

# Next Generation Higher National Unit Specification

## Social and Community Horticulture (SCQF level 7)

**Unit code:** J6F3 47  
**SCQF level:** 7 (16 SCQF credit points)  
**Valid from:** session 2022–23

### **Prototype unit specification for use in pilot delivery only (version 3.0) August 2023**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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## **Unit purpose**

This SCQF level 7 unit is suitable for learners studying Higher National Diploma (HNC) Horticulture, but can also be used a stand-alone unit for learners who are more interested in the social and community aspects of horticulture.

It introduces learners to current practice and future developments in sustainable horticulture and net zero carbon emissions, and raises awareness of the benefits of therapeutic horticulture. Learners can apply the knowledge and understanding they gain in the unit to the horticulture industry, and equally provide a platform for those who engage in community horticulture. While no specific prior learning is required, previous experience at SCQF level 6 or in horticulture practice is helpful.

## Unit outcomes

Learners who complete this unit can:

- 1 describe the role of horticulture in society
- 2 investigate the structure and career opportunities of the horticulture industry
- 3 describe the role of therapeutic horticulture

## Evidence requirements

### Outcome 1

Learners can:

- ◆ define the following concepts with reference to aims, impacts and outcomes:
  - social horticulture
  - community horticulture
  - therapeutic horticulture
- ◆ describe community initiatives in horticulture including:
  - community allotments, gardens and greenspace projects
  - local food production and security
  - the importance of non-governmental organisations (NGOs), charities and establishments of charitable status
  - environmental, greenspace and biodiversity initiatives
  - competitions, individual shows and communities such as [Britain in Bloom](#)
- ◆ describe the steps for setting up a community garden project:
  - community consultation
  - government support
  - location
  - health and safety, and safeguarding
  - sources of funding and the bidding process
- ◆ identify a range of legislation related to community involvement
- ◆ evaluate a horticultural business plan and identify sources of information required to create a business plan

Learners can gather evidence generated as part of a project on a community initiative.

## **Outcome 2**

Learners can:

- ◆ identify a range of horticulture careers, including:
  - commercial
  - council and local government
  - scientific research and its application in horticulture
  - education and horticulture
- ◆ explain a range of horticulture industries
- ◆ explain the structure of a branch of the horticulture industry
- ◆ describe some of the latest advances in horticulture, including:
  - sustainability in horticultural practices
  - renewable energy and horticulture

Learners can generate evidence by a case study related to an area or branch of horticulture, a log of industry engagements, or a self-reflective assessment of their experience in a sector.

## **Outcome 3**

Learners can:

- ◆ describe the principles and benefits of therapeutic horticulture for health and wellbeing
- ◆ describe the history of therapeutic horticulture
- ◆ investigate organisations in therapeutic horticulture
- ◆ investigate careers in therapeutic horticulture

Learners can present evidence by a presentation or assignment related to therapeutic horticulture.

## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand the:</p> <ul style="list-style-type: none"> <li>◆ role of horticulture in the community</li> <li>◆ steps in setting up a horticultural community project</li> <li>◆ importance of structure and governance of allotment and community growing</li> <li>◆ importance of sustainable practice in horticulture</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ explain the structure of the horticultural industry</li> <li>◆ demonstrate the steps involved in setting up a horticultural enterprise</li> <li>◆ apply the principles of sustainability in horticultural practice</li> </ul>
<p><b>Outcome 2</b> Learners should understand the:</p> <ul style="list-style-type: none"> <li>◆ structure of the horticultural industry</li> <li>◆ range of career opportunities in horticulture</li> <li>◆ importance of charities and NGOs in the horticultural industry</li> <li>◆ importance of sustainable practice in horticulture</li> <li>◆ importance of science in the advancement of horticultural practice</li> <li>◆ changing role of government in sustainability</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ explain the structure of the horticultural industry</li> <li>◆ explain the horticultural procurement in the supply chain</li> <li>◆ describe the contribution of charities and NGOs in environmental and community horticulture</li> <li>◆ apply the principles of sustainability in horticultural practice</li> <li>◆ explain the importance of the contribution of science to horticulture</li> <li>◆ explain the importance of government in aspects of sustainability</li> </ul>
<p><b>Outcome 3</b> Learners should understand the:</p> <ul style="list-style-type: none"> <li>◆ effects of horticulture on health and wellbeing</li> <li>◆ importance of therapeutic horticulture in society</li> <li>◆ range of careers in therapeutic horticulture</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ explain the importance of therapeutic horticulture for health and well-being</li> <li>◆ describe the types of bodies involved in therapeutic horticulture</li> <li>◆ describe the range of careers and opportunities for employment in therapeutic horticulture</li> </ul>

## **Meta-skills**

Throughout the unit, learners develop meta-skills to enhance their employability in the horticulture sector.

