



## **National Unit specification: general information**

**Unit title:** Horticultural Features (SCQF level 4)

**Unit code:** H1YG 10

**Superclass:** SE

**Publication date:** August 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit is designed to provide candidates with a basic knowledge of horticultural features. Candidates will identify a range of garden design styles and general garden features and advise on appropriate maintenance.

This is an optional Unit in the National Certificate in Horticulture at SCQF level 4.

This Unit is suitable for candidates who:

- ◆ are undertaking the study of this subject for the first time
- ◆ would like to develop skills and knowledge that will help their progression on to more advanced horticulture Units at SCQF level 5 and 6

### **Outcomes**

- 1 Identify the layout and horticultural features which may be found in a range of garden settings.
- 2 Select maintenance activities for a range of horticultural garden features.

### **Recommended entry**

Entry is at the discretion of the centre however it is expected the candidate will have little or no knowledge of horticulture before starting this Unit.

## **General information (cont)**

**Unit title:** Horticultural Features (SCQF level 4)

### **Credit points and level**

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4\*).

*\*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**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

## **National Unit specification: statement of standards**

### **Unit title:** Horticultural Features (SCQF level 4)

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**

Identify the layout and horticultural features which may be found in a range of garden settings.

#### **Performance Criteria**

- (a) Identify different horticultural layout and design styles in gardens.
- (b) Identify a range of horticultural features in gardens.

### **Outcome 2**

Select maintenance activities for a range of horticultural garden features.

#### **Performance Criteria**

- (a) Identify a range of maintenance activities for horticultural garden features
- (b) Match maintenance methods to garden features.

### **Evidence Requirements for this Unit**

Product, written and/or recorded oral evidence carried out under supervised, open-book conditions is required to show that candidates have achieved all Outcomes and Performance Criteria.

Candidates must visit at least two different gardens. (These may be organised or done independently).

#### **For Outcome 1**

- ◆ Identify at least two types of garden design styles.  
Identify a minimum of six garden features from each garden visited, covering a total of no less than 10 different horticultural features overall

#### **For Outcome 2**

- ◆ Name at least 10 different maintenance activities undertaken in an ornamental garden setting.
- ◆ Match a minimum of one maintenance activity to each of the 10 different garden features identified in Outcome 1.

## **National Unit specification: support notes**

### **Unit title:** Horticultural Features (SCQF level 4)

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**

Candidates new to horticulture may not have the experience necessary to understand the basic features which comprise a garden and how these might be perceived in situ. For example; a candidate may have heard the word 'Pergola' used but might never have seen one in a real garden setting.

This Unit is primarily about providing candidates with the opportunity to view and experience a range of designed garden settings. It is possible to base this Unit on the garden a candidate is working within but this should be augmented with at least one visit to another establishment. The more exposure to different garden settings a candidate has, the better the experience.

#### **Outcome 1**

Candidates could be shown around a number of gardens, having key features of the gardens explained to them. The behaviour of the candidate is paramount here and they should conduct themselves appropriately. This should be an important aspect of any visit undertaken.

Candidates would be expected to observe a range of garden design styles, some examples might include:

- ◆ Formal
- ◆ Informal
- ◆ Cottage
- ◆ Oriental
- ◆ Knot or parterre
- ◆ Italian/French/English

While it is understood that perhaps only two or three garden design styles might be observed in actual visits, others could be illustrated through the use of video or photographs.

## National Unit specification: support notes (cont)

### Unit title: Horticultural Features (SCQF level 4)

Candidates should be given the opportunity to observe and experience a broad range of garden features, examples could include:

- ◆ Fences
- ◆ Hedges
- ◆ Pleached hedges
- ◆ A Fedge
- ◆ Woven Willow structures
- ◆ Coppiced plants
- ◆ Pollarded trees
- ◆ Gazebos
- ◆ Sheds
- ◆ Greenhouses
- ◆ Pergolas
- ◆ Paths of different surfaces
- ◆ Seating
- ◆ Turf
- ◆ Wildflower meadows
- ◆ Herbaceous borders
- ◆ Shrub borders
- ◆ Ground cover plantings
- ◆ Carpet bedding
- ◆ Containers
- ◆ Water features
- ◆ Garden ornaments

Connections should be made between the range of garden features being observed and the style of garden they are related to, enabling the candidate to begin to associate the two aspects together.

