



Higher National Unit specification

General information for centres

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

Unit code: F1J9 34

Unit purpose: This Unit enables candidates at HN level to develop a range of skills associated with the selection and use of trees, shrubs and herbaceous perennials in garden design and in the application of these skills to produce and present a design for a given area.

On completion of the Unit the candidate should be able to:

- 1 Select trees for a range of design uses and conditions.
- 2 Select shrubs and herbaceous perennials for a range of design uses and conditions.
- 3 Design a planting scheme for a given area.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre however, it is recommended that candidates have relevant experience in the identification of a range of trees, shrubs and herbaceous perennials and in the basic principles of the garden design. Higher National Units such as F21S 34 *Horticulture: Plant Recognition and Use* and F21M 34 *Design Process and Composition in the Landscape: An Introduction* would be beneficial in this respect.

Core Skills: There are opportunities to develop the Core Skill of *Problem Solving* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: This Unit may be delivered as part of a Group Award or as free standing Unit for continued professional or personal development. 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.

Assessment: Outcomes 1, 2 may be assessed separately or together using a written exercise. Outcome 3 would normally be assessed using a student centred design based project producing drawings and relevant written support materials and could include an oral presentation. Alternatively all three Outcomes could be assessed together in a single design based project.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Select trees for a range of design uses and conditions

Knowledge and/or Skills

- ◆ Design uses/functions
- ◆ Environmental constraints
- ◆ Growth habit modification and support
- ◆ Procurement
- ◆ Maintenance issues

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ select appropriate trees for a range of design uses and conditions
- ◆ select appropriate trees for a range of environmental conditions
- ◆ describe methods of controlling, modifying and supporting growth to meet particular needs
- ◆ describe issues relating to procurement
- ◆ describe maintenance issues for a selection of trees

Where knowledge is sampled, the sample should consist of at least three of the bullet points listed under Knowledge and/or Skills. To ensure that the candidates cannot predict the sampling procedure, all bullet points must be taught and a different sample should be selected for each subsequent reassessment.

Assessment Guidelines

Evidence may be generated through the submission of written and/or graphic materials.

The assessment for this Outcome may stand alone or be combined with Outcome 2. Alternatively it may be combined with Outcomes 2, 3 in a single instrument of assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

Outcome 2

Select shrubs and herbaceous perennials for a range of design uses and conditions

Knowledge and/or Skills

- ◆ Design uses/functions
- ◆ Environmental constraints
- ◆ Growth modification and support
- ◆ Procurement
- ◆ Maintenance issues

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ select appropriate shrubs and herbaceous perennials for a range of design uses and functions
- ◆ select appropriate shrubs and herbaceous perennials for a range of environmental conditions
- ◆ describe methods of controlling, modifying and supporting growth to meet particular needs
- ◆ describe issues relating to procurement
- ◆ describe maintenance issues relating to shrubs and herbaceous perennials

Where knowledge is sampled, the sample should consist of at least three of the bullet points listed under Knowledge and/or Skills. To ensure that the candidates cannot predict the sampling procedure, all bullet points must be taught and a different sample should be selected for each subsequent reassessment.

Assessment Guidelines

Evidence may be generated through the submission of written and/or graphic materials.

The assessment for this Outcome may stand-alone or be combined with Outcome 1. Alternatively it may be combined with Outcomes 1 and 3 in a single instrument of assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

Outcome 3

Design a planting scheme for a given area

Knowledge and/or Skills

- ◆ Site survey and investigation
- ◆ Analysis of information
- ◆ Selection of appropriate plant materials
- ◆ Plant arrangement and design
- ◆ Presentation of ideas

Evidence Requirements

The Knowledge and/or Skills listed for this Outcome form a logical process, which must be worked through in order. It does not lend itself to sampling.

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ conduct a site survey/investigation and present findings in a report
- ◆ analyse design brief and site report as a basis for design decisions
- ◆ design a suitable planting scheme for the area using appropriate trees, shrubs and herbaceous perennials
- ◆ produce drawings and support materials
- ◆ present the design

Assessment Guidelines

Evidence should be generated through the submission/presentation of graphical, written and any other support materials

The assessment for this Outcome may stand-alone or be combined with Outcome 1. Alternatively it may be combined with Outcomes 1, 3 in a single instrument of assessment.

Administrative Information

Unit code: F1J9 34

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

Superclass category: SA

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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

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 Unit aims to develop a range of skills associated with the use of plant material in garden design, covering both plant knowledge and the principles of good design practise. It concentrates specifically on trees, shrubs and herbaceous perennial; these groups being the traditional focus of garden design in the UK.

