



# One Year Garden Design Diploma Course

## Qualification Specification

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## **1. Cotswold Gardening School Contact Details**

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## **2. Equality and Diversity Policy Statement**

The Cotswold Gardening School is committed to policies that will promote equal opportunities in all its operations, regardless of age, disability, ethnic origin, gender, marital status, religion, sexual orientation or any other factor.

The Cotswold Gardening School is committed to ensuring that there is no unfair discrimination in any of its operations and will take into account all current legislation in relation to the equality of opportunity.

The Cotswold Gardening School will constantly monitor and review its policies and practices pertaining to equal opportunities to ensure that they remain consistent with its equal opportunities objectives and continue to comply with all relevant legislation.

The Cotswold gardening School will strive to make awareness of and respect for equality and diversity an integral part of the culture of the organisation.

## **3 Introduction**

This qualification provides a route to employment and self-employment in professional garden design by developing knowledge of the creative principles underpinning design practices and supports career development for those already working in the horticultural industry. It also provides a foundation for further learning or training in the field of garden design.

There are no pre-requisites for entry to the qualification although basic computer skills are very useful. We will be demonstrating desktop publishing with Page Plus on a laptop - Mac users are encouraged to understand the basic use of the Mac and ideally basic use of Pages before starting the course. Additional tuition on these subjects can be arranged at an additional cost as they do not form part of the specification of this course.

The qualification is externally assessed by Bridgwater College with whom we partner for the quality control of teaching methods. Marking is also internally moderated by a qualified lecturer.

#### 4 Learning hours

The course runs on one day per week for 30 weeks and there are 5 hours per day teaching time (excluding breaks and lunch) making a total of 150 taught hours.

Practical coursework and independent study are an essential part of the course and will require an additional 250 hours. All work completed away from the school will be discussed in a continual on-going method via group tutorials and receive on-going feedback. One private tutorial is available per project on request. Formal assessment by the main tutor will take place for each project with written feedback. Marking or a sample of marking from the group will also be moderated by an additional tutor.

Total learning time, taught hours plus independent study, equates to 400 learning hours. Learning time is defined as the time taken by learners at the level of the qualification, on average, to complete the learning outcomes of the units to the standard determined by the assessment criteria.

#### 5 Teaching Pattern

The qualification is designed to be studied on a part-time basis with most practical work completed at home. The school principal will provide continuity of teaching through the duration of the course and various visiting lecturers will augment the teaching within their particular area of expertise. The visiting lecturers have been chosen for their real life practical experience but their teaching ability and style will be closely monitored by the college principal who in turn will be peer assessed via teaching observations by a qualified lecturer.

#### 6 Qualification Structure

The course is based around four projects selected by the main tutor. Students will select their own plants for the plant portfolio and method of three dimensional visualisation drawing.

The qualification will be awarded to those who gain the marks for the following seven mandatory units:

Ref	Unit	Project 1 Marks	Project 2 Marks	Project 3 Marks	Project 4 Marks	Total Project Marks
	<i>Percentage of final marks</i>	<i>9%</i>	<i>17%</i>	<i>26%</i>	<i>48%</i>	<i>100%</i>
SS	Site Surveys and Site Appraisal	30	70	110	210	<b>420</b>
SB	Creative Research & Sketchbook Work	30	70	110	210	<b>420</b>
MB	Mood Boards	30	70	110	210	<b>420</b>
ML	Master Layout Plans	40	90	140	270	<b>540</b>
PP	Planting Plans and Plant Schedules	40	90	140	270	<b>540</b>
3D	Three Dimensional Visuals	30	70	110	210	<b>420</b>
PIP	Plant Portfolio	60	60	60	60	<b>240</b>
FM	Final Marks Available	<b>260</b>	<b>520</b>	<b>780</b>	<b>1440</b>	<b>3000</b>

**Table 1: Qualification structure and marks available for each project and each unit**

This is a unique qualification based on the college principal's professional experience. It sits somewhere between level 3 and 4 in the national qualification's framework.

## 7 Assessment

Each unit will be assessed by on-going continual assessment in relation to all learning outcomes specified in the unit. Plant portfolios and Project work will be handed in for marking and late submissions will be penalised if not previously agreed with the tutor.

Verbal and written feedback will be given and marks awarded as set out above in table 1. There is an incremental approach to marks awarded so that projects carry more marks as experience is gained. All marking will be internally moderated by a qualified lecturer. Selected project work from Project 4 will be externally assessed by Bridgwater & Taunton College.

There are no examinations required.

## 8 Language

Feedback and marking will be offered in English.

## 9 Grading

Grading will be based on **total marks gained across all 4 projects**, with a maximum total mark of 3000 available. Students will be aware that marks for each project are incremental, with the final project alone accounting for almost half of your total marks available during your course with us, as demonstrated in table 1 on page 3.

A final assessment of 40% (1200 marks out of 3000) or more across all 4 projects will result in a pass, a final assessment of 60% (1800 marks out of 3000) or more will result in a merit and a final result of 80% (2400 marks out of 3000) or more will result in a distinction.

