



Unit 42: Landscape and Garden Design

Delivery guidance

This is an internally-assessed optional unit for learners studying the Level 3 National Diploma in Horticulture (760 GLH) and the Extended National Diploma (1080 GLH). Learners will gain the underpinning knowledge and understanding required to carry out site evaluations to prepare to meet client briefs and create planning documentation based on their site evaluations. In this unit, learners will apply these skills to a wide range of different settings within the horticulture industry as well as some of the mandatory and optional units within the qualification, such as *Unit 27: Identification, Planting and Care of Plants*, *Unit 34: Identification, Planting and Care of Trees* and *Unit 43: Constructing Decorative Landscape Features*.

This unit exposes learners to a range of professions within the horticulture industry (e.g. head gardener, landscape manager) including the links between landscaping and recreation within a residential setting.

The unit will be delivered via a mixture of classroom-based activities, visits to different gardens and/or landscapes and practical sessions where learners have the opportunity to produce plans and designs.

Approaching the unit

Learning aim A

Learning aim A focuses on examining key information that is required when producing a landscape and garden design brief. It is critical that learners understand client requirements and interpret their needs accurately, as well as taking into account the national and local legislative conditions and restrictions that influence design choices. This learning aim will help learners develop their communication skills and produce key documents to the highest professional standard to ensure successful landscape design.

Learning aim B

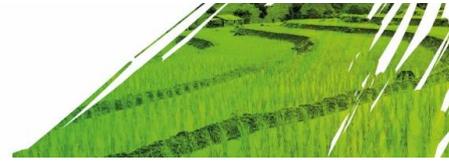
Learning aim B concentrates on learners being able to carry out a competent site evaluation that aligns with the client brief. They will be able to assess the site's potential, noting any restrictions, limitations and/or issues that may influence the garden design.

Learning aim C

Learning aim C will enable learners to plan a landscape and garden design that aligns with the client brief. They will have to consider the design principles and development methods including the sketch design and proposal plan. By the end of the teaching for this learning aim, learners will be expected to present this plan effectively to clients.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine the key information required to produce a landscape and garden design brief	A1 Client needs analysis A2 Legal requirements A3 Key documents	Report detailing the information that a designer needs from a client and the legal and contractual issues that need to be taken into account.
B Carry out a site evaluation to meet a client brief in preparation for landscape and garden design	B1 Site inventory and analysis of characteristics and issues B2 Site appraisal	Portfolio of evidence that includes: <ul style="list-style-type: none"> evidence of the learner carrying out a site analysis site appraisal based on the findings of the site analysis completed design plan to meet the needs of a client
C Plan a landscape and garden design to meet a client brief	C1 Design principles and layout C2 Design development methods C3 Design proposal plan and presentation	



Assessment guidance

This unit is an optional internally-assessed unit available for the Level 3 National Diploma in Horticulture (720 GLH) and the Extended National Diploma (1080 GLH), which is assessed using a number of independent tasks. The recommended assessment approach suggests two different assignments.

The first assignment covers learning aim A, which focuses on the key information required to produce a landscape and garden design brief. This includes being able to understand client needs, legalities of the landscape and garden design and the key documents you will need to produce when carrying out landscape and garden design. For the summative assessment, learners will need to write a report about how the designer meets the client's needs and the legal and contractual issues that need to be considered when undertaking landscape and garden design work.

In order to gather the evidence for this summative assessment, you can issue learners with some examples of key documents and invite guest speakers in to discuss the importance of meeting client needs.

The second assessment covers learning aims B and C, where learners are required to produce a portfolio of evidence that illustrates they can carry out a site evaluation and meet a client brief, including the site inventory and an analysis of site characteristics and issues.

Learners will also be required to include a completed design plan to meet a client's brief, including the design principles, layout, development, methods and proposal plans. Learners will have to draw upon their communication skills to deliver their presentation of their design plans effectively.

In order to gather the research for this summative assessment, learners will need to draw upon all their knowledge and understanding gained in this unit, using any information collected from guest speakers or external visits.

Getting started

This provides you with a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.

Unit 42: Landscape and Garden Design

Introduction

This unit gives learners all the necessary information to allow them to carry out independent landscape and garden design work. Within this unit many customer/client-relation skills will be obtained and these skills will be invaluable to learners progressing into any aspect of the horticultural industry. This unit will also allow learners to gain the necessary skills to plan and design a variety of landscapes and gardens; again, these skills are extremely transferable within all of the horticultural industry.