To design successfully with plants candidates require knowledge of the range of species available; an appreciation of their growth characteristics, aesthetic attributes, cultural requirements, maintenance needs and potential uses and functions within a designed environment. These are covered in the Unit along with issues relating to specifying, sourcing and procuring plants.

The Unit also implements the design process introducing candidates to site investigation, recording and reporting, analysis, designing for specific effect and the production of drawings and other presentational techniques to express their ideas.

Criteria for plant selection and placement in a design should also be considered, for example growth characteristics (growth rate and size), aesthetic attributes (nature and seasonality of display), suitability for given uses (eg shelter, screening, groundcover etc), the importance of environmental factors, the wishes of the client and the necessity to create specific effects.

This Unit may be seen as complementary to the HN Units *Design Process* and *Composition in the Landscape: An Introduction and Garden Design Concepts*.

Outcome 1 examines some of the aesthetic and functional uses of trees in garden design, and the selection of trees for these. It will also identify the various environmental/soil/climate related conditions which may be encountered and look at the selection of appropriate species for these situations. Methods of modifying and controlling tree growth for formative, aesthetic, functional and maintenance reasons will also be considered. These may include coppicing, pollarding, formative pruning and training in the nursery for shape, size and form and the various methods of creating and maintaining desired effects in the landscape. Issues relating to procurement are also explored including specifications, provenance, sourcing and supply. (General and specialise nurseries, trade and retail outlets).

Outcome 2 examines some of the aesthetic and functional uses of shrubs and herbaceous perennials in garden design and looks at the selection of species for these. Again it will identify the various environmental/soil/climate related conditions which may be encountered and look at the selection of appropriate plants for these. Methods of modifying, controlling and supporting growth for formative, aesthetic, functional and maintenance reasons will be considered. For example formative pruning and training of shrubs for desired effect both in the nursery and garden, the support of herbaceous perennials and certain shrubs in their growing position and maintenance issues. Issues relating to procurement are also explored including specifications, provenance, sourcing and supply. (General and specialise nurseries, trade and retail outlets).

Higher National Unit specification: support notes (cont)

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

Outcome 3 allows the candidates to implement the design process to produce a planting scheme for a given area using trees, shrubs and herbaceous perennials. The process should involve a survey/investigation of the area and the interpretation of a given brief as a basis for design decisions, the generation of ideas and the production and presentation of a scheme. Drawings and backup material should be produced and the scheme presented. Students should be encouraged to make oral presentations and to enter into discussions and give a critique of each others work.

Guidance on the delivery and assessment of this Unit

This Unit is likely to form part of a Group Award at HN level, designed to provide the candidates with technical or professional knowledge and skills for a specified occupational area. The Unit may also stand alone for candidates who wish to undertake it for professional or personal development.

The method of delivery and the assessment procedures adopted should reflect the teaching/learning approaches of the individual centres presenting this Unit.

The Unit would lend itself to being delivered towards the end of a Group Award by which time the candidates should have a grounding in plant identification and the basic principles of design theory.

Higher National Units such as Plant Recognition and Design Process and Composition in the Landscape: An Introduction would provide a suitable introduction to these skills.

It should be noted that the content of this Unit complements HN Units *Design Process and Composition in the Landscape: An Introduction* and *Garden Design: Basic Concepts*.

Outcome 3 of this Unit offers opportunity for assessment integration with Outcome 2 of the Unit *Design Process and Composition in the Landscape: An Introduction*.

The Unit could be delivered through formal lectures, field work and garden visits, student centred research using the internet or any other suitable sources, technical drawing, and practical work associated with site investigation. Class discussion, tutorials, peer group critiques and oral presentations could also be included.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skill of *Problem Solving* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

Outcomes 1, 2 of this Unit lend themselves to distance learning although for Outcome 3 special arrangements may have to be made.

Higher National Unit specification: support notes (cont)

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Plants for Gardens: Woody and Herbaceous Perennials

This Unit will introduce a range of skills associated with the use of trees, shrubs and herbaceous perennials in garden design, covering both plant knowledge and the principles of good design practise.

It will look at the range of species within these plants groups and give an appreciation of their growth characteristics, decorative features, growing requirements, maintenance needs and potential uses and functions within a design. The process of choosing plants for a given design will also be covered and the Unit will explore the importance of factors such as size, habit, suitability for particular uses, environmental factors and the client's wishes in the selection process.

Obtaining the plant material for use in design will also be included, exploring issues such as procurement, specifying, sourcing, and the types of nurseries and suppliers available.

The Unit also gives the opportunity to produce a planting scheme for a given area working through the steps of the design process. These include site investigation, the interpretation of client's wishes, the production of design ideas and the presentation of these in the form of a drawing.

Outcomes 1 and 2 may be assessed using written assessments.

Outcome 3 will be assessed using a design project requiring practical input and the production of drawn and written materials.