Any project not found to meet the pass mark of 40% will be given feedback. Students will then be given a further two weeks to resubmit the project which will be marked and returned in due course.

However, to pass the course a student will also need to pass **each individual unit** by the end of the year, by achieving at least 40% of the total marks available for each unit across all 4 projects as illustrated below in table 2.

Ref	Unit	Total Project Marks	Pass 40%
SS	Site Surveys and Site Appraisal	420	<b>168</b>
SB	Creative Research & Sketchbook Work	420	<b>168</b>
MB	Mood Boards	420	<b>168</b>
ML	Master Layout Plans	540	<b>216</b>
PP	Planting Plans and Plant Schedules	540	<b>216</b>
3D	Three Dimensional Visuals	420	<b>168</b>
PIP	Plant Portfolio	240	<b>96</b>

Table 2: Marks needed to pass each unit

Please do bear in mind that should you struggle with a particular unit at the start of the course, the marks are weighted much more heavily on your later projects to give you time to gain confidence in that unit. This excludes the plant portfolio unit which is weighted equally over the 4 projects. We would encourage students who are finding particular units challenging to seek support for these

units during private tutorials and in the consideration of their Ongoing & Continued Professional Development Plans – see point 14 on page 6.

Should a student achieve less than 40% for any unit across all 4 projects at the end of the course, they will be asked to resubmit that unit for their final project only for remarking in order to pass the course. The student has 2 weeks time to resubmit. Grading for any resubmitted units can only result in a pass, not a merit or distinction. If the failed unit is not resubmitted, the student will fail the course.

An experienced marking moderator will be checking marking undertaken by the lead tutors and adjusting marks if felt necessary. Bridgewater & Taunton College will be externally assessing the final project and may also change the grades according to their discretion. They will be grading work according to their own external marking standards.

### **10 Reasonable Adjustments and Special Consideration**

The Cotswold Gardening School is committed to ensuring fair assessment for all candidates, and will facilitate access to its qualifications through reasonable adjustments to assessment arrangements for candidates with an identified specific need. An example of a reasonable adjustment which could be made is the use of smart phone apps for colour selection for those who are colour blind.

Special consideration is given following the assessment and marking to candidates who are present for the assessment and who hand project work and plant portfolios in on time but may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at, or near, the time of assessment or marking.

We encourage students to regularly communicate any conditions arising that may be adverse to their learning and successful completion of project work.

Applications for reasonable adjustments or special consideration must be made within specified timescales.

### **11. Enquiry about Results**

The following service is available to candidates who have a query regarding their final result:

Re-marking of the project work or plant portfolio by an internal moderator. Feedback will be provided identifying areas of strength and weakness with constructive suggestions for improvement. Candidates requesting a re-mark need to be aware that grades may go down as a result of the re-marking. This service will be available for 28 days from the date of release of the results to students.

If a student has two projects with marks below 40% the principal will request an automatic course progress review. Students will be asked to bring an up to date learning plan to this meeting.

### **12 Late Hand ins**

Project hand in dates are clearly set out on the course timetable.

Project work submitted after the submission date will be subject to a late submission penalty of 10% of marks overall per day unless already agreed by the tutor.

**Replacement Certificate (if lost, damaged or destroyed)**

The fee for a replacement certificate is £20.

**Re-mark & Feedback**

The fee for a remark and feedback is £75

If a re-mark results in an upgrade of the result, the fee paid will be refunded.

**13 Awards**

A prize will be awarded for the top student of the year as selected by the college principal, from all distinction graded students. There will also be a prize awarded for the best plant portfolio and a prize awarded to the student who the principal deems to have made the most progress during the course. The school reserves the right to award an extra prize in circumstances where the principal feels a particular student has excelled in one or other way during the course, but who did not get awarded on of the three standard prizes.

**14 Ongoing & Continued Professional Development Plan**

Students will be provided with a learning plan template at the start of the course. This is to be completed for each term to help students to gauge their learning, and should be brought along for any private tutorial the student has with the lead tutor. An up to date copy of the ongoing & continued development plan will also be kept on file at the school.

**15 Attendance**

The Cotswold Gardening School and Bridgwater & Taunton College expect students to attend a minimum of 90% of the taught hours, equalling 135 hours. Any absence has to be formally notified. The school will record absences in an attendance register. Non-authorized absence for more than 3 course days during the whole year may result in the student failing the course. This will be at the discretion of the college principal. Please note that non-attendance of a site visit may result in a student receiving zero marks for part of unit 1 (Site survey & Appraisal) for that particular project.

**16 Terms and conditions – house rules and student behaviour – disciplinary action**

Students will be provided with a set of terms and conditions – house rules before the start of the course. Upon enrolment each student is requested to sign the application form stating they have read and understood these terms and conditions.

The college expects all students to show a reasonable manner of behaviour at all times, towards clients, staff and fellow students. Any behaviour deemed detrimental to the smooth running of the course or likely to cause offence to clients, members of staff or other students will not be tolerated and may result in disciplinary action.

