

NextGen: HN unit specification

Maintaining Gardens and Greenspace (SCQF level 7)

Unit code: JIZ1 47

SCQF level: 7 (24 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

Published: October 2026 (version 1.0)

Copyright © Qualifications Scotland 2026

Contents

Unit purpose	1
Unit outcomes	2
Knowledge and skills.....	10
Meta-skills.....	13
Literacies	14
Learning for Sustainability	16
Delivery of unit	17
Additional guidance.....	18
Equality and inclusion	27
Information for learners.....	28
Administrative information.....	31

Unit purpose

This unit is suitable for learners studying HNC Horticulture. It provides learners with the knowledge and skills to be able to maintain gardens and greenspace. It introduces them to seasonal tasks, equipment and protection, and to maintaining plants, planted areas and hard landscape features. The unit also contains a meta-skills outcome where learners have the opportunity to develop and demonstrate a range of meta-skills in a horticultural context.

Entry requirements and progression routes

Entry to this unit is at your centre's discretion. While learners would benefit from previous horticultural knowledge or experience, they do not need it to study the unit.

Before they start, however, we recommend that learners have completed one or more of the following:

- NC Horticulture at SCQF Level 5, ideally to include some level 6 units
- SVQ Horticulture at SCQF Level 6, or equivalent
- a relevant City & Guilds qualification at level 6
- a minimum of one Scottish Higher at grade C or above, or one A-level at grade D or above
- other equivalent qualifications
- relevant industry experience

If learners study the unit as part of HNC Horticulture, they may be able to progress to HND Horticulture, or directly into employment in the horticulture industry.

Unit outcomes

Learners who complete this unit can:

1. describe maintenance operations for a range of garden and greenspace components
2. maintain a range of components in a garden and greenspace
3. explain the principles of selecting, operating, and safely using a range of garden and greenspace maintenance equipment and machinery
4. describe a range of plant-protection issues in garden and greenspace maintenance, and select appropriate control measures
5. develop meta-skills in a vocational or academic context

Evidence requirements

For all outcomes, coverage of the selection and range of hard and soft landscape elements should reflect common and important garden and greenspace components and be relevant to the delivery centre and the learner's area of interest.

Outcome 1

Learners must provide evidence to show they can:

- describe the maintenance requirements for a range of hard and soft landscape elements
- develop a programme of maintenance that covers an appropriate period of time
- justify maintenance operations
- identify plants using botanical nomenclature and botanical terminology

Learners develop a programme of maintenance that describes the operations required to suitably maintain a range of garden and greenspace components. The learner's programme must cover an appropriate period of time relevant to the components described, and must include requirements on:

- plant cultivation
- plant health
- pests and disease
- weed control
- labour
- materials
- equipment
- machinery
- waste management and sustainability

Learners must justify the maintenance operations they describe.

Learners must be able to identify a range of established plants relevant to the programme, use their botanical names, and be able to describe identifying characteristics. These characteristics must include:

- leaf
- flower
- stem shape
- arrangement and plant form

Outcome 2

Learners must provide evidence that they can:

- select and operate maintenance equipment and machinery
- maintain plants and plantings
- maintain hard landscape features
- manage garden waste

Learners select and safely use the appropriate tools, equipment and machinery for a range of different horticultural maintenance tasks. To do this effectively, they need access to a variety of suitable tools, equipment and machinery. These include (but are not limited to):

- general gardening tools
- mowers
- trimmers
- hedge cutters

Learners must select and wear appropriate personal protective clothing for their tasks.

