



## National Unit specification: general information

**Unit title:** Horticultural Therapy

**Unit code:** H1JP 12

**Superclass:** SE

**Publication date:** May 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

This Unit is designed to allow candidates to develop their knowledge and understanding of horticultural therapy and how it benefits individuals. Candidates will have the opportunity to plan and resource for a project and assist in its delivery.

## Outcomes

- 1 Describe the aims and benefits of horticultural therapy.
- 2 Develop a programme and specify the requirements for a horticultural therapy project.
- 3 Contribute to the delivery of a horticultural therapy programme with a specified client group.

## Recommended entry

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

*Introduction to Gardening Skills*  
*Growing Plants*

## Credit points and level

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6\*)

*\*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.*

## **National Unit specification: general information (cont)**

**Unit title:** Horticultural Therapy

### **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 Therapy

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 aims and benefits of horticultural therapy.

##### **Performance Criteria**

- (a) Describe the main aims of horticultural therapy.
- (b) Describe the potential benefits of horticultural therapy.
- (c) Describe a range of client groups who may benefit from horticultural therapy.
- (d) Identify activities undertaken on horticultural therapy projects.

#### **Outcome 2**

Develop a programme and specify the requirements for a horticultural therapy project.

##### **Performance Criteria**

- (a) Identify the client group and its requirements.
- (b) Produce a list of activities and sequence their implementation.
- (c) Compile a list of resources for use on the project.

#### **Outcome 3**

Contribute to the delivery of a horticultural therapy programme with a specified client group.

##### **Performance Criteria**

- (a) Contribute to the preparation of horticultural therapy activities.
- (b) Contribute to the delivery of horticultural therapy activities.
- (c) Produce a comprehensive record of the work undertaken.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Horticultural Therapy

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

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

#### **Outcome 1**

Written and/or recorded oral evidence of the candidate's ability to communicate the meaning of horticultural therapy; its potential benefits, as well as an awareness of the many user/client groups and the various activities undertaken within horticultural therapy projects.

#### **Outcome 2**

Written and/or recorded oral evidence of the candidate having developed a horticultural therapy project, including details of the client group and its requirements, the activities to be carried out and in what sequence and the resources required to undertake the project.

#### **Outcome 3**

Practical evidence is required for Outcome 3 to demonstrate that the candidate contributed to the planning, implementation and recording of a horticultural therapy project.

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

### **Unit title:** Horticultural Therapy

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**

#### **Outcome 1**

Notes and instruction on horticultural therapy, ensuring candidates are familiar and know what horticultural therapy is, as well as typical client/users of horticultural therapy. Visits to observe horticultural therapy projects, with opportunities to see at first-hand what activities are undertaken. Visiting speakers and visits to become knowledgeable on all aspects of horticultural therapy.

As well as knowing about some of the possible activities, candidates should know of the various resources, modified approaches and tools for successful use on the HT project.

#### **Outcome 2**

Either from visiting horticultural therapy projects or attending talks by visiting speakers; candidates are to become familiar with various client/user groups, as well as their specific needs and requirements.

Relevant practical opportunities should be considered, however this will be determined by the ability and needs of the client/user group.

Much of the work may be naturally occurring; if the project has specific aims, eg plant production and sales.

Many of the activities will have to be modified to suit the client/user group and this may necessitate adjusting the technique; location; as well as the tools and equipment used.

Candidates with gardening experience will find it easier to modify the task.

Catalogues and on line websites will provide useful locations of modified tools and equipment for use on the HT project.

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

**Unit title:** Horticultural Therapy

### **Outcome 3**

A project known to the candidate, or where they have the opportunity to become familiar with the client/user group would be preferable.

Familiarity with aspects of gardening and allied topics, as well as becoming known to the client/user group should facilitate a meaningful horticultural therapy project experience for the individual.

An accurate record of the work undertaken should be produced for the duration of the voluntary involvement

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

### **Outcome 1**

Horticultural therapy is accurately defined, the benefits of horticultural therapy are described, potential client groups are highlighted; activities appropriate for delivery on horticultural projects are listed and described, along with any relevant modifications for use with specific groups.

### **Outcome 2**

Candidates should familiarise themselves with the client/user group, including their specific needs and capabilities. A list of relevant activities should be prepared, which meet their needs, as well being suitable for the location and time of the year. A realistic idea of timescales; duration and sequencing to suit the seasonality and relevance to the client/user and time of the year should be taken into consideration.

### **Outcome 3**

Candidates should locate an appropriate project and seek permission to volunteer their services. This must be under the direct supervision of a responsible project manager (there may be issues of disclosure). Opportunities may exist within existing introductory horticultural programmes.

Having located a suitable project; candidates should assist in the implementation of (9–15 hours) of horticultural therapy project activity.

An accurate record of the work undertaken should be produced for the duration of the voluntary involvement.

## National Unit specification: support notes (cont)

**Unit title:** Horticultural Therapy

### Guidance on approaches to assessment for this Unit

Outcome 1 could be assessed through a short report or presentation where the candidate defines Horticultural Therapy and describes the typical client groups, the activities carried out and the benefits they confer.

Outcome 2 could be assessed by an assignment which requires the candidate to, for a specified client group, or individual; prepare a detailed programme of activities for a period of at least three months. The programme resources must be listed, with approximate costings where possible.

Outcome 3 could be assessed by a practical exercise in which the candidate assists in (as part of a team) the planning; implementation and recording of all activity throughout the duration of the project (9–15 hours minimum).

### 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* at SCQF Level 5, through completion of Outcomes 1 and 2, *Numeracy* at SCQF Level 4 through the consideration of resources in Outcome 2 and *Problem Solving* and *Working with Others* both at SCQF Level 5 through the practical work carried out in Outcome 3. There may also be opportunities to develop ICT at SCQF Level 4 depending on how the candidate produces evidence for Outcomes 1 and 2.

### 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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