Disciplinary action may include disruptive students being asked to leave lectures or site visits. Behaviour deemed unacceptable to the principal will result in a verbal warning. Further instances of unacceptable behaviour will then result in a written warning, and if no improvement in behaviour occurs it is possible that a student will be asked to leave the course with no refund of course fees.

**Additional Topics**

During the time of study with us, possible learners will also be offered the additional opportunity to volunteer for live on-going project work undertaken by Cotswold Garden Design.

This might include helping to build show gardens or planting up on site at client's gardens and we request that should learners wish to volunteer that they conduct themselves in a professional manner during these times and follow instructions given.

There will be no marks or assessment of these volunteering opportunities - they are offered as an experience of the industry only and as such are not mandatory in any way.

The school will also be offering tutoring in professional practice. This aspect of the course is not assessed but includes advice on establishing, marketing and running a successful garden design practice with advice from visiting lecturers who have set up their own successful businesses as well as from Caroline's experience of running Cotswold Garden Design.

Throughout the course Caroline will be sharing examples of her on-going work with clients and showing examples of elements such as feedback from meetings, planting plans, master layout plans and liaison with the RHS regarding show gardens as examples of how she is running her design practice. We invite a representative from The Society of Garden Designers to visit the college to explain the benefits of membership.

# THE UNITS

## 1 Surveying and Assessing a Site. Understanding and Interpreting a Client Brief

Ref: SS

Guided Learning hours 20

Home study hours 30

Marks Value for whole course 420

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding of the theory and practice of site appraisal and site surveying. The unit will ensure that the processes of carrying out and drawing up a survey to scale are understood. Additionally students will understand how to work with professional surveys and make use of additional materials such as Land Registry documents, Google Maps and Ordnance Survey maps.

<u>Learning outcome</u> <u>The Learner will</u>	<u>Assessment criteria</u> <u>The learner can</u>	<u>Indicative column</u> <u>The learner should be able to</u>
<p><b>1 Understand the theory and practice of taking survey measurements and assessing a site.</b></p>	<p>1.1 Demonstrate an understanding of taking survey measurements and assessing a site</p>	<p>Show rough workings of measurements taken on site alongside a rough sketch of the features being surveyed</p> <p>Demonstrate the use of a base line and running measurements</p> <p>Demonstrate the use of off-set measurements for features 5m or less from a base line</p> <p>Demonstrate the use of triangulation measurements for features more distant than 5m from the base line</p> <p>Demonstrate the use of Pythagoras's theory for right angled off sets</p> <p>Demonstrate the ability to assess the site for features such as windy or overlooked areas - that may affect the design outcome</p> <p>In later projects demonstrate the use of a spirit level or dumpy level for finding levels in sloping ground (project 2 or 3)</p>

	<p>1.2 Demonstrate the ability to draw up a site survey to scale</p>	<p>Produce a final survey drawing to scale of the project garden or part of the garden agreed and briefed by the tutor. This drawing is to the agreed scale and may be produced in either ink or pencil onto tracing paper using 1cm graph paper</p> <p>This drawing includes the site features, a title block and north point</p> <p>Triangulation is used for features more than 5m from the base line</p> <p>The survey includes indicative levels if requested by tutor (usually project 2 or 3 only)</p> <p>The survey includes accepted symbols to describe features such as trees, steps, walls, fences, steep slopes, windows, doors and water</p>
	<p>1.3 Clearly demonstrate an understanding of how the survey forms the basis of the garden design</p>	<p>Create a clear survey that is suitable to form the basis for the garden design and includes all elements required for the design process</p>
	<p>1.4 Accurately assess the client brief and formulate a suitable wish list</p>	<p>Read and assimilate the client brief sufficient to produce a suitable wish list of design features that are appropriate to the brief, the site and the budget</p> <p>Prioritise the design features according to the client brief and the budget in the wish list</p> <p>Relate the site assessment and site survey to the client brief in the wish list</p>
	<p>1.5 Demonstrate the ability to appraise site features and accurately note them down</p>	<p>Create relevant site appraisal and incorporate this into the garden design process</p> <p>Cross reference the site appraisal with the client brief</p>

## 2 Sketchbooks and Creative Research

Ref: SB

Guided Learning hours 20

Home study hours 30

Marks Value for whole course 420

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding of the theory and practice of the use of sketchbooks for the gathering of visual research. The unit will ensure that the processes of creative research and the progression of ideas are understood. Additionally students will understand the difference between primary and secondary research whilst using the sketchbook for the evolution of original creative ideas. The unit also enables students to use the sketchbook as a tool for the research of technical information, materials and suppliers.