Learners must provide appropriate, practical seasonal care, maintenance and cultivation to individual plants and groups of plantings. They must undertake a range of horticultural maintenance tasks, including (but not limited to):

- at least three methods of removing unwanted plant growth, which could include:
 - pruning
 - hedge-cutting
 - mowing
 - deadheading
 - edging
 - scarifying
- at least three methods of plant protection, which could include:
 - providing support
 - weeding
 - hoeing
 - flaming
 - staking
 - pest and disease control

- at least three methods of amelioration, which could include:
 - mulching
 - applying fertiliser
 - spiking
 - irrigating

Learners carry out these tasks on a range of soft landscape components, which must include elements from the following:

- trees, shrubs, climbers and other woody plants:
 - wall shrubs
 - hedges
 - fruit trees
 - roses
- annuals, perennials and other non-woody plants:
 - hardy annuals
 - seasonal bedding
 - bulbs
 - grasses
 - herbaceous plants
- turf, grass and lawns:
 - fine turf
 - sports turf
 - amenity grass
 - species-rich grassland

Learners must provide appropriate, practical seasonal care and maintenance to a range of relevant hard landscape features, including at least two of the following:

- paved surfaces
- loose and bound aggregate surfaces
- artificial turf surfaces

- walls and stone features
- timber structures
- metal structures and features

The focus should be on maintenance and minor remedial work, and not construction tasks.

Learners identify and select suitable and sustainable methods of minimising and disposing of general garden waste; and choose the appropriate material for composting.

The selection and range of practical maintenance work should reflect common and important garden and greenspace components, while still being relevant to the delivery centre and the learner's area of interest.

Learners can present their evidence for outcome 2 in a practical diary or portfolio, containing written and visual descriptions of the work they do, which they collate over the course of the unit. You can use observation checklists to record practical work and learners' competence in using equipment or machinery.

Outcome 3

Learners must provide evidence to demonstrate that they can:

- describe the relative advantages and disadvantages of common power-supply systems for horticultural equipment, and the principles of their operation
- apply health and safety requirements relevant to horticultural equipment and machinery
- maintain a range of horticultural maintenance equipment and machinery
- justify the selection of horticultural maintenance equipment and machinery

Learners must be able to safely demonstrate how a range of horticultural machinery operates, and the basic servicing requirements, including:

- safe operation of one of each of the following:
 - two-stroke
 - four-stroke
 - battery-operated machines
- basic servicing of two- and four-stroke and battery-operated machine, such as:
 - lubrication
 - oil change
 - spark plug replacement
 - air and fuel filter replacement

Equipment and machinery can include:

- tractors and ride-on machinery
- four-stroke petrol pedestrian-operated machinery
- two-stroke petrol hand-held machinery
- battery-operated horticultural equipment or machinery (including robotic mowers)

Learners must apply basic health and safety management requirements and procedures when they use equipment and machinery in a garden or greenspace setting. They must appraise risk assessments, safety checklists and maintenance schedules for a minimum of two items of machinery; and refer to current relevant health and safety legislation.

Learners must show they can maintain a range of hand tools. Specifically, they must maintain general gardening tools and equipment, such as spades and secateurs.

Learners select a range of appropriate equipment and machinery for garden and greenspace maintenance, and explain their selection. They must consider the following in their justifications:

- sustainability
- appropriateness for intended use
- purchase and running costs
- safety and ease of use

Outcome 4

Learners must provide evidence that they can:

- identify a range of plant-protection issues
- describe the effects of a range of plant-protection issues
- select sustainable methods of control for a range of plant-protection issues

Learners identify common plant-protection issues, including relevant weeds, pests, diseases and disorders. The selection and range of plant-protection issues must reflect the maintenance of gardens and greenspaces, and be relevant to the delivery centre and the learner's chosen area of interest. Learners must identify the following plant-protection issues:

- weeds: annuals and perennials, including invasive species
- pests: invertebrates and vertebrates
- diseases: fungal, bacterial and viral
- disorders: abiotic factors

Learners describe the general typical impacts on plants of common plant-protection issues, including at least one example from each of the following groups:

- weeds
- vertebrates: bite and chew
- invertebrates: pierce and suck
- fungal diseases
- abiotic disorders

Learners select appropriate control measures and explain their impact. They must select one plant-protection issue from each of the following:

- weed
- pest
- disease

For each of three named plant-protection issues, learners must identify potential control options and justify their selected approach. They must take sustainability into account in their selection of a control option.

