



Subject guidance for internally assessed qualifications in 2021–22

Please read this document in conjunction with [guidance for the assessment of internally assessed qualifications issued to centres in August 2021](#).

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| Group award title(s): | HNC garden design; HND garden design; HNC horticulture; HND horticulture; HND horticulture with plantsmanship; HNC landscape management |
| Group award code(s): | GJ9K 15; GJ9N 16; GJ9L 15; GJ9P 16; GJ9T 16; GJ9M 15 |

Course aims

HNC (Horticulture, Landscape Management, Garden Design) general aims:

- ◆ To provide the knowledge and skills required to progress to a relevant HND qualification.
- ◆ To provide the knowledge and skills required for employment at the relevant level within the industry.
- ◆ To develop an understanding of the main theoretical concepts and terminology of horticulture.
- ◆ To develop employability skills in a horticultural context.

HND (Horticulture, Horticulture with Plantsmanship, Landscape Management, Garden Design) general aims:

- ◆ To build upon the knowledge and skills developed in the HNC.
- ◆ To provide the knowledge and skills required to progress to relevant Degree level provision.
- ◆ To provide the knowledge and skills required for employment at a management level or equivalent within the industry.
- ◆ To provide an opportunity for specialism.

There are two key target groups for this course: those wishing to enter employment following completion of an HNC or HND and those wishing to progress to degree level provision from an HND.

Exceptions to the generic guidance on adjustments

There are elements of the course aims that may not be achieved through adjustments made in line with the generic guidance (ie where adjustments are not acceptable for reasons of risk to self, others or critical competence).

The practical elements of this course would be achieved, in normal circumstances, through site visits to centre facilities, gardens, parks and estates, horticultural businesses and garden centres and other realistic work environments. Going forward, it may be possible to use virtual site visits, using video or live streaming from a garden or business or other relevant site. The use of digital 'visiting speakers' is also encouraged.

The following section contains details of how the units may be assessed to mitigate the impact of COVID-19 restrictions. This is based on the feedback we have received and the agreed adaptations and amendments to the units.

| Risk level | Low | Medium | High |
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| Risk to self | | Medium | |
| Risk to others | | Medium | |
| Critical competence | | Medium | |

Appropriate action if existing conditions of assessment cannot be met

Restrictions on access to placements or workplaces and other sector-related sites, coupled with school closures, have had a significantly adverse effect on delivery and assessment. The impact of COVID-19 restrictions and public health advice have made it difficult for learners to gain practical experience. However, it is hoped that a return to school and college in the coming weeks will make it possible for practical activities to be undertaken.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education. A variety of methods can be used by learners to present their findings. Teachers and lecturers, where possible, should allow learners their choice of preferred method.

Assessment Support Packs (ASP) are available to provide guidance.

Although delivery and assessment have been severely affected by COVID-19 restrictions and extended school and college closures, some centres have been able to complete knowledge-based outcomes and partially deliver practical components. Consequently, learners may have been able to generate some evidence of practical activity, and this could be used to infer knowledge and skills across other outcomes and units.

Where it is not possible, for the remainder of session 2021–22, for learners to generate evidence from hands-on practical experience through placement or visits, a range of approaches could be explored, including:

- ◆ remote, virtual visits with practitioners demonstrating the activities
- ◆ expert speakers
- ◆ videos
- ◆ internet research
- ◆ simulated activities to offer the opportunity to experience a range of practical activities remotely

This will give learners the opportunity to witness demonstrations of, for example, plant propagation, use of equipment, and health and safety procedures.

Assessments could then focus on projects, case studies and questioning. In addition, use could be made of existing checklists to facilitate assessment.

Unit details and assessment guidance

Centres are reminded that all relevant operational procedures undertaken in this qualification must adhere to current legislation, regulations, codes of practice and manufacturers' recommendations where appropriate.

F1JA 34 Horticultural Practices

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| Outcome 1 Investigate skill requirements for major horticultural sectors. | Evidence requirements for outcome 1 <ul style="list-style-type: none">◆ investigate the types of enterprise/organisation in the horticultural sector within which they fall◆ outline the role for horticulture staff within each enterprise/organisation◆ identify the major horticultural skills that would be required to work successfully in each sector of horticulture visited | Guidance for outcome 1 Assessment could take the form of an investigative report or case study. |
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F1JA 34 Horticultural Practices

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| <p>Outcome 2 Propagate a range of plants.</p> | <p>Evidence requirements for outcome 2</p> <ul style="list-style-type: none"> ◆ sow seeds either into trays/modules or outdoors beds ◆ prepare cuttings ◆ undertake two of the following specialist means of propagation: <ul style="list-style-type: none"> — micro-propagation — twin-scaling — layering — division — grafting ◆ describe the health and safety requirements ◆ describe the impact on the environment | <p>Guidance for outcomes 2 and 3</p> <p>Where on-site practical activities are not possible, Recognition of Prior Learning (RPL) may be possible for learners who have previously undertaken unit H1JD 11 Planting and Maintenance, or equivalent. Further guidance on RPL is available https://www.sqa.org.uk/sqa/67029.html.</p> <p>In addition to RPL for outcomes 2 and 3, materials and equipment could be provided to learners to allow them to carry out practical activities at home and to be assessed remotely. Any remaining gaps in evidence could be covered by a detailed, step-by-step, description of the tasks required.</p> |
| <p>Outcome 3 Cultivate and maintain a range of plants in nursery, field or amenity/landscape situations.</p> | <p>Evidence requirements for outcome 3</p> <ul style="list-style-type: none"> ◆ pot up/on container grown plants ◆ stand down plants ◆ plant out into field ◆ lift field grown plant material ◆ prune a range of plants ◆ prepare soil to establish a range of species ◆ use non-chemical weed control methods ◆ maintain a range of plants ◆ identify the health and safety requirements ◆ identify the impact on the environment | |