<u>Learning outcome</u> <b>The Learner will</b>	<u>Assessment criteria</u> <b>The learner can</b>	<u>Indicative column</u> <b>The learner should be able to</b>
<b>2 Understand the theory and practice of using a sketch book for creative research and creative development of ideas.</b>	2.1 Collate suitable creative research	Demonstrate the confident use of a sketchbook for the collation of suitable images to inspire ideas for each project in terms of shapes, colours and textures  Show a relaxed relationship with the sketchbook as a creative learning diary  Demonstrate the difference between primary and secondary research
	2.2 Develop the creative research identifying elements of colour, shape and texture	Use the sketchbook to follow creative tangents and related themes in terms of chosen imagery  Demonstrate the ability to make rough sketches for thinking out loud about creative ideas rather than creating drawings for their own sake  Demonstrate the ability to evolve the original selection of suitable images to progress original ideas  Demonstrate the confidence to follow creative lines of thought and to therefore develop truly original and unique ideas

		<p>Sketch out rough thoughts to harness the researched colours, shapes and textures and demonstrate how they might be adapted to fulfil the wish list</p> <p>Use the sketchbook to explore a range of creative outcomes and related design ideas</p> <p>Show a clear link between the sketchbook research and the design solution in terms of the master layout plan and planting plans</p>
	<p>2.3 Gather appropriate technical information on materials and suppliers relevant to the design</p>	<p>Gather suitable research on materials and suppliers and relate these to the gathered creative images</p> <p>Use the sketchbook to research differing garden styles resulting from the researched imagery</p> <p>Use the sketchbook to research differing planting styles resulting from the researched imagery</p> <p>Show that gathered technical information is relevant to the site, client brief, garden style and creative process and is used in the final design outcome of the master layout plan and the planting plan</p>

### 3 Mood Boards

Ref: MB

Guided Learning hours 20

Home study hours 30

Marks Value for whole course 420

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding of the theory and practice of the use of mood boards either in a digital or paper copy format or both. The unit will ensure that the mood boards are used not only as an important means of client communication but also as a method of design development.

<u>Learning outcome</u> <u>The Learner will</u>	<u>Assessment criteria</u> <u>The learner can</u>	<u>Indicative column</u> <u>The learner should be able to</u>
<p><b>3 Understand the theory and practice of collating design mood boards as both a development tool and a means of client communication</b></p>	<p>3.1 Create either digital or paper mood boards that relate to and describe the garden design or planting plan</p>	<p>Understand how to gather suitable images for the mood board. Either online or through photography for digital mood boards or from magazine clippings, photography or from print outs for paper copy mood boards</p> <p>Show an understanding of suitable image density - enough to describe the idea but not so many as to be too busy</p> <p>Include an image from the client's garden where suitable</p> <p>Lift areas of paper copy mood boards where suitable using foam board and Spray Mount. <b>Always use Spray Mount in a well-ventilated area</b></p> <p>Demonstrate the ability to group images in a suitable manner</p> <p>Demonstrate the ability to select appropriate colours of images that create a harmonious effect</p> <p>For paper copy mood boards demonstrate the ability to stick images down in a tidy and attractive manner. For digital mood boards demonstrate the ability to use suitable desktop publishing software (either Page Plus for PC or Pages for Mac) to compile and save the mood board as a PDF that can be emailed to clients. Either paper printouts or files on screen can be used for tutorials.</p>

		For digital mood boards, demonstrate the ability to import a digital file into a desktop publishing package and use the relevant tools to draw lines, add and edit text, use the quick square tool, change the colour of fill and outline and import pictures
	3.2 Demonstrate the ability to develop mood boards as an important part of the design process	<p>Demonstrate how the mood board progresses the design concept or part of the design concept</p> <p>Demonstrate how the mood board relates to images from the sketchbook and how those chosen for the mood board encapsulate the garden design or part of the garden design concept</p> <p>Relate the mood board directly to an area for development identified on the site survey</p> <p>Establish a mood board map</p>
	3.3 Clearly communicate the contents of the mood board in both a group or one to one situation	<p>During group tutorials clearly explain how the ideas in the mood board progresses the design concept or part of the design concept</p> <p>During one to one tutorials clearly explain how the ideas in the mood board progresses the design concept or part of the design concept</p> <p>This will be assessed by your tutor during the presentation</p>

## 4 The Master Layout Plan.

Ref: ML

Guided Learning hours 25

Home study hours 40

Marks Value for whole course 540

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding of the theory and practice of drawing and designing the master layout plan as a bird's eye view of the total concept of the garden design that clearly communicates that concept to the client and the landscaper in an industry accepted manner. The unit will ensure that the need for accuracy of pen work is understood and that scale can be used with confidence and understanding. Neat drawing skills are practised and mastered as part of this unit alongside the competent use of desktop publishing software for plan labelling. Landscape graphics are mastered as part of this unit and the effective colouring up of the completed printed design. The unit also ensures learners experience collaborating with a reprographic centre close to their own location in order to establish a working relationship useful in their future careers.