### **Self-management**

This meta-skill includes:

- ◆ self-awareness
- ◆ ethics

### **Social intelligence**

This meta-skill includes:

- ◆ empathy
- ◆ social conscience
- ◆ relationship-building
- ◆ developing others
- ◆ motivating others
- ◆ social perceptiveness
- ◆ change catalyst

### **Innovation**

This meta-skill includes:

- ◆ pattern recognition
- ◆ opportunity recognition
- ◆ information sourcing

## **Literacies**

Learners develop core skills in the following literacies:

### **Numeracy**

Learners develop numeracy skills by:

- ◆ making financial calculations; for example, when costing projects and applying for funding

### **Communication**

Learners develop communication skills by:

- ◆ carrying out industry research
- ◆ engaging with industry; for example, on a work placement

### **Digital**

Learners develop digital skills and computer literacy by:

- ◆ carrying out industry research
- ◆ producing an e-portfolio

## **Delivery of unit**

You can deliver this unit alongside other units in the group award, and link in with units such as Ecology and Environment for Horticulture at SCQF level 7. You can deliver it in the latter part of the group award, by which time learners have acquired the underpinning horticultural skills, and are subsequently more informed to learn more about the career opportunities that the industry can offer. You can integrate industry engagement throughout the Higher National Certificate (HNC) to contextualise horticultural practice in real settings.



## Additional guidance

The guidance in this section is not mandatory.

### Content and context for this unit

#### Describe the role of horticulture in society (outcome 1)

Learners benefit from visits to a range of horticultural organisations in the community such as allotment schemes, community gardens or greenspaces, community-led food production enterprises, or horticultural education organisations. Learners develop an understanding of the breadth and variety of community projects and the value of greenspaces and partnership working. Encourage them to investigate the start-up methods and funding opportunities available to community projects through interviews or other appropriate research methods.

They should explore the role and place of community initiatives and campaigns delivered by, for example, [Social Farms & Gardens](#), [RHS](#), [Keep Britain Tidy](#) and [Keep Scotland Beautiful](#).

#### Investigate the structure and career opportunities of the horticulture industry (outcome 2)

Learners would benefit from visits and talks from a range of industry types, such as commercial, charitable and NGO producers of ornamental, cut-flower and edible crops.

They can gather industry-related information through interviews or other appropriate research methods. Learners can benefit from organising a work placement at a suitable organisation to improve their employability skills and employment opportunities.

Learners investigate the current sustainable practices in horticulture that reduce, reuse or recycle resources. They explore industry and customer attitudes to sustainability through bodies such as [HTA](#), and learn about government initiatives and policies around the environment and climate change, and more specific aspects such as GrowSave horticulture.

#### Describe the role of therapeutic horticulture (outcome 3)

Learners would benefit from engagement with therapeutic horticulture organisations such as [Trellis Scotland](#) and [Thrive](#).

It helps if learners work with client groups such as those using therapeutic horticulture:

- ◆ in care home settings, working with elderly people or people with dementia
- ◆ in medical settings, working with physically disabled people
- ◆ alongside organisations working in mental health, such as the Scottish Association for Mental Health (SAMH)
- ◆ with children and young people

Learners should examine the role of the NHS in therapeutic horticulture, and mention initiatives such as forest bathing and GP-prescribed nature.

They should also explore the work of community groups, such as Grow and Learn in Nature.

## **Approaches to assessment**

You can assess learners on outcomes 1 to 3 through a project on community initiatives, a diary or log for industry engagements, a case study or assignment on the methods or work planning of therapeutic horticulture, or a self-reflective assessment of their learning experience in a sector.

Learners can acquire skills by participating in, organising or planning a community project involving horticulture.

## **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 should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Social and Community Horticulture (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

In this unit, you consider the social and community context for horticulture.

It is for learners studying Higher National Certificate (HNC) Horticulture, but may also be of interest to you if you want to be more involved in the social and community aspects of horticulture.

The unit introduces you to current practice and future developments in sustainable horticulture and net zero carbon emissions, and raises your awareness of the benefits of therapeutic horticulture. You can apply the knowledge and understanding you gain in this unit in the horticulture industry and in community horticulture. While no specific prior learning is required to study this unit, previous experience at SCQF level 6 or in horticulture practice would be helpful.

When you complete this unit you can:

- ◆ describe the role of horticulture in society
- ◆ investigate the structure and career opportunities of the horticulture industry
- ◆ describe the role of therapeutic horticulture

# Administrative information

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**Superclass:** SF

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## History of changes

Version	Description of change	Date
2.0	Unit titles amended to better reflect unit content, specifically: <ul style="list-style-type: none"><li>◆ Social Horticulture is now Social and Community Horticulture.</li><li>◆ Environmental Horticulture is now Ecology and Environment for Horticulture.</li></ul>	November 2022
3.0	Amendments to evidence requirements of outcome 1	August 2023

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.