Learners can include their selected plant-protection issues as part of a practical diary or portfolio.

This outcome can be a stand-alone case study, but learners should have opportunity to obtain the evidence through their programme of maintenance (outcome 1) or their practical work (outcome 2).

Outcome 5

Learners must produce evidence to show they can:

- self-assess their meta-skills baseline
- create a plan to develop their own meta-skills
- carry out activities to develop and demonstrate their meta-skills
- use reflective practice to monitor and assess the meta-skills they have improved and developed

For more information about meta-skills, see the educator guide, [Skills 4.0: A skills model to drive Scotland's future](#) and [our meta-skills web page](#).

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: - the maintenance, work, tools, equipment and labour needed to maintain elements in a garden or greenspace - the effect of seasonality on plants, tasks and workloads - how to maintain a range of different plants - that there are different maintenance techniques and options - a range of identifying characteristics of plants	Outcome 1 Learners can: - sequence a range of cultivation tasks to ensure the proper maintenance of elements in a garden or greenspace - plan and select maintenance regimes for elements in a garden or greenspace - identify plants at different seasonal periods in the year - identify the most appropriate time of year to conduct tasks - identify a range of plants and describe their identifying characteristics using botanical terminology
Outcome 2 Learners should understand: - the cultivation techniques and plant husbandry necessary for plants and plantings - the maintenance needed for important hard landscape features - how to use tools and equipment safely - how to manage garden waste sustainably - when best to apply a range of soil ameliorants	Outcome 2 Learners can: - cultivate a range of plants and apply practical maintenance techniques - use a range of tools and equipment safely and effectively for the purpose of garden maintenance - look after hard landscape features - sort waste for composting - apply soil ameliorants as required

Knowledge	Skills
Outcome 3 Learners should understand: • how common horticultural equipment and machines operate • the health and safety legislation regarding machinery use and how to apply it • how to maintain common garden machinery • the factors to consider when selecting machinery for maintenance tasks	Outcome 3 Learners can: • maintain a range of common garden machines and equipment • apply health and safety legislation • select machinery for a range of situations
Outcome 4 Learners should understand: • how to identify common plant-protection issues • the effect on plants of common plant-protection issues • the options for controlling plant-protection issues and how to do this sustainably	Outcome 4 Learners can: • identify plant-protection issues relevant to garden and greenspace maintenance and the effects these have on plants • tell the difference between garden friend and foe, and know when to act on issues • identify a range of control options for weeds, pests and diseases

Knowledge	Skills
Outcome 5 Learners should understand: • the meta-skills categories of self-management, social intelligence and innovation, and associated meta-skills, as described in Skills 4.0 • the importance of developing meta-skills, including employability, adaptability and effectiveness • what meta-skills are most relevant to their vocational or academic context • how to develop meta-skills, including these approaches: ○ self-awareness: analysing preferences, strengths and development needs, meta-skills ○ self-assessment ○ goal setting and action planning ○ reflective practice: principles, tools and approaches for effective reflective practice	Outcome 5 Learners can: • create a plan to develop their meta-skills • carry out, review and adapt their meta-skills development plan • assess their meta-skills development

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - filtering and sequencing maintenance operations, sorting waste material
- integrity:
 - taking an honest approach to all tasks and interactions
- adapting:
 - showing resilience and accommodating change when working outside in challenging conditions and when doing new practical tasks
- initiative:
 - taking responsibility for developing and reviewing safe systems of work; thinking independently to come up with new ways of doing things

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant is:

- collaborating:
 - learning to work with others

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - researching new ways of doing things; asking colleagues about their experiences
- creativity:
 - finding new ways to approach and solve problems
- sense-making:
 - learning through trial and error
- critical thinking:
 - using logical reasoning to reach informed conclusions

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop their numeracy skills as they calculate:

- lawn areas and necessary fertiliser quantities
- fuel-mixing ratios; tool, equipment and spares specifications
- machinery values
- pesticide application rates

Communication

Learners enhance their communication skills as they:

- convey their maintenance plans to others
- work in groups on practical tasks and project work
- give and receive simple and complex instructions about tasks, plants and equipment
- share in the development and dissemination of key health and safety information

Digital

Learners improve their digital skills and computer literacy as they

- develop their portfolio
- research, evaluate and integrate information from online sources
- use digital media to communicate and share their ideas with others

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

This is a mandatory unit in HNC Horticulture.