Learning aim A: Examine the key information required to produce a landscape and garden design brief

- For learning aim A1, you could begin with a question and answer session to establish learners' prior knowledge of landscape and garden design. Following on from this, facilitate a tutor-led discussion about the types of questions clients would need to be asked in order to establish their needs. This will help to build a client profile for the brief.
- You could deliver a presentation on the different types of questions to ask a client and the impact these questions can have upon the information obtained (e.g. the difference between leading, probing, open and closed questioning techniques).
- Facilitate a class discussion on the contributing factors that a client brief questionnaire needs, including design style, budget, intended use and plant preferences. Ask learners how these different areas would affect the landscape or garden design. Establish the layout of the questionnaire to ensure its effectiveness, and how the order of the questions can affect discussion and ensure professionalism.
- Invite a guest speaker (e.g. a landscaper or garden designer) to talk to learners about how to ensure you obtain all the necessary information and interpret it effectively in order to meet the client's needs within your design.
- Learners could then design their own questionnaire to obtain client information so that they can plan their landscape or garden design.
- As a formative assessment activity, learners carry out role play in pairs, where one acts as the client and the other as the landscaper or garden designer. They can role play the initial meeting where they establish the necessary information required to plan the design.
- In small groups, learners could use sticky notes and jot down all of the different client needs that they can list. They should have three 'traffic lights' on their tables that they use to rate the client's needs in order of importance, considering access, maintenance, expectations, use and suitability (e.g. red for the most important, amber for quite important and green for good to consider but not as important).
- Facilitate a tutor-led discussion on understanding a client's budget and the impact this can have on design, layout, plant species and features.
- In pairs, learners could research the legal issues, planning, site location and services that can affect design. Once they have conducted their research, you could facilitate class discussion where learners can share their findings.
- For learning aim A2, you could hold a question and answer session before drawing a mind map on the board. Ask learners to name as many national and local legislative conditions and restrictions as possible that influence landscape and garden design.



- You could deliver a presentation on access and egress, boundaries, legal restrictions in planning and maintenance of trees, planning permission requirements, utility services and their impact on landscape and garden design.
- In small groups, you could allocate learners one of the following topics: access and egress, boundaries, legal restrictions in planning and maintenance of trees, planning permission requirements or utility services. Each group should research their topic and produce a leaflet. Once completed, these could be distributed to all of the class so they have a set of notes for future reference.
- You could organise a visit to an open garden to consider landscape and garden design, with learners looking at how the design is influenced by all of the aspects considered so far.
- For learning aim A3, you could begin with an activity where a range of communication paperwork has been laid out on tables in the classroom (see unit specification). Learners could circulate the room and look at the paperwork, noting the communication paperwork they would need to use for a landscape and garden design business.
- You could then provide learners with communication paperwork with varying levels of detail and they must select which one is the most suitable and why. Learners should feed back their thoughts to the rest of the class.
- You could deliver a presentation on the legal paperwork that would be required for a landscape and garden design business and why it is necessary.
- Facilitate a class discussion on the advantages of a good filing system for key documents in landscape and garden design and the implications that this can have on project management.
- As a formative assessment activity, provide learners with some client information and ask them to interpret and report the client's needs, along with any legal or access/service issues that should be reflected within a design. This will help them to prepare them for summative assessment for learning aim A.

Learning aim B: Carry out a site evaluation to meet a client brief in preparation for landscape and garden design

- It is advised that learning aims B1 and B2 are delivered together, so you could begin with a presentation outlining what is involved in both a site inventory and analysis plan. You could then examine the potential of a site and discuss the opportunities for future development along with the limitations and constraints of the site.
- In small groups, provide learners with one of the following topics:
 - qualitative analysis of existing features
 - collation of non-physical elements
 - exploration of topography
 - soil type and its suitability for plant selection.

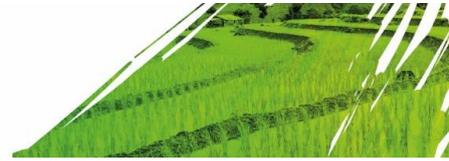
Learners should research their allocated topic and prepare a presentation on the impact of these findings on their plans for landscape and garden design. They must deliver their presentations, including a composition of analytical information as a plan to inform and direct their design solutions (e.g. graphics, annotations and photos).

- In pairs, learners should discuss the importance of establishing what existing features are present, including the identification and mapping of features, utilities and services. You could produce a mind map on the smartboard to capture learners' thoughts and this could be recorded by learners for future reference.
- You could facilitate a practical activity where learners can carry out a site inventory, analysis and identification of existing features.

- As a formative assessment activity, facilitate a tutor-led discussion on what is required in an inventory and analysis site visit.
- You could deliver a presentation on the development of appraisal plans for landscape and garden design plans and the importance of accuracy, scale and basic drawing skills and techniques.
- Learners should produce their own site appraisal plans and drawings. These drawings can be presented to the class as if they were presenting to a client. If possible, learners could present these plans to a landscape gardener who could provide feedback. These plans should be made up of a planning phase