



National Unit specification: general information

Unit title: Garden Design

Unit code: H1JR 11

Superclass: SE

Publication date: Jan 2017

Source: Scottish Qualifications Authority

Version: 02

Summary

This Unit provides the knowledge and skills required to both evaluate existing garden designs and to contribute effectively to the development of new designs for use in amenity and professional horticulture settings. Candidates will have the opportunity to develop the knowledge and skills to appreciate a range of garden design principles, understand how hard and soft landscape designs and plantings impact on and relate to the surrounding environment, determine maintenance decisions for a design and appreciate the importance of and requirements for health and safety. Candidates will also develop their knowledge of drawing and labelling techniques that are required to prepare a basic design plan and contribute to the production of a design.

The Unit is designed for candidates wishing to develop their knowledge of garden design who are starting a career in the horticulture industry.

Outcomes

- 1 Describe a range of garden design principles that influence the development of a garden design.
- 2 Identify a range of information that can impact on design and influence maintenance decisions.
- 3 Produce a garden design.

Recommended entry

Entry is at the discretion of the centre.

General information (cont)

Unit title: Garden Design

Credit points and level

1 credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Garden Design

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 a range of garden design principles that influence the development of a garden design.

Performance Criteria

- (a) Describe the influence and relationship of a range of design principles on garden design.
- (b) Describe a range of hard and soft landscape materials and their impact on garden design and the surrounding environment.

Outcome 2

Identify a range of information that can impact on design and influence maintenance decisions.

Performance Criteria

- (a) Identify the range of information that can be collected from the 'client' to help determine the overall design.
- (b) Identify the range of information that can be collected from the site to help determine the overall design.
- (c) Identify the health and safety and legislative implications that can influence the development and production of a design.

Outcome 3

Produce a garden design.

Performance Criteria

- (a) Create a garden design based on a small area at 1:50 scale detailing both hard and soft landscaping features, using simple graphics and labelling systems.

National Unit specification: statement of standards (cont)

Unit title: Garden Design

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

For Outcome 1 the candidate is required to produce written or recorded oral evidence covering the following design principles:

- ◆ Space
- ◆ Unity
- ◆ Scale and proportion
- ◆ Focal points
- ◆ Colour
- ◆ Form and texture
- ◆ Light and shade
- ◆ Borrowed and surrounding landscapes

In addition the candidate should cover a minimum of five soft landscape and five hard landscape materials.

Outcome 2

For Outcome 2 the candidate is required to produce written or recorded oral evidence of their ability to identify:

- ◆ five pieces of information from the 'client'
- ◆ five pieces of information from the site
- ◆ five pieces of information in relation to legislation and health and safety requirements

and to provide a brief description of how each can influence the garden design.

Outcome 3

For Outcome 3 the candidate is required to produce a garden design, drawn to scale (1:50) and appropriately labelled.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes 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

This is an optional Unit within the National Certificate in Horticulture, but can also be taken as a free standing Unit.

The Unit is aligned to the following Lantra, Sector Skills Council's National Occupational Standard (NOS) Units:

- (L2) Establish Plants Outdoors
- (CU2) Monitor and Maintain Health and Safety
- (L25) Restore landscape areas and components

Outcome 1

For Outcome 1 the candidate should be able to understand the following areas of design and the impact that they have on a garden:

- ◆ Space: The combination of solids and voids, the development of enclosures using both formal and informal boundaries and techniques that can be used to make spaces seem larger than they are.
- ◆ Unity: The use of repetition. Balance and symmetry and how they can be used to create a feeling of unity in a design.
- ◆ Scale and proportion: The use of scale to describe the relationship between spaces and how to describe the relationship between different garden elements, including both hard and soft features.
- ◆ Focal points: The use of focal points to direct how and where people look and move in a garden.
- ◆ Colour: Describe what the colour wheel is and the use of hue, harmony and contrast in designing planting schemes.
- ◆ Form and texture: The use of different plant forms and textures to create different planting schemes and effects.
- ◆ Light and shade: The use of light and shade to create effects. The adaptation of plant use according to the light conditions available to create effects.
- ◆ Surrounding landscapes: The use of views in gardens, distinguish between inward looking gardens and those that have views of the surrounding landscape the designed use of the borrowed landscape.

National Unit specification: support notes (cont)

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Performance Criterion (b) follows on from Performance Criterion (a) and develops the candidate's knowledge of the use and impact of specific design materials that relate to hard and soft landscape materials in garden design. The candidate should be able to explain why hard and soft materials used in a selected plan are practical to install and are appropriate for the site conditions and the design. Reference should be made to the role of hard landscaping materials that includes: walls; fencing; paving; water features; practical and the aesthetic reasons for choosing hard materials and their role in the design. Candidates should also understand the selection process of materials from suppliers and the effects of local sourcing, availability and sustainability on the supply of materials.

The candidate will also discuss the role of soft landscaping materials: turf; bedding plants; herbaceous and perennial plants; shrubs; trees; the practical and aesthetic reasons for choosing different plant groups and their roles in design; use of plant height, texture and form to support the design plan.