<b><u>Learning outcome</u></b> <b><u>The Learner will</u></b>	<b><u>Assessment</u></b> <b><u>criteria</u></b> <b><u>The learner can</u></b>	<b><u>Indicative column</u></b> <b><u>The learner should be able to</u></b>
<b>4 Understand the theory and practice of creating a master layout plan of the garden design</b>	4.1 Draw the master layout plan accurately and neatly to a stated scale on tracing paper using an ink pen or via digital methods such as AutoCAD or Vectorworks	<p>Draw straight lines using a ruler, parallel motion or set square and technical drawing pen onto tracing paper without creating smudges</p> <p>Draw circles in ink using a circle template and a compass</p> <p>Make confident use of different pen nib sizes with strong stops and starts to lines</p> <p>Draw different textures to describe garden features such as water, gravel, planting, tall grass and paving in the appropriate pen sizes</p> <p>Demonstrate an understanding of the use of the hierarchy of lines, using thicker lines for taller objects such as trees</p>
	4.2 Create a well-designed set of shape work within the boundary outline of the garden site using the grid	<p>Demonstrate a confident and creative series of patterns in rough based on the creative shape work from the sketchbook research and using the grid</p> <p>Position the house appropriately on the grid</p>

		<p>Make use of strong geometric forms avoiding weak curves or weakly overlapping shapes</p> <p>Demonstrate the appropriate use of formal or informal shape work depending on the site and the client brief</p> <p>Demonstrate the appropriate use of static or dynamic shape work depending on the site and the client brief</p> <p>Demonstrate the appropriate use of introvert or extravert shape work depending on the site and the client brief</p> <p><b>NB* As experience grows some of the 'design rules' may be broken with guidance - this will be discussed with the learner when appropriate</b></p>
	<p>4.3 Translate the creative shape works into a rough garden design in consideration of the design wish list</p>	<p>Effectively include all elements within the rough design from the client wish list. If this is not possible show an effective method for prioritising the elements included</p> <p>Relate the rough design to the creative shape work - simplifying and combining shapes where necessary</p> <p>Relate the rough design to the site survey - retaining original features where necessary</p> <p>Work with the 'parallel and perpendicular' rule where the overall big idea in terms of shape work needs to be amended as the result of practical considerations</p> <p>Generate a design that reflects a practical and beautiful solution to the design brief and works within the budget</p> <p>Ensure the rough design is appropriate to the original site appraisal</p>
	<p>4.4 Demonstrate the use of correct landscape graphics</p>	<p>Demonstrate an understanding of the key features of the finished master layout plan - the drawing of the design, the labelling, the title block, the north point, a note about copyright and scaling on site plus any illustrative images</p> <p>Draw each of those elements neatly in pen and ink onto tracing paper or using desktop publishing where appropriate</p> <p>Use appropriate landscape graphics</p> <p>Create a design drawing that relates to the rough design and the shape work</p> <p>Create a design that answers the client brief and is appropriate to the site and the budget</p>

		<p>Create a design that utilises appropriate hard landscaping materials both aesthetically and to fit the budget</p> <p>Create a design that demonstrates a clear progression from the mood boards and the sketchbook work</p> <p>Compile and implement a clear and functional title block including trading name and branding, client details, trading contact details, paper size and scale, drawing reference number, job reference number and any further relevant information</p> <p>Work with a local reprographic centre in order to print the master layout plan to a suitable size and the correct scale</p>
	<p>4.5 Clearly label the features of the master layout plan and specify any hard landscaping materials</p>	<p>Demonstrate the ability to source and collaborate with a local reprographics centre in order to have your ink drawing scanned as an image file (preferably a TIF file) and saved onto a memory stick or emailed to the learner</p> <p>Demonstrate an understanding of the different paper sizes described as A0, A1, A2, A3 and A4</p> <p>Demonstrate an understanding of the relationship between increasing scale and increasing paper size</p> <p>Demonstrate the ability to import a digital file into a desktop publishing package keeping it to the original drawn scale</p> <p>Demonstrate the ability to use the relevant tools to draw lines, add and edit text, mask mistakes, draw circles, use the quick square tool, change the colour of fill and outline and import pictures</p> <p><b>NB* Learners who do not wish to use a computer for labelling will be permitted to do this by hand but will be made aware that this is a far slower and so less desirable method of labelling</b></p>
	<p>4.6 Successfully publish a hard copy of the master layout plan</p>	<p>Demonstrate the ability to publish the master layout plan as a PDF file and send this to the reprographic centre for printing</p> <p>Colour up the master layout plan using soft coloured pencils and chalk pastels showing shadows and using colour to augment the delineation of the design features</p>

## 5 Planting Plans and Plant Schedules

Ref: PP

Guided Learning hours 25

Home study hours 40

Marks Value for whole course 540

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding of the theory and practice of drawing and designing a planting plan for part of the planting in the project garden that clearly communicates that concept to the client and the landscaper in an industry accepted manner. The unit will ensure that the need for accuracy of pen work is understood and that scale can be used with confidence and understanding. Neat drawing skills are practised and mastered as part of this unit alongside the competent use of desktop publishing software for plan labelling. Practical considerations to be explored will include style of planting, choice of plants, colour palette, soil structure and pH, climate, aspect, maintenance and any other specific site requirements. The unit also ensures learners experience collaborating with a reprographic centre close to their own location in order to establish a working relationship useful in their future careers.