F1J3 34 Constructing Hard Landscape Features

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| <p>Outcome 1 Describe the uses of and installation procedure for a range of hard surfaces.</p> | <p>Evidence requirements for outcome 1</p> <ul style="list-style-type: none"> ◆ evaluate factors influencing the choice and specification of materials for hard surfaces including function, cost and aesthetic appeal ◆ calculate drainage run-off requirements accurately for given surfaces ◆ explain landscape surface construction techniques whilst giving consideration to environmental impacts, effects of weather and safety factors | |
| <p>Outcome 2 Describe the uses of and installation procedure for a range of landscape structures.</p> | <p>Evidence requirements for outcome 2</p> <ul style="list-style-type: none"> ◆ describe types and uses of free-standing walls and fences ◆ produce proposals for the erection of a free-standing wall or fence for a given situation, including detail on materials, design and construction | |

F1J3 34 Constructing Hard Landscape Features

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| <p>Outcome 3 Contribute to the construction of a rock and water feature.</p> | <p>Evidence requirements for outcome 3</p> <ul style="list-style-type: none"> ◆ contribute to the building of a rock garden or feature ◆ contribute to the construction of a water feature ◆ apply and monitor health and safety standards | <p>Guidance for outcomes 3 and 4</p> <p>Where the practical activities required for outcomes 3 and 4 cannot be safely carried out, a detailed, step-by-step plan for the construction of the features could be used. This would need to be specific to a given site and for specific feature, supported by a risk assessment. Oral questioning or an interview with learners could be used to establish how they would adapt to the changes in conditions and circumstances likely to be encountered during landscape construction.</p> <p>There may be opportunities for Recognition of Prior Learning (RPL) for learners who have completed Landscape Construction: An Introduction (H1JY 11); Drystone Dykes: Building and Repairing (H1K3 11); or Horticultural Fence Construction (H1JG 11) or equivalent.</p> <p>Further guidance on RPL is available at https://www.sqa.org.uk/sqa/67029.html</p> <p>There may be opportunities to integrate delivery and assessment of this unit with Practical Landscaping (H7BC 34).</p> |
| <p>Outcome 4 Contribute to the construction of a hard landscape feature using a range of materials and methods.</p> | <p>Evidence requirements for outcome 4</p> <ul style="list-style-type: none"> ◆ assess site conditions ◆ prepare and set out site to given specifications ◆ apply and monitor health and safety standards ◆ contribute to the construction of a hard landscape feature | |

H7BC 34 Practical Landscaping

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| <p>Outcome 1 Investigate skill requirements for major horticultural and landscaping sectors.</p> | <p>Evidence requirements for outcome 1</p> <ul style="list-style-type: none">◆ investigate the types of enterprise/organisation in the horticultural and landscape sectors within which they fall◆ outline the role for horticulture and landscape staff within each enterprise/organisation◆ identify the major horticultural and landscape skills that would be required to work successfully in each sector of horticulture and landscape visited | |
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H7BC 34 Practical Landscaping

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| <p>Outcome 2 Construct a range of landscape features.</p> | <p>Evidence requirements for outcome 2</p> <ul style="list-style-type: none">◆ mix and lay concrete◆ construct two of the following free-standing hard landscape features:<ul style="list-style-type: none">— Fencing— Walling— Dry stone Walling— Pergola— Plinth or Pillar— other appropriate free-standing hard landscape features◆ lay two of the following paving materials:<ul style="list-style-type: none">— Block— Slabs— Cobbles— Asphalt— other appropriate paving materials◆ comply with all relevant health and safety requirements and other relevant legislation◆ describe the health and safety requirements◆ describe the impact on the environment and sustainability <p>Assessment may be carried out by practical observation using a checklist during construction for the first three bullet points listed in the evidence requirements above. The final two bullet points could be assessed by responses to oral questioning.</p> | <p>Guidance for outcome 2</p> <p>Where access to the sites and materials is limited, a single example of a free-standing hard landscape feature and a single paving material would be acceptable where knowledge of another example can be established.</p> <p>Recognition of Prior Learning may be available for outcome 2 where learners have completed unit F1J3 34 Constructing Hard Landscape Features.</p> <p>Recognition of Prior Learning may be available for outcome 3 where learners have completed unit F1JA 34 Horticultural Practices</p> <p>Further guidance on RPL is available https://www.sqa.org.uk/sqa/67029.html</p> |
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H7BC 34 Practical Landscaping

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| <p>Outcome 3 Cultivate and maintain a range of plants in nursery, field or amenity/landscape situations.</p> | <p>Evidence requirements for outcome 3</p> <ul style="list-style-type: none">◆ pot up/on container grown plants◆ stand down plants◆ plant out into field◆ lift field grown plant material◆ prune a range of plants◆ prepare soil to establish a range of species◆ use non-chemical weed control methods◆ maintain a range of plants◆ identify the health and safety requirements◆ identify the impact on the environment | <p>Guidance for outcome 3</p> <p>Materials and equipment could be provided to learners to allow them to carry out practical activities at home and to be assessed remotely. Any remaining gaps in evidence could be covered by a detailed, step-by-step, description of the tasks required.</p> |
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