine construction requirements

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1 The design of **structures and features** is consistent with use of the space.
 - 1.2 The selection of **materials** reflects the style and aesthetic of the overall design concept.
 - 1.3 The suitability of constructed elements in relation to the **physical properties** of soils on the site is determined.
 - 1.4 The **effects** of surface and subsurface water and **drainage patterns** on constructed elements is determined.
 - 1.5 Drainage requirements to ensure integrity of constructed elements in a design is determined.
- 2.1 **Factors** that impact on the selection and construction of elements are considered.

- | | |
|--|--|
| | 2.2 The selection of materials takes into consideration their properties and application within the design. |
| | 2.3 The suitability of materials and construction techniques are consistent with the design, project timelines and cost. |
| | 2.4 Surface treatments are appropriate for the selected materials and the design. |
| | 2.5 Construction techniques and requirements are considered as part of the design process. |
| 3 Assess the need for supplementary water in a landscape design | 3.1 Feasibility for the use of available water in the landscape is determined. |
| | 3.2 Different irrigation methods that could be utilised to support a design are identified. |
| | 3.3 Irrigation requirements are incorporated into a design. |
| 4 Incorporate the use of lighting into a design | 4.1 The need for supplementary lighting in the landscape is identified. |
| | 4.2 Different lighting effects to support a design are identified. |
| | 4.3 The impact of plant growth on lighting effects is recognised. |
| | 4.4 The lighting system is consistent with the design concept, timelines and cost. |
| 5 Source and apply technical services and expertise to a design solution | 5.1 Limits of own expertise in construction principles and techniques is recognised. |
| | 5.2 The providers of technical services and specialised expertise are sourced. |
| | 5.3 The providers of technical services and specialised expertise as required are utilised. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge

- landscape features and elements
- design of features and elements
- construction techniques
- properties of construction materials
- physical soil properties and their impact on constructed features
- natural drainage patterns and how to modify them

- movement of water through soil
- purpose and application of drainage systems
- plant water requirements
- different methods of irrigation
- the effect of supplementary lighting on a designed landscape
- when to source providers of specialised expertise and technical services
- range and sources of specialist/technical services that may be utilised.

Required skills

- select appropriate structures and features to suit a soils properties
- identification and modification of natural drainage patterns
- ability to determine appropriate drainage systems for a design
- how to maximise the use of available water in the landscape
- ability to select appropriate irrigation system for a design
- ability to use lighting effectively in the landscape
- ability to identify when the services of specialist technical expertise are required.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Structures and features may include but are not limited to:

- paths
- retaining walls
- planters
- pools/ponds
- decks
- verandas
- shelters
- pergolas
- steps
- fences
- seats

Materials may include but are not limited to:

- concrete
- brick
- timber
- metal

Physical properties of soil may include but are not limited to:

- soil structure
- soil texture
- reactivity to the varying amounts of water present in a soil

Effects may include but are not limited to:

- loss of overall integrity of constructed elements
- foundation movement in constructed features
- cracking in masonry features
- degradation of constructed elements due to contact with poorly drained soils

Drainage patterns may include but are not limited to:

- natural flow of surface water
- infiltration rates
- water movement through soil profile

Factors may include but are not limited to:

- expected use
- load bearing requirements
- type of soil
- drainage characteristics of site

Properties may include but are not limited to:

- strength
- shrinkage
- defects
- availability
- cost
- size/shape
- porosity
- evenness
- durability
- colour
- surface texture
- thermal expansion/contraction
- quality classes/grades

Treatments may include but are not limited to:

- sealants
- preservatives
- coatings
- abrasives
- paint/stains

- powder coating
- stamping

Irrigation methods may include but are not limited to:

- mains pressure or low pressure reticulation
- below and/or above ground systems
- gear driven and spray systems
- dripper, soaker and capillary systems

Supplementary lighting means:

Supplementary lighting is extra lighting that enhances the aesthetics and/or improves the function of a landscape.

Lighting effects may include but are not limited to:

- directional and functional lighting eg up-lighting, high-lighting, back-lighting

Impacts may include but are not limited to:

- habit
- form
- texture

Limits of own expertise means:

The limits of own expertise is the point at which the scope and/or complexity of a given job necessitates the outsourcing of particular components of a design, to a practitioner who is more expert in that particular area.

