



Higher National Unit specification

General information

Unit title: Planting Design (SCQF level 7)

Unit code: H7BA 34

Superclass: SE

Publication date: July 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to allow learners to develop knowledge and skills to describe the function and association of plants in designed landscapes and to apply this to the production of planting designs.

This Unit is suitable for those who wish to pursue a career in garden design or the wider horticulture industry.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe the function of plants in designed landscapes.
- 2 Demonstrate the importance of scale and time in planting design.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Entry to this Unit is at the discretion of the centre.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe the function of plants in designed landscapes.

Knowledge and/or Skills

- ◆ Plant function in designed landscapes
- ◆ Aesthetic attributes of plants
- ◆ Selecting plants for landscape designs
- ◆ Design objectives

Outcome 2

Demonstrate the importance of scale and time in planting design.

Knowledge and/or Skills

- ◆ Use of scale in planting design
- ◆ Effect of time on planting design
- ◆ Design Objectives
- ◆ Types of designed plantings:
 - Garden
 - Commercial
 - Parkland
- ◆ Specification of plants

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

For **Outcome 1**:

- ◆ Describe plant functions in designed landscapes in relation to design objectives.
- ◆ Describe the aesthetic attributes of plants in terms of their interactions in a designed landscape.
- ◆ Select plants for a given design function.

For **Outcome 2**:

- ◆ Produce a planting design for a specified site.
- ◆ Produce a specification of plants for the design.

Outcome 1 and **Outcome 2** could be assessed jointly through a design based project.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1 looks at plant function in designed landscapes in relation to design objectives. Learners should be aware of the factors that can limit or alter a plants establishment and growth rate. Issues such as soil type, shade, drought tolerance and waterlogging should be explored. Plant associations in terms of aesthetic reasons and growing conditions should be considered. Plants could be selected for a given function such as windbreak, anti-vandalism, erosion control/slope stabilisation, wildlife and habitat creation, education, sensory attributes, visual control, climate control or noise alleviation. Learners should be encouraged to develop design and aesthetic reasons for plant selection.

Outcome 2 will look at issues of scale in planting design and the various effects that can be created by manipulating it.

The effects of time on planting design should be studied in relation to the life cycles of chosen plant groups and how a planting design will alter as plants mature. The principles of succession planting should be studied. The specific requirement relating to different types of designed planting such as garden, commercial and parkland should be explored. The learner should also consider more practical issues such as the cost of plants and the impact of this on a planting design.

Guidance on approaches to delivery of this Unit

This Unit could be delivered through a mixture of lecture, tutorials and practicals. Practical exercises and analysis of a range of existing planting schemes could be undertaken to build and expand the learner's knowledge.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Higher National Unit Support Notes (cont)

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The assessments for Outcomes 1 and 2 will normally be combined in a single assessment requiring the learner to produce a planting design for a specified site. Evidence could be presented in the form of annotated design drawings supported by notes and explanation and planting specification.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skills components in this Unit, however there may be opportunities to develop the Core Skill of *Problem Solving* at SCQF level 6 through the production of a planting design.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Planting Design (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to allow you to develop the knowledge and skills to describe the function and association of plants in designed landscapes and to apply this to the production of planting designs.

In **Outcome 1** you will develop knowledge of how plants are used in landscape design and how to select plants for a given design objective.

In **Outcome 2** you will apply the knowledge developed in **Outcome 1** to produce a planting design for a specified site taking into account the use of scale and the landscape will change and develop over time.

On completion of this Unit you will be able to:

- ◆ Describe the functions of plants in designed landscapes.
- ◆ Demonstrate the importance of scale and time in planting design.

You are likely to be assessed through a combined assessment for both Outcomes which will require you to produce a planting design for a particular site.