Ideally, you should deliver this unit throughout the year, to ensure that learners experience a broad range of seasonal maintenance operations, and engage with plants, pests and diseases at different times of the year.

This unit is an ideal vehicle for learners to apply knowledge and understanding they have gained from the Ecology and Environment for Horticulture unit.

You can deliver outcome 5 on developing meta-skills throughout HNC Horticulture.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Describe maintenance operations for a range of garden and greenspace components (outcome 1)

The programme of maintenance for outcome 1 can take a range of forms. Learners consider the maintenance of plants and other features over a period of time to understand the seasonality of horticultural work, the factors that influence maintenance decisions, and the maintenance options available.

The programme of maintenance can be a maintenance plan, case study or project, and can consider the options for maintenance in different contexts; for example, commercial, environmental or historical. You should encourage learners to consider context, compare operations and place sustainability at the heart of all their decision-making. You can expand the programme of maintenance and use it to evidence the requirements of outcomes 3 and 4.

Learners have the flexibility to choose garden and greenspace components for their programme to suit their own interests and the practicalities of the delivering centre. Nonetheless, their programme should contain common landscape elements that learners are likely to encounter in general horticultural maintenance operations, including:

- trees, shrubs, climbers and other woody plants, which could include:
 - wall shrubs
 - hedges
 - fruit trees
 - roses

- annuals, perennials and other non-woody plants, which could include:
 - hardy annuals
 - seasonal bedding
 - bulbs
 - grasses
 - herbaceous plants
- turf, grass and lawns, which could include:
 - fine turf
 - sports turf
 - amenity grass
 - species-rich grassland
- specialist plantings, which could include:
 - alpine
 - aquatic
 - conservatory
 - indoor
 - food crops
- hard landscape features, which could include:
 - paved surfaces
 - artificial turf
 - walls
 - timber structures

Learners should consider the specific maintenance of a range of plants. They identify the plants they are studying and do so at different times of year — this is particularly important if plants change significantly over the course of a growing season. They can demonstrate their plant-identification knowledge and understanding in the information they give in their programme of maintenance.

The programme of maintenance can include factors linking it with other mandatory units in the HNC structure, such as the Ecology and Environment for Horticulture unit.

Maintain a range of components in a garden and greenspace (outcome 2)

This is a practical outcome in which learners gain hands-on experience working on a range of different hard and soft landscape elements. Learners must experience the factors that influence maintenance decisions.

Learners have the flexibility to choose garden and greenspace components for their programme that suit their own interests and the practicalities of the delivering centre. Nonetheless, learners should work on some common landscape elements that they would come across in the industry. Learners' chosen components for outcome 2 need not be the same as those in outcome 1, but there are clear benefits of linking the two.

Learners should experience a broad range of tasks that include the opportunity to use machinery, including both two- and four-stroke engine machines and battery-operated machines.

Learners should experience a working composting system and contribute to its maintenance. Encourage them to work sustainably at all times.

Learners can present their evidence requirements for outcome 2 in the form of a practical diary or portfolio, in which they have collated written and visual descriptions of their work over the course of the unit. You can use observation checklists to record both practical work and learners' competency in using equipment or machinery.

Explain the principles of selecting, operating, and safely using a range of garden and greenspace maintenance equipment and machinery (outcome 3)

Learners must understand the basic operating principles of a range of two-and four-stroke and battery-operated machinery so that they can make informed judgements when they select such machinery. They could also look at other operating factors, such as:

- powertrains
 - belt-and-chain drives
 - gears, clutches)
 - lubrication methods
- machinery controls
- operator adjustments

You should encourage discussion about the sustainability of different power sources, as well as new advances in technology (such as robotic mowers).