<u>Learning outcome</u> <u>The Learner will</u>	<u>Assessment</u> <u>criteria</u> <u>The learner can</u>	<u>Indicative column</u> <u>The learner should be able to</u>
<b>5 Understand the theory and practice of drawing up a planting plan for the garden design</b>	5.1 Accurately draw a rough planting plan by composing shapes to represent the types of plants	<p>Demonstrate the method of working with shapes to create a pleasing balance of <b>types</b> of plants correctly denoted using the appropriate landscape graphics before selecting which <b>actual</b> plants to include</p> <p>Demonstrate the ability to work from the more structural elements of the planting in the order of trees, shrubs, perennials, bulbs and climbers</p> <p>Create an arrangement of plant types that matches the mood board, the site and the brief</p> <p>Denote which plants are evergreen with cross hatching</p>
	5.2 Draw the planting plan accurately and neatly on tracing paper using an ink pen or digital methods	<p>Draw straight lines using a ruler, parallel motion or set square and technical drawing pen onto tracing paper without creating smudges</p> <p>Draw circles in ink using a circle template</p> <p>Work to an appropriate scale, usually 1:50 for planting plans, unless a particularly large area is being designed</p>

	<p>5.3 Label the planting plan either by hand or using desktop publishing</p> <p>Create a schedule of plants used in the planting plan</p>	<p>Demonstrate an understanding of the key features of the finished planting plan - the plant symbols, the labelling, the title block, the north point and a plant schedule</p> <p>Demonstrate the ability to source and collaborate with a local reprographics centre in order to have your ink drawing scanned as an image file (preferably a TIF file) and saved onto a memory stick or emailed to the learner</p> <p>Demonstrate a consideration of the site and the client brief in the choice of plants labelled on the planting plan, this should include colour, aspect, soil structure, soil pH, maintenance required, planting style, viewing direction, adjacent hard landscaping materials and any nearby features in the garden or the house</p> <p>Demonstrate an understanding of scale and planting distances appropriate to the eventual spread of the chosen plants and the client's wishes in terms of waiting for plants to reach maturity and the budget</p> <p>Demonstrate an understanding of scale and planting heights appropriate to the eventual height of the chosen plants at maturity</p> <p>Demonstrate an understanding of the different paper sizes described as A0, A1, A2, A3 and A4</p> <p>Demonstrate an understanding of the relationship between increasing scale and increasing paper size</p> <p>Demonstrate the ability to import a digital file into a desktop publishing package keeping it to the original drawn scale</p> <p>Demonstrate the ability to use the relevant tools to draw lines, add and edit text, mask mistakes, draw circles, use the quick square tool, change the colour of fill and outline and import pictures</p> <p>Demonstrate a consideration of season within the planting plan suitable for the site and the client brief</p> <p>Create a plant schedule grouping plants according to types such as trees, shrubs, perennials etc., listing all plants used according to their Latin names in alphabetical order. The plant schedule should accurately reflect the quantities of plants used in your plan and the totals of plants to be ordered from suppliers.</p>
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		<b>NB* Learners who do not wish to use a computer for labelling will be permitted to do this by hand but will be made aware that this is a far slower and so less desirable method of labelling</b>
	5.4 Successfully publish a hard copy of the planting plan	Demonstrate the ability to publish the planting plan as a PDF file and send this to the reprographic centre for printing
	5.5 <b>For projects 3 &amp; 4 only</b> costings will be required for the planting plan schedule	Demonstrate the ability to calculate the numbers and costs of plants using the plant schedule form the planting plan  Demonstrate the ability to add the VAT and a mark-up (usually 20%) to the plant costs
	5.6 Demonstrate an understanding of right plant for the right place	Demonstrate the ability to select appropriate plants in terms of aspect, soil structure, and soil pH.  Demonstrate the ability to select appropriate plants in terms of maintenance requirements, garden style, colour palette and client brief.
	5.7 Demonstrate an understanding of the principle of appropriate planting density and plant height and spread as well as pot sizes supplied	Demonstrate the ability to specify appropriate plant sizes for the project budget  Demonstrate the use of suitable planting density  Select plants suitable for the size of the space both vertically and horizontally
	5.8 Understand the concept of seasonality in relation to planting and consider year round planting	Demonstrate a consideration of the client brief in terms of seasonality  Demonstrate the ability to think about how plants coexist within the planting area over the four seasons.
	5.9 Demonstrate the correct use of Latin names of plants	Understand the how a plant is categorised by family, genus species and cultivar and how these are written down  Demonstrate a confident use of the RHS Plantfinder as a reference book  Demonstrate an understanding of key Latin words such as 'alba' and 'nigra'.  Demonstrate confidence with Latin pronunciation
	5.10 Include AGM plants where possible	

## 6 The Three Dimensional Visual of the Garden Design or Part of the Garden Design.

Ref: 3D

Guided Learning hours 20

Home study hours 30

Marks Value for whole course 420

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding of the theory and practice of drawing a three dimensional representation of the garden design or part of the garden design. A number of options and methods for doing this will be explored during the unit. It is usual for some methods to suit some learners more than others and it is acceptable that each learner select the method that best suits themselves and their own personal style. It is however also vital that the method chosen also suits the garden design being described and so learners are encouraged to develop and practice more than one method - so that they have greater versatility for their future client communication. For the purposes of the unit as long as the chosen method clearly and accurately describes the design in three dimensions it will be deemed appropriate.

