

# LOCAL TEACHING PLAN

## Student Requirements

As a landscape gardener, it's important that the student likes to be out and work with many forms / tasks around the landscape learning environment

The teaching takes place partly in the landscaping hall / training area and partly in theory room.

The student is usually in the same theory room each time the student has theoretical teaching.

The student will be surrounded by the same teachers, as far as it can be possible.

The student has access to books and digital media in the form of PC, the student may like to use his/her own PC if they have one.

Subjects In which learning element are subject for assessed? Assessment form (STD 7-step, sub-grade, passed/not passed)

Tractor driving license G2-Tractor driving license is completed and assessed passed/not passed

First Aid and Fire G2-1. Aid and Fire are implemented and assessed passed/not passed

Biology F and Mathematics F Grades are awarded, and in exam-drawn subjects, grades are also given on a 7-point scale

The transition requirement / basic course test will be conducted in the last week by the Basic Course passed/not passed

## Teacher Qualifications

The team around the international landscape gardening program is:

Stephen D. Dalton is a landscaper and has a basic teacher education

Pi Ganderup is landscape technician and Cand. Hort.

Kim G Bak is Gardner, plant production technician and has a diploma in teaching and education

## Equipment type

Machines such as mini diggers, wheel loaders, tractors and common equipment used around Landscaping

## 1. The subject's purpose and profile

### 1.1 The purpose of the subject

The purpose of the subject is for the student to develop competence to choose and apply the recognized methods of the program to solve work tasks in concrete and manageable practical contexts. Furthermore, the purpose is for the student to develop competence so he/she can document work processes that are typical for landscaping.

The student learns to use existing professional documentation.

The student learns through practical methodology to understand and apply relevant working methods.

Acquisition of education-specific methods is the purpose of teaching.

The student must be able to use different work processes and working methods and be able to choose appropriate methods.

Pupils can use generally accepted tools within the program. Pupils learn to describe and evaluate their own work processes through solving basic practical issues in relation to the education.

Pupils learn to understand and apply professional documentation and professional communication to clarify, recognize and evaluate their own academic learning.

The pupil develops competence to be able to apply subject terms and understand commonly used academic concepts.

Acquiring academic expressions and concepts provides the student with the basis for communicating with other professionals about solving academic issues.

Pupils develop competence to work innovatively in basic and relevant work processes.

The student learns about innovation processes through practical projects. The subject must provide the student with the basis for considering and evaluating new ideas and alternative possibilities for problem solving in relevant teaching projects.

Pupils develop competence to organize and follow a work plan and learn to cooperate with others on solving practical tasks.

The student learns to perform the necessary coordination of the individual elements in a work process.

### 1.2 The profile of the subject

The landscaping student gets knowledge about, skills and competency to, through internships and school stays, carry out commonly occurring landscape gardening tasks, taking into account professional traditions, laws and regulations in a safe and work environmentally.

The student can receive special tasks within the field of landscape gardening, which must be carried out in a creative, innovative and problem-solving manner and in respect of the work environment. The student will get a tractor license, as well as a certificate in first aid and fire, which will be an integral part of the subject's profile. The transitional requirements are Biology F F-level and Mathematics F level.

## 2. Academic goals and academic content

### 2.1. Academic goals

PCS. 2. The student must have basic knowledge in the following areas:

- 1) Rules for quality control methods.
- 2) The elemental knowledge of the soil and the cultivation, including the relationship between plant growth, cultivation methods and the chemical, physical and biological conditions of the soil.
- 3) General determination of the most commonly used plants and types of grass, including their applications.
- 4) Machines, tools and materials for use in practical work.
- 5) Mathematical concepts, including scale, area and volume.
- 6) Landscaping standards.
- 7) The physical and mental working environment and its influence on everyday life in a workplace.
- 8) Fabric and substance structure, including the effect of nutrients on plants.
- 9) Use of pesticides in the green area in relation to business, productivity and environmental concerns.

PCS. 3. The student must have the skills to use the following basic methods and tools for solving simple tasks in compliance with relevant regulations:

- 1) Methods for surveying, including calculation of heights, area and volume.
- 2) Methods for operating and depositing heights using a leveling instrument.
- 3) Methods for formally selling and establishing smaller plants.
- 4) Geometric methods for constructing and controlling the common angles, triangles, circles and squares of practical work.
- 5) Grass Care Methods.
- 6) Working environment and safety methods for carrying out practical work tasks.
- 7) Methods and tools for information search and IT communication.
- 8) Methods for drawing up work drawings and for converting scales.
- 9) Waste sorting methods.
- 10) Methods for simple pavings.
- 11) Methods of elemental soil treatment before and after the establishment of a given culture, including the establishment, care and maintenance of a given plant culture.

12) Methods for using ergonomic and safety correct small gardening machines.

13) Methods for the use of pesticides in consideration of the environment and occupational safety

PCS. 4. The student must have the competence to be able to:

- 1) Apply the professional working methods that are most appropriate in a given situation;
- 2) Justify selected working methods in a given work process,
- 3) Plan, coordinate and perform a good workflow
- 4) Collaborate with others on solving tasks
- 5) Use innovative methods in simple task solutions
- 6) Document and disseminate their own work processes, methods and results
- 7) Apply and demonstrate understanding of professional expressions and concepts
- 8) Search and use relevant information and guides
- 9) Identify material defects in simple tasks.

PCS. 5. The student must have completed the following basic subjects at the following level and with the following character:

- 1) Mathematics at F-level
- 2) Biology at F-level (need to pass)

PCS. 6. The student must have obtained the following certificates or similar:

- 1) Driving license, at least for tractor.
- 2) Competences corresponding to traffic-related first aid according to the Danish First Aid Council's education plans per. September 1, 2014.
- 3) Competences corresponding to elementary fire safety according to the Danish Fire and Safety Technology Institute's guidelines per. September 1, 2014.

PCS. 7. The student must have the skills to correct for the following errors or deviations from a plan or standard:

- 1) Failure to perform a simple task in relation to ensuring that the completed task meets the specified quality requirements

### 2.3 Professional content

The teaching takes place partly in theory and partly in practice.

To support the student's learning, there will be varying forms of work.

The student is introduced to his/her education as Landscaper in the following classes.

- Electives
- Biology F

- Mathematics F
- Landscaping specific subjects
- Internship Search
- If the student wants to come abroad, possibly internationalization
- Tractor Driver's license
- First aid
- Fire safety
- Mechanical Knowledge
- Plant Knowledge
- Learning, communication and collaboration
- Environment, innovation and details

### 3.2. Work methods

The teaching is organized methodically and practice-based with the use of varied forms of work, that strengthens the student's learning. Digital media and tools are systematically involved.

The teaching is organized in cases and projects that promote innovative reflection and problem solving.

The teachers uses different types of work there fits to the vocational education programs characteristics and interaction between subjects. The goal is a strengthening of the student's learning.

## 5. Evaluation and assessment

### 5.1. ongoing evaluation

During the course, the student must obtain a clear understanding of the subject's objectives, as well as of his / her own challenges and own options for achieving the goals. This must be done through individual guidance and feedback in relation to the learning processes and products that are part of the teaching activities.

In addition, activities are included, which stimulates the individual and common reflection on the benefits of learning. The basis for the evaluation is a professional goal.

### 5.2. Final standpoint assessment

A final standpoint is given after the 7-step scale. The position mark expresses the pupil's fulfillment of the subject's goals.

### 5.3. Final test

The basic course test is a test in the education-specific subject and forms the basis for assessment of the student's fulfillment of the academic requirements that are in the basic course and which the student must fulfill to advance to the main course.