Technical services may include but are not limited to:

- plumbers
- electricians
- irrigation installers

Specialised expertise may include but are not limited to:

- engineers
- architects
- arborists

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

The learner must be able to incorporate construction principles and techniques as appropriate in a landscape design.

- incorporate constructed elements into a design taking into account the range of factors that impact on design decisions
- determine how soil properties and drainage requirements impact on constructed elements
- identify plant water requirements and maximise available water use in the landscape.
- incorporate the use of lighting in a landscape and determine an appropriate lighting system in a design.

- recognise limits of own expertise and utilise providers of specialised expertise and technical services when required.

Context of and specific resources for assessment

The context for the assessment of this unit may be in a workplace or simulated workplace applicable to landscape design

Specific resources required for assessment of this unit include a simulated or real work environment, PC lab and internet access, soil testing equipment, lasers and levelling equipment, access to a site and a prepared landscape design of that site and access to information on:

- construction materials
- construction techniques
- soils
- drainage principles, design and equipment
- irrigation principles, design and equipment
- lighting principles, design and equipment
- providers of specialist services and specialised expertise

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance.

Evidence should be gathered as part of the learning process, where appropriate, and could be from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

This unit could be assessed with other units in order to provide a holistic approach.

Assessment methods could include:

- written evidence on the incorporation of constructed elements into a landscape design
- oral and/or written evidence to assess knowledge of the factors that impact on the use of constructed element
- oral and/or written questioning to assess knowledge of the impact of physical soil properties on constructed elements into a design
- written evidence of drainage requirements and irrigation methods in a design
- completion of learning materials, including research of different irrigation systems, lighting systems and sources of providers of technical services and specialised expertise
- third party reports supporting the evidence gathered
- practical exercise in sourcing and utilising providers of technical services and specialised expertise.

Unit Code VU20837

Unit Title: Design sustainable landscapes

Unit Descriptor

This unit of competency covers the skills and knowledge required to design a sustainable landscape. It includes the ability to identify sustainable principles in a landscape design and research and evaluate resources and materials. It includes the ability to undertake a sustainable audit of a landscape design, analyse the results and make recommendations for improving sustainability.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

This unit contains employability skills.

Application of the Unit

This unit is applicable to persons who are involved in designing landscapes. This is likely to be undertaken without supervision and may involve the responsibility of others.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Determine the principles of sustainable design in landscape

2 Apply principles of sustainability to the use of resources in the landscape

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1 The ***environmental and ecological implications*** in relation to sustainable landscape design are examined.
- 1.2 The ***economic*** considerations in relation to sustainable landscape design are evaluated.
- 1.3 The influences and impacts of ***societal values*** on the designed landscape are analysed.
- 1.4 The ***legislation, standards, policies and procedures*** that apply to sustainable principles are investigated.
- 2.1 Strategies to minimise the depletion of ***resources*** are identified.
- 2.2 Resources originating from ***renewable or alternative sources*** are located.
- 2.3 The consumption of resources in construction and function and maintenance of the designed landscape are determined.

	2.4	Resource use and waste are minimised through the design of efficient and passive systems .
3 Evaluate the sustainability of materials used in the landscape	3.1	Information on materials used in landscape design are researched.
	3.2	Principles used in the evaluation of materials are identified.
	3.3	Materials are evaluated in relation to their life-cycle performance and embodied energy usage .
4 Undertake a sustainability audit on a landscape design	4.1	Procedures used in undertaking a sustainability audit are determined.
	4.2	A sustainability audit on a landscape design is planned and required resources identified.
	4.3	Audit results are analysed and recommendations made for improving sustainability.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge

- principles of sustainability and their application in designing a landscape
- sustainable use of resources in the landscape including the construction, long-term use and maintenance
- evaluate landscape materials in relation to their sustainability
- cradle-to-grave characteristics of materials and their embodied energy use
- procedures used in undertaking a sustainability audit
- procedures for analysing and documenting results of sustainability audit