### Outcome 2

It is important for the candidate to gain some understanding of how gardens are maintained and the activities associated with particular garden features. For example, naturalised bulbs in lawns will require cutting down at an appropriate time.

Where possible it is suggested that candidates meet with the Head Gardener (or equivalent) of the establishments visited and also be able to view 'behind the scenes' at the gardens, to observe how operations are managed, the equipment used and the procedures followed.

Examples of maintenance procedures could include:

- ◆ Mowing
- ◆ Strimming
- ◆ Coppicing
- ◆ Training
- ◆ Pruning
- ◆ Mulching
- ◆ Hoeing
- ◆ Hand weeding
- ◆ Erecting plant supports
- ◆ Edging
- ◆ Dead heading
- ◆ Watering
- ◆ Raking leaves
- ◆ Digging
- ◆ Cultivation
- ◆ Feeding

Through simple matching exercises the candidate would be expected to link the tasks with a relevant garden feature.

This Unit does not align to any current National Occupational Standards.

## National Unit specification: support notes (cont)

**Unit title:** Horticultural Features (SCQF level 4)

### Guidance on learning and teaching approaches for this Unit

The Unit is best delivered in tandem with a gardening Unit, for example H09A 10 *Gardening Skills: An Introduction*, but could be delivered as a stand-alone Unit.

The key focus of this Unit is to get the candidate to look around gardens and begin to understand how everything is related in a horticultural manner. Visiting and observing gardens is fundamental to being able to identify and list the features that exist within gardens.

Thought should be given to providing a stimulating experience when visiting a garden, perhaps by introducing quizzes or games that require teamwork and encourage participation. Activities that encourage the candidates to investigate the garden are good practice. Prior knowledge of the garden would enable staff to develop a range of tailored learning resources for candidates.

It would also be very beneficial for the candidates to view the behind the scenes activities of the garden allowing them to relate more easily with their own experiences of gardening. A talk from individuals responsible for the gardens is to be encouraged as this provides necessary information about the garden and its maintenance.

Being able to view the tools and machinery used in the maintenance of the garden will also allow the candidates to begin to draw parallels between the different features in the garden and the maintenance of them.

By adopting the above learning and teaching approaches and/or through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

- ◆ Employability skills — The Unit could provide opportunities in this regard if the candidates are introduced to employers and have employer expectations explained to them.
- ◆ Citizenship — the Unit could provide opportunities to demonstrate citizenship skills if the gardens that are visited make effective use of community involvement.
- ◆ Sustainability — the Unit could develop skills in sustainable development as it focuses on recognising the connectivity between gardens, the elements within them and the maintenance implications of this.

## National Unit specification: support notes (cont)

**Unit title:** Horticultural Features (SCQF level 4)

### Guidance on approaches to assessment for this Unit

The product evidence for this Unit could come in the holistic form of a mini log-book, scrap book or diary where the candidate, individually, in a group and/or with supervision creates a record of their visits. This could include photos, sketches, cut out pictures from leaflets etc. that describe the gardens, the layout and the individual features within it. This document could include matching activities where images of different features can be matched with their respective maintenance tasks.

Written evidence could be in the form of a multiple choice assessment. Oral evidence could be obtained and recorded as an alternative to the written method of assessment.

### 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

In this Unit candidates will be introduced to gardens and their constituent parts. They will view and describe a range of garden features and begin to match and assign maintenance techniques to these features. This Unit will allow candidates to experience a range of horticultural features and garden examples, and link them with jobs and tasks that they will be undertaking in other areas of their course. It is expected that they will visit gardens, meet with owners or gardeners and have the opportunity to observe a range of gardening practices.

Candidates will:

- ◆ produce a record to show they have visited a number of gardens and participated actively and safely in these visits
- ◆ meet with people concerned with the gardens being visited
- ◆ categorise garden features together with the appropriate range of maintenance practices

This means that as candidates are doing this Unit they will be developing aspects of the Core Skills in *Problem Solving* and *Working with Others*.

## **National Unit specification: support notes (cont)**

**Unit title:** Horticultural Features (SCQF level 4)

### **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](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date

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