<u>Learning outcome</u> <u>The Learner will</u>	<u>Assessment criteria</u> <u>The learner can</u>	<u>Indicative column</u> <u>The learner should be able to</u>
<b>6 Create an appropriate three dimensional representation of the garden design</b>	6.1 Undertake a competent and appropriate 3D visual from the range of options	<p>For each project select at least one appropriate method of 3D drawing, from the options of :</p> <p><b>1 perspective drawing</b> - both rough thinking sketches and polished finished drawings using the basic principles of vanishing points and one point perspective</p> <p><b>2 axonometric drawing</b> - using the correct 45 degree method using the angled master plan and by extending objects in scale to their appropriate heights</p> <p><b>3 overlay sketching</b> - using tracing paper laid over a site photograph and the concept drawn on top with site elements also traced through</p> <p><b>4 computer modelling</b> - in SketchUp or similar software programme</p> <p><b>5 overlay drawings</b> hand rendered drawings traced over print outs of computer models</p> <p>Learners are permitted to choose the method of 3D drawing that best suits both their personal style and the design that they are seeking to illustrate</p>

		Learners are permitted to make physical models to describe their designs in 3D with photographs if they wish, although this is not a taught part of the course
	1. If using one point perspective drawing	<p>Demonstrate an understanding of the vanishing point for one point perspective</p> <p>Demonstrate an understanding that in perspective horizontal lines remain horizontal and verticals remain vertical</p> <p>Demonstrate the ability to select a suitable area of the design to illustrate in 3D using one point perspective drawing</p> <p>Demonstrate an effective use of textures and design features appropriate to the concept that is seeking to be communicated</p>
	2. If using axonometric drawing	<p>Demonstrate an understanding of the process of axonometric drawing</p> <p>Demonstrate the ability to place the master layout plan at a right angle to the grid and extending the heights of features up in the correct scale</p> <p>Demonstrate the ability to select a suitable area of the design to illustrate in 3D using axonometric drawing</p> <p>Demonstrate an effective use of textures and design features appropriate to the concept that is seeking to be communicated</p> <p>Demonstrate the ability to illustrate plants and other soft rounded features as well as those with straight lines</p>
	3. If using overlay sketching	<p>Demonstrate an understanding of the process of overlay drawing.</p> <p>Demonstrate the ability to select appropriate photographs or other site images to trace over to produce the overlay drawing</p> <p>Demonstrate the ability to select a suitable area of the design to illustrate in 3D using overlay drawing</p> <p>Demonstrate an effective use of textures and design features appropriate to the concept that is seeking to be communicated</p>
	4. If using computer modelling	Demonstrate the ability to import a digital file of the garden design into the software package - usually SketchUp but an alternative package such as Vectorworks is permissible if this is something that the learner may be familiar with through previous experience

		<p>Demonstrate the ability to use the coloured axis for orientation within the computer model</p> <p>Demonstrate the ability to create a scale model of the design in three dimensions using the tools within the package such as the orbit, rotate, pan, move, select, line and quick rectangle tools</p> <p>Demonstrate the ability to use the materials tools to add colour and texture to the model</p> <p>Demonstrate the ability to use '3D Warehouse' to download and import existing models of trees and other garden features</p> <p>Demonstrate the ability to export the design as a 2D graphic and print it off for presentation</p> <p>Learners are also permitted to bring their computer models into the schoolroom on the laptop for the purposes of tutorials</p>
	5. If using overlay over computer model print out	<p>Demonstrate the ability to export the design as a 2D graphic and print it off for tracing over</p> <p>Harness the ability of the computer to readily show perspective in the garden design model and then augment this with a hand rendered version of the model - adding texture and subtlety to the image produced</p>
	6.2 Successfully publish a 3D visual drawing	<p>Demonstrate the ability to produce a polished drawing of the chosen method of 3D drawing</p> <p>Clearly communicate the design or part of the design and explain how the design works in the three dimensions of height, length and depth that is appropriate to the audience and accurately represents the design</p>

## 7 The Plant Portfolio.

Ref: PIP

Guided Learning hours 20

Home study hours 50

Marks Value for whole course 240

Unit purpose and aim(s):

This unit will enable candidates to develop an understanding and intimate knowledge of fifty chosen plants. This will involve the close study of 50 plants, their physical attributes, cultural requirements and potential design uses. The plants will need to fall into the following categories and choices should represent those plants that will be most useful to the learner in their future careers as both desirable and practical. This plant selection is intended to establish a firm foundation for the continued development of plant knowledge throughout the learner's future career.

