

## Certificate Specification NFQ Level 6

### Horticulture 6M4334

#### 1. Certificate Details

<b>Title</b>	Horticulture
<b>Teideal as Gaeilge</b>	Gairneoireacht
<b>Award Class</b>	Major
<b>Code</b>	6M4334
<b>Level</b>	6
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to supervise work in a range of horticultural areas using specialised skills.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate knowledge of a range of horticulture policies, procedures, and practices that enable the supervision of an horticultural operation.
<i>Kind</i>	Demonstrate a significant depth of knowledge of the principles, theories, legislation, regulations and technologies pertinent to horticulture.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Apply a comprehensive range of interpersonal, personal and technical skills in the effective supervision of a horticulture practice.
<i>Selectivity</i>	Respond appropriately to challenges, adapting to personal, social, environmental and economic changes.
<b>Competence</b>	
<i>Context</i>	Demonstrate the ability to work effectively, supervising a range of horticultural operations.

<i>Role</i>	Demonstrate autonomy and take responsibility for the work of others and the allocation of resources in a horticultural context, dealing effectively with a range of external organisations and individuals.
<i>Learning to Learn</i>	Take responsibility for own professional development and or assist others in identifying their own professional development needs.
<i>Insight</i>	Reflect critically on personal and professional practice to inform understanding and contribute to the professional development of self and others.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

**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.

**Progression** Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

**Progression Awards** Learners who successfully complete this award may progress to a range of different awards.

**Grading** Pass  
Merit  
Distinction  
The grade achieved will be determined by the grades achieved on the components

## 2. Certificate Requirements

**The total credit value required for this certificate is 120. This will be achieved by completing:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

**A minimum credit value of 60 from the following components**

6N3607	Garden and Parks Supervision	6	30
6N3609	Garden Centre Operations	6	30
6N3610	Nursery Stock Production	6	30

6N3614	Market Gardening	6	30
6N3620	Landscape Design and Construction	6	30
6N3621	Organic Crop Production	6	30
6N3622	Sports Turf Science and Maintenance	6	30
6N3623	Horticultural Production Mechanisation	6	30

**A minimum credit value of 15 from the following components**

6N0697	Customer Service	6	15
6N1948	Team Leadership	6	15
6N1950	Communications	6	15
6N2191	Leadership	6	15

**A minimum credit value of 15 from the following components**

6N4165	Finance	6	15
6N4310	Business Management	6	15
6N4322	Employment Law	6	15
6N2104	Supervisory Skills	6	15
6N1941	Entrepreneurship	6	15
6N3613	Sales and Marketing Management	6	15

**A minimum credit value of 30 from the following components**

6N3624	Tree and Shrub Management	6	15
6N3626	Sustainable Horticulture	6	15
6N3627	Interior Landscaping	6	15
6N3645	Ecology and the Environment	6	15
6N3652	Computer Aided Draughting	6	15

### 3. Supporting Documentation

None

### 4. Specific Validation Requirements

There are no specific validation requirements

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.qqi.ie](http://www.qqi.ie).

### 6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They 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 a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or

management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*