Candidates should be able to understand the effect of maintenance considerations on material choices.

Visits to suppliers of hard landscape materials and visits to gardens where both hard and soft landscape features have been incorporated into designs will help to develop the candidate's knowledge and reinforce the delivery of this Outcome.

Outcome 2

Candidates should understand both the needs of the design in relation to any existing design but also appreciate the influences on new designs in relation to the client's needs and the limitations that can be in place due to the nature, or position, of the site.

Performance criterion (a) looks at the needs of the client in respect to the existing site design and layout and the proposed requirements or expectations of the completed design. Candidates should be able to identify examples of how they would manage the evidence required in relation to the overall brief and the structure and purpose of the design in relation to clients' needs. Candidates should be able to understand the balance between any existing design/new design needs and the development of a suitable and practical design.

Performance criterion (b) requires the candidate to investigate the range of information in relation to the site that will influence the overall design. These considerations can include a site inventory of existing resources, existing features that may be retained and services including access points, drainage; climate; soil type; elevations, gradients and shade. Any specific site analysis, including soil contamination and the evaluation of existing resources, The candidate should also consider the horticultural potential of the design; site issues and steps to resolve them.

National Unit specification: support notes (cont)

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Performance criterion (c) should engage the candidate to explore the health and safety implication of garden design. Reference should be made to the required precautions when using; electricity in design for features and lighting, the movement of soil and the effects of soil borne pests and diseases, the use and movement of hard and soft landscaping features that are heavy and the safe manual handling techniques that should be used, the precautions for the placement of tall features and plantings in proximity to overhead power cables, the existence of underground cables and utilities and the safe use of water in the garden. Candidates should also develop their understanding of local and national legislative considerations in relation to any planning restrictions, eg conservation areas, tree preservation orders and local planning laws that may be in force.

Outcome 3

For performance Criterion (a) candidates should be able to bring the knowledge that they have gained from the other Outcomes of the Unit and produce and present a garden design from a given brief using simple graphics and a labeling system. This should include a basic understanding of graphic and drawing/design skills that includes the use of standard notation, for various structures including hard surfaces, lawns, herbaceous planting, shrub planting, hedges and trees, where used on the design and incorporating handwritten or printed text to label the design.

Candidates should show an understanding of the use of basic and recognised design symbols and drawing literature where appropriate. Candidates should show that they have an understanding of the use of scale and the use of a hierarchy of line and shading to add clarity to the design.

The use of existing designs for various landscape, garden and amenity landscape projects will help to develop the candidates understanding of the range of different types of design process that can be used to produce a final design plan. The use of CAD should also be explained and demonstrated where appropriate and available.

Guidance on learning and teaching approaches for this Unit

Outcome 1: Classroom activity should be used to introduce the range of design principles. Candidates should be encouraged to develop their knowledge by group activity by researching through ICT, media and investigating library text books. Visits to gardens that exhibit different design influences, techniques and layouts will help to reinforce the design principles. References to known designers and their work should be used. This Outcome should be taught at the start of the Unit so that the learning can provide a firm understanding of garden design.

Outcome 2 can be delivered through classroom and group activity, similar to that used in Outcome 1. Visit to current design projects and the use of known designs would help to reinforce the development of understanding for this Outcome. The use of visiting speakers and specialists would help in the delivery of this Outcome.

Outcome 3 should be delivered after candidates have completed Outcome 1. The Outcome can be delivered alongside Outcome 2 and help to structure the delivery of the two Outcomes and focus the candidate to produce a design.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

For Outcome 1 candidates could produce an integral assessment in the form of a portfolio or project covering all the Performance Criteria in the Outcome. This assessment should be given at an early stage of the Unit so that time can be planned for individual consultation with candidates. Where evidence is generated orally an assessor checklist and/or recording of the information should be completed. Candidates who do not submit a report to the required standard must be provided with adequate feedback before they attempt a re-assessment.

A multiple choice question paper for Outcome 2 could be set (it may be possible to assess the Outcome through e-assessment). An alternative question paper should be used for the purposes of re-assessment.

For Outcome 3 assessment candidates should produce an individual and original garden design that identifies understanding of the Performance Criteria measured against a checklist.

If this Unit is delivered as part of the SCQF Level 5 NC in Horticulture, or other appropriate awards, it may be possible to integrate the assessment of aspects of this Unit with other Units within the award. For example aspects of the design produced in Outcome 3 could be implemented in other practical Units such as Planting and Maintenance. If the garden design is produced electronically there may also be opportunities to integrate assessment with Unit Computer Aided Drafting: Landbased Industries.

Opportunities for the use of 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 candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core 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 Skills of *Communication, Numeracy, Problem Solving* and *Working with Others* at SCQF Level 5.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

National Unit specification: support notes (cont)

Unit title: Garden Design

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date
02	Addition of "Colour" to Outcome 1. This was listed in the support notes but not in the Evidence Requirements.	11/01/2017

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