Required skills

- examine and evaluate sustainable principles in relation to design in landscape
- identify renewable or alternative sources of energy
- design efficient and passive systems to minimise the use and waste of resources
- research materials used in landscape and evaluate them in relation to sustainability
- undertake a sustainability audit
- improve sustainability in landscape design

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Environmental and ecological implications may include but are not limited to:

Environmental implications:

- consumption of natural resources
- impact of human actions on the environment
- energy and water strategies
- the life-cycle performance of materials
- atmospheric pollution
- the generation and management of waste

Ecological implications:

- the use of the site with regard to the biodiversity of natural systems
- responding to microclimates and natural energy flows
- the provision of habitat and wildlife corridors
- impacts on plants, animals and humans

Economic considerations may include but are not limited to:

- budget parameters
- developing a cost effective design
- durability of design and materials
- the long-term maintenance requirements and on going costs of the landscape

Societal values may include but are not limited to:

- business ethics
- fair trading
- human and animal rights
- the human relationship with nature
- effective protection of the environment
- considered use of natural resources
- enhancement of natural systems
- responsibilities in meeting current needs without compromising future generations
- the involvement of local community and professionals from different sectors

Legislation, standards, policies and procedures may include but are not limited to:

- State Environment Protection Policies
- Commonwealth, State and Local Government Acts, Regulations and Codes of Practice
- Environmental Management Systems
- ISO 14000 Standards from International Organization for Standardization
- UN Local Agenda 21 - the Rio Declaration on Environment

and Development

- Ecological Footprint Analysis - this process measures the amount of renewable and non-renewable ecologically productive land area required to support the resource demands and absorb the wastes of a given population or specific activities
- Natural Capitalism - Natural capital refers to the earth's natural resources and the ecological systems that provide vital life-support services to society and all living things

Resources may include but are not limited to:

- water
- wood
- minerals
- plants
- energy

Renewable or alternative sources may include but are not limited to:

- reusing water from a source other than mains water e.g. grey water systems and storm water storage
- solar and wind energy sources
- recycled or plantation timbers
- compost

Efficient and passive systems may include but are not limited to:

- low energy lighting
- irrigation systems that minimise water use
- orientation of landscape features for sun/shade
- planting strategies to suit client requirements, microclimates and available water
- designing for low maintenance requirements

Materials may include but are not limited to:

- soil, rocks and mulches
- timber for construction and timber products
- sand, gravel, pebbles, screenings and cement
- bricks, pavers and tiles
- plants

Principles may include but are not limited to:

- are locally produced or available on-site
- require minimal processing
- are remanufactured, reusable or recycled
- do not contain or emit toxic substances
- are biodegradable
- do not have a negative impact on the environment, e.g. timber from renewable plantations

Life-cycle performance

means:

Life-cycle performance is the cradle-to-grave characteristics of a material including composition, toxicity, durability and potential for environmental impact, reuse or recycling.

Embodied energy usage

means:

Embodied energy usage is the energy used to extract, manufacture, transport, apply and dispose of a material or product.

Procedures may include but are not limited to:

- calculating ecological footprints
- cost benefit analyses
- EPE - Environmental Performance Evaluation
- evaluating the impact on society and the environment
- analysing the life-cycle performance of materials and embodied energy use
- analysing the use of resources

Recommendations include but are not limited to:

- use of new/improved products and materials which are more sustainable
- reviewing the use of resources
- adopting procedures for revisiting the landscape over time
- planning of maintenance programs to ensure the long term integrity of the landscape
- updating policies and procedures and complying with new legislation
- networking with local community and other professionals in implementing collective sustainable practices

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

The candidate must be able to:

- identify and evaluate the principles of sustainability and their application in designing a landscape
- apply principles of sustainability to the use of resources by using renewable or alternative sources and evaluating resource use and waste in the landscape
- evaluate the sustainability of landscape materials in relation to their life-cycle performance and embodied energy use
- undertake a sustainability audit in regard to a landscape design
- analyse audit results and recommend strategies for improving sustainability.

Context of and specific resources for assessment

The context for the assessment of this unit may be in a workplace or simulated workplace applicable to landscape design.

Specific resources required for assessment of this unit include a simulated or real work environment, a Computer lab and internet access, copies of legislation, standards and policies that apply to sustainability, and access to information on:

- principles of sustainability
- sources of renewable or alternative resources
- materials used in landscaping, in particular renewable, reusable and recyclable materials
- methods of undertaking sustainability audits.