Learners have the flexibility to choose machinery that suits their interests and the practicalities of the delivering centre. They would find it helpful, however, to base work on outcome 3 on their practical experiences from outcome 2.

Learners should be familiar with relevant health and safety legislation. They must comply with appropriate regulations, including risk assessments and familiarity with operator manuals, to ensure machinery is maintained and safe to use, and record and monitor vibration and noise exposure. Learners must be aware of the need for certification for some types of machinery and how to obtain this. They could contribute to existing health and safety records, and evidence could be gathered as part of group work.

Learners should have the opportunity to maintain some equipment (for example, dismantle and sharpen a pair of secateurs, or clean and oil wooden hand tools) and three different types of machinery. While this maintenance need not be extensive, it must be necessary, and contribute to the safe and efficient operation of the machine. Because the work is practical, evidence for maintenance can form part of the learner's practical diary or portfolio.

Maintenance can include (but need not be limited to):

- oil check and change
- refuelling
- sharpening
- filter check and change
- spark plug check and change
- battery charging
- tyre pressure check
- drive belt check and adjust
- lubrication

Learners can tie in their selection and maintenance of machinery with their programme of maintenance in outcome 1, where they can consider how machinery might impact operations. Encourage learners to look at different types of machines; different specifications and price points; and to consider the sustainability, appropriateness for intended use, running costs, safety and ease of use of each.

Learners can incorporate their evidence for outcome 3 into the programme of maintenance they produce for outcome 1, and they can focus on the practical situations they come across in outcome 2. The evidence can be in the form of a report containing written and graphical information. Learners can incorporate evidence for the practical elements of machinery maintenance into their portfolio or practical diary from outcome 2.

Describe a range of plant-protection issues in garden and greenspace maintenance, and select appropriate control measures (outcome 4)

In this outcome, learners look at common plant-protection issues, relevant to the maintenance of gardens and greenspaces. You can cover plant-protection issues, including non-native invasive species, where appropriate.

Learners should consider the full range of control options available including, but not limited to:

- cultural
- biological
- chemical
- organic
- biodynamic
- integrated strategies

They should ensure sustainability is a significant factor when they select control strategies.

You can help learners by covering specific legislation on the application of pesticides when you deliver this unit. You may wish to cover legislation relating to plant-protection issues more generally.

While you can gather evidence for this outcome as a stand-alone case study, there should be sufficient, applicable evidence from the programme of maintenance (outcome 1) or the practical work (outcome 2). Learners can provide evidence of their plant-protection issue knowledge in their practical diary or portfolio.

Develop meta-skills in a vocational context (outcome 5)

[Skills 4.0](#): a skills model to drive Scotland's future outlines three categories of self-management, social intelligence and innovation, each with four meta-skills and a number of sub-skills. Learners are not expected to develop or reference all of these, and none are in themselves mandatory. There are many interrelationships and dependencies between these skills and the focus should be on holistic development within the vocational context. Learners should be able to reflect in depth on the meta-skills they are developing and the relationships between them, and include references to course projects, outputs and experiences that contribute to that development.

It is the depth of reflection that is important, not the number of meta-skills referenced.

Resources

Learners should have the opportunity to see, use and look after general and common horticultural tools, equipment and machinery. It is beneficial for learners to experience as broad a range of equipment as possible, but they need not use or experience everything.

The contexts of gardens and greenspaces are fundamental to this unit, and centres should have access to a broad range of garden and greenspace elements with the appropriate capacity to enable learners to individually experience the maintenance operations required.

Learners may require access to health and safety information, such as risk assessments or user manuals for machinery. You should ensure they have access to the appropriate personal protective equipment.

Centres delivering this qualification must have suitably qualified staff for each of the subject components. Your centre should already have established processes to ensure staff are appropriately qualified to deliver in this subject area.

Assessors and internal verifiers must hold an industry and/or subject-specific qualification equivalent to the qualification. Centre staff should have relevant industry

experience and be able to demonstrate industry-relevant CPD to maintain their subject-specific knowledge and skills.