1. Deciduous Trees
2. Evergreen Trees
3. Deciduous Shrubs including climbers
4. Evergreen Shrubs including climbers
5. Grasses, Ferns or Bamboos
6. Early Flowering Perennials
7. Late Flowering Perennials
8. Annuals or Biennials
9. Hedging
10. Bulbs, Corms or Rhizomes

Students will be asked to compile a section of the plant portfolio to be handed in alongside each of the four projects. Categories 1 and 2 will be handed in alongside project 1, categories 3 and 4 alongside project 2, categories 5, 6 and 7 alongside project 3 and categories 8, 9 and 10 alongside project 4. Students are welcome to submit plant portfolios in hard copy or in digital format as one pdf file containing all the plants from the relevant categories.

<u>Learning outcome</u> <u>The Learner will</u>	<u>Assessment</u> <u>criteria</u> <u>The learner can</u>	<u>Indicative column</u> <u>The learner should be able to</u>
<b>7 Compile a Plant Portfolio of fifty readily available and useful plants studying both their practical requirements and their potential</b>	7.1 Demonstrate a practical understanding of fifty chosen plants and their cultural requirements within the ten given categories.	Demonstrate an understanding of and familiarity with five plants from each Plant Portfolio category listed here.  Clearly describe the physical characteristics of each plant across the seasons in words and images.  Identify specific periods of interest when each selected

<b>design uses.</b>		<p>plant may be of particular importance in the garden due to physical characteristics such as evergreen structure, flowering or a change in foliage colour.</p> <p>Demonstrate an understanding of cultural requirements for each selected plant including soil structure and pH, aspect and light levels, hardiness and degree of maintenance required.</p> <p>Provide references for all research.</p> <p>Provide illustrations of each plant during various times of the year that best illustrate its decorative or structural use in the garden.</p>
	7.2 Demonstrate an understanding of the value and meaning of AGM plants.	<p>Identify which of the selected plants are currently classified as Award of Garden Merit (AGM) plants by the RHS.</p> <p>Include AGM plants within their chosen list wherever possible.</p>
	7.3 Demonstrate a creative understanding of each plant's potential design uses.	<p>Create illustrations, compilations of photographs or plant lists to exemplify how each chosen plant could be used in a garden design or planting plan and why it is of design value.</p> <p>Provide a selection of potential design uses across differing garden styles as may be requested by future clients.</p> <p>Justify why each plants deserves a place in the plant portfolio in terms of its value as a component in planting schemes.</p>
	7.4 Demonstrate an understanding of the availability and relative cost of each chosen plant.	<p>Include in the plant portfolio and indication about how widely available and therefore easy to source and relatively expensive each plant selected plant is.</p> <p>Indicative and relative prices can be provided such as a star rating system.</p>
	7.5 Publish a Plant Portfolio that combines all research in a method suitable for research as well as future client communication and personal learning.	<p>Clearly set out all information including the research on the cultural requirements, relative cost and availability as well as the physical features of each plant.</p> <p>Clearly set out the design ideas for each plant.</p> <p>Combine each set of individual plant research together to form a single portfolio that is easy and enjoyable to read and can be added to in the future. This can be executed in digital or hard copy format.</p>

## Additional Unmarked Unit

<u>Learning outcome</u> <b>The Learner will</b>	<u>Assessment criteria</u> <b>The learner can</b>	<u>Indicative column</u> <b>The learner should be able to</b>
<b>8 Establishing and running a successful garden design business</b>	UU1.1 Setting up a successful garden design practice	Legal issues such as terms and conditions, insurance and client agreement forms.  Setting up a web site  Social media  Branding
	UU1.2 Running a successful garden design practice	Know when to call in other professionals such as structure surveyors  On site experience of garden design in action - planting and landscaping  Clear understanding of client communication  Clear understanding of the client management process  Clear understanding of generating work  Clear understanding of seasonality in the landscape industry
	UU1.3 Marketing a successful garden design practice	Understand how to write a press releases  Understand how to generate free editorial  Understand the potential value of show gardens as a marketing tool  Understand the potential value of collaborating with other designers  Understand the potential value of advertising
	UU1.4 Diversification of the successful garden design practice	Understand the potential value of garden writing  Understand the potential value of garden maintenance services as a bolster to income - especially initially  Understand the potential value of maintenance schedules as a client service but also as an opportunity to schedule return visits to clients to take photos and for example plant bulbs

		<p>Understand the potential value of garden reports as an additional source of income</p> <p>Understand the potential value of garden surveys as an additional source of income</p> <p>Understand the potential value of lecturing as an additional source of income</p> <p>Understand the potential value of gardening club talks as an additional source of income</p> <p>Understand the potential value of garden tours as an additional source of income</p>
	<p>UU 1.5 Marketplace Awareness</p>	<p>Be aware of opportunities in the marketplace</p> <p>Be aware of competition in the marketplace</p> <p>Be aware of industry leaders in terms of design, landscaping and suppliers of both plants and hard landscaping</p> <p>Be aware of BALI and what it can offer the professional garden designer</p> <p>Be aware of SGD and what it can offer the professional garden designer</p> <p>Be aware of the value of networking - you have started already at our school!</p>