



National Unit specification: general information

Unit title: Heritage Gardening

Unit code: H1JM 11

Superclass: SE

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Version: 01

Summary

This Unit has been developed to provide candidates studying with an insight in to the various types of heritage garden in Scotland; how they were developed; the different use of plant groups; aspects of design and how heritage gardens are sustained and maintained.

Outcomes

- 1 Outline the role and development of heritage gardens.
- 2 Describe how the use of heritage gardens affects their design.
- 3 Produce and implement a maintenance programme.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having attained one of the following, or equivalent:

DOPV 10 Introduction to Soft Landscaping
EE8E 11 Use of Hand Tools in Horticulture

Credit points and level

1 credit(s) 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.*

General information (cont)

Unit title: Heritage Gardening

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: Heritage Gardening

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

Outline the role and development of heritage gardens.

Performance Criteria

- (a) Outline the function of heritage gardens.
- (b) Outline the history and development of heritage gardens.
- (c) Describe the use of plant groups within heritage gardens.

Outcome 2

Describe how the use of heritage gardens affects their design.

Performance Criteria

- (a) Identify the factors affecting the design of a heritage garden.
- (b) Describe adjustments and design alterations to suit the changing needs and usage of heritage gardens.
- (c) Recommend and implement adjustments/alterations.

Outcome 3

Produce and implement a maintenance programme.

Performance Criteria

- (a) Produce an annual routine maintenance programme for a named heritage garden.
- (b) Assist in the implementation of a maintenance programme.
- (c) Record maintenance activities and make recommendations.

National Unit specification: statement of standards (cont)

Unit title: Heritage Gardening

Evidence Requirements for this Unit

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

Written or recorded oral evidence, covering all Performance Criteria is required for Outcomes 1 and 2. Performance Evidence is also required for Outcome 2 where the candidate will implement adjustments and/or alterations to the heritage garden design. Written or recorded oral evidence in the form of a annual maintenance plan and a record of any maintenance carried out is required for Outcome 3 in addition to performance evidence of the candidates ability to assist in the implementation of the maintenance programme. All practical activities must be carried out in full accordance with all relevant Health and Safety procedures.

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

The purpose of this Unit is to provide candidates with an insight in to range of different types of garden to be found in Scotland; their purpose and function and how they fit in with the requirements of the modern day user. Learners will have the opportunity to visit and evaluate different gardens; make recommendations for alteration and improvement, as well as specify and participate in the maintenance of a heritage garden.

Guidance on learning and teaching approaches for this Unit

Outcome 1

Learners will be informed of the various types of heritage garden; their general uses and functions; as well as an indication of the plants used therein. Following this introduction; visits to a range of different garden types should be facilitated. Experts from each garden could show the learners round each property; while structured assignments would form a focus for each visit. Photographs and video footage taken at each garden would prove useful following the visit. Each structured visit will be reviewed and discussed, thus providing the learner with a focus to complete the assignment.

Outcome 2

Whilst on the various visits; learners will be made aware of the existing garden design, as well as the issues in relation to the current usage and any problematic factors. The visits will provide the opportunity to make recommendations on any possible layout and design alterations. Where possible it may be appropriate to implement some of the alterations by negotiation with the property managers. Where this is not possible such alterations may take place in college garden/grounds, or nearby establishment.

Outcome 3

For a specified heritage garden; learners will identify maintenance requirements. The tasks will be organised and set out in the form of a detailed maintenance programme, as well as ready reckoner/gnant chart.

Again; the maintenance may not relate directly to any of the heritage gardens visited and in this instance; the college, or nearby garden may provide an ideal alternative.

It may be possible for learners to have access to a copy of a maintenance programme for a specified property, or they may liaise with the property managers in order to produce a programme, especially if this is to be the location for the practical activities.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

Outcomes 1 and 3 could be assessed jointly through a brief written or recorded oral report, which covers the function, history and development of heritage gardens in general before moving on to look at a specific garden or gardens in terms of their design and use. Outcome 3 could be assessed through a combination of the production of an annual maintenance programme, observation of implementation of that programme recorded using an observation checklist, supported by a record, produced by the candidate, of the activities carried. Where candidates undertake Outcome 3 as part of a team all evidence produced must relate directly to each candidate and centres should plan carefully to ensure each candidate has sufficient opportunities to meet the Evidence Requirements.

If this Unit is delivered as part of the National Certificate in Horticulture, or other suitable Group Awards, it may be possible to integrate the assessment of the practical aspects of this Unit (especially those included in Outcome 3) with other practical based Units, for example *Planting and Maintenance*, *Use of Hand Tools in Horticulture* and *Horticultural Machinery: Operation and Maintenance*.

Opportunities for the use of e-assessment

It may be possible to assess aspects of Outcomes 1 and 2 by e-assessment, however the practical nature of Outcome 3 does not lend itself to 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

Throughout this Unit, there is scope to engage in verbal communication; problem solving; teamwork; numeracy; working with others, as well as opportunities to make use of ICT for the production of assignments; reports; maintenance schedules and action plans. Learners will have to be prepared for the visits, know what to ask and find out; be able to record their findings; work individually, or in teams and solve any issues on site, such as recommending and changes/alterations to the gardens. Assignments will have to be developed and presented, along with details of times; areas; quantities; costs; graphs, etc. Learners will have to feed back their findings and discuss relevant issues within their group, to staff and possibly the property managers.

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)

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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

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