Approaches to assessment

While it is possible to assess this unit's outcomes through four individual pieces of work, we recommend that centres consolidate the evidence into one holistic and connected assignment, with the evidence of one outcome contributing to that of others.

Outcome 1

You can assess this outcome through the production of a project, portfolio or case study, which may contain written information, images and graphical evidence covering tasks, comparisons and examples of maintenance methods. The development of a programme of maintenance can be linked to the garden and greenspace elements maintained for outcome 2.

Learners can present their maintenance programme in the form of a maintenance plan, case study or project, considering maintenance options in different contexts. They can expand on the programme of maintenance they prepare for outcomes 3 and 4 in their presentation.

Outcome 2

You can assess this outcome through the production of a project, portfolio or practical diary, which records details of tasks, notes, images, drawings and other key information about the practical work undertaken throughout the year. The practical work can be based on the garden and greenspace elements under consideration in outcome 1. Plant identification could have a practical nature here, while learners evidence their plant knowledge by the maintenance programme from outcome 1.

Outcome 3

You can assess this outcome on practical machinery maintenance in the learner's own portfolio from outcome 2, or through the use of observation checklists. You can assess their understanding of health and safety legislation in the selection of machinery through a case study that is incorporated into outcome 1.

Outcome 4

You can assess this outcome from the production of a stand-alone case study or written into the maintenance programme from outcome 1. You can link and gather evidence of learners' ability to identify plant-protection issues from their practical experiences recorded from outcome 2.

Outcome 5

You should base your assessment of outcome 5 on the learner's meta-skills development across the breadth of the HNC, and not limited to meta-skills they develop in this unit alone.

You can find detailed guidance on opportunities for learners to demonstrate meta-skills development across all units in the HNC Horticulture Educator Guide.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Maintaining Gardens and Greenspace (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit provides you with the knowledge and skills for the maintenance of gardens and greenspace, and introduces them to seasonal tasks, equipment, protection and maintenance of plants, planted areas, and hard landscape features. The unit also contains a meta-skills outcome where learners have the opportunity to develop and demonstrate a range of meta-skills in a horticultural context.

On completion of this unit you can:

1. describe maintenance operations for a range of garden and greenspace components
2. maintain a range of components in a garden and greenspace
3. explain the principles of selecting, operating, and safely using a range of garden and greenspace maintenance equipment and machinery
4. describe a range of plant-protection issues in garden and greenspace maintenance, and select appropriate control measures
5. develop meta-skills in a vocational or academic context

Prior knowledge and skills

While some previous horticultural knowledge or experience is beneficial, you do not need it to study this unit.

Before you start, however, we recommend that you have completed one or more of the following:

- NC Horticulture at SCQF Level 5, ideally to include some level 6 units
- SVQ3 Horticulture at SCQF Level 6, or equivalent
- a relevant City & Guilds qualification at SCQF level 6
- a minimum of one Scottish Higher at grade C or above, or one A-level at grade D or above
- other equivalent qualifications
- relevant industry experience

Assessment

You are assessed on a series of practical tasks, with your evidence including some written, video or photographic work.

Future progression and employment

If you study this unit as part of HNC Horticulture, then you may be able to progress to HND Horticulture, or directly into employment in the horticulture industry.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the horticulture sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

You develop self-management meta-skills when you work in teams on maintenance projects and develop new practical skills. You show resilience and adaptability when working in challenging conditions or doing new tasks.

Social intelligence

You develop social intelligence meta-skills as you learn to work effectively with others.

Innovation

You develop innovation meta-skills as you research and create new maintenance techniques, find new ways of approaching and solving problems, and take responsibility for developing safe work systems.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the horticulture sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

Published: October 2026 (version 1.0)

Superclass: SF

History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

The information in this unit specification may be reproduced in support of Qualifications Scotland qualifications only on a non-commercial basis. If it is reproduced, Qualifications Scotland must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@qualifications.gov.scot.

Copyright © Qualifications Scotland 2026