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistence in performance.

Evidence should be gathered as part of the learning process where appropriate and could be from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

This unit could be assessed with other units to provide a holistic approach.

Assessment methods could include:

- oral and/or written questioning to assess knowledge of legislation, standards, procedures and policies that apply to sustainable principles
- completion of learning materials, including the analysis of resources and materials
- written documentation of a sustainability audit of a landscape design
- written report of the recommendations for improving sustainability in a landscape design
- third party reports supporting the evidence gathered
- practical exercise, in the development of resources for materials used in the landscape.

Unit Code: VU20838

Unit Title: Prepare simple landscape sketches and drawings

Unit Descriptor

This unit of competency specifies the outcomes required to produce landscape sketches and drawings. The sketches may be used to clarify or communicate ideas to clients or other parties. They may also be simplified versions taken from complex drawings, and used to capture design concepts or options. The sketches may be used for estimating purposes and to show measurements and other requirements for landscape works. This unit does not include drafting skills.

No Licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

This unit contains employability skills.

Application of the Unit

This unit is applicable to persons who are involved in designing landscapes. This is likely to be undertaken without supervision and may involve some responsibility for others.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Prepare to make sketches and drawings

2 Create simple sketches and drawings

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 **Types of drawings** required and **key features** to be recorded are identified in compliance with the scope and standard of the job being undertaken.

1.2 **OHS requirements** on site are identified and followed.

1.3 **Tools and equipment** required for inspection and measurement and for producing drawings are gathered and checked for serviceability.

2.1 Inspection of relevant area is carried out as required and measurements are taken and recorded.

2.2 Simple two and three-dimensional sketches and drawings are created using **standard drawing conventions** and incorporating relevant codes and standards.

2.3 Sectional drawings of simple structural elements are

created using standard drawing conventions.

- 3 Notate and process drawings
- 3.1 Essential information is recorded on the drawing with symbols and abbreviations according to standard drawing conventions.
 - 3.2 Drawings are labelled, dated and processed according to organisational administration and quality procedures.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills for this unit are:

- communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- drawing techniques
- interpret and apply relevant standards and codes
- numeracy skills to apply measurements and calculations.

Required knowledge for this unit is:

- drawing conventions and features, including direction, scale, key, contours, symbols and abbreviations
- requirements of the relevant codes, standards, statutory and authority requirements safe work methods.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Types of drawings may include but are not limited to:

- land boundaries and footprint of buildings and structures
- orthographic drawings
- schematic drawings
- sectional views

Key features may include but are not limited to:

- levels and variations
- gates
- lighting and power supplies
- services
- wall penetrations
- walls

OHS requirements may include but are not limited to:

- detailing power supplies
- details of all services
- understanding hazards located in the area
- use of personal protective equipment

Tools and equipment may include but are not limited to:

recording devices, including:

- computer
- digital camera
- pen and paper

Standard drawing conventions include:

- standard design symbols common to the landscape industry

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to assess competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of producing clear and effective drawings and sketches with appropriate notations and labelling by creating a set of sketches and drawings for a small work project relevant to landscape design, including:

- measurements and details of site and features
- correct calculations of required dimensions
- other details based on measurements and other relevant information
- notations and labeling.

Context of and specific resources for assessment

This competency is to be assessed with regard to standard work practices, safety requirements and environmental constraints.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- realistic tasks or simulated tasks covering the minimum task requirements
- relevant specifications
- tools and equipment
- support materials appropriate to sketching and drawing
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistence in performance.

Evidence should be gathered as part of the learning process where appropriate and could be from assessment of the unit of competency alone, through an integrated assessment activity or

through a combination of both.

This unit could be assessed with other units to provide a holistic approach.

Assessment methods could include:

- oral and/or written questioning to assess knowledge of drawing conventions and features, appropriate notations and labelling
- oral and/or written questioning to assess knowledge of relevant codes, standards, statutory and authority requirements for safe work methods
- completion of drawings/concepts sketches
- written documentation of measurements and site details
- third party reports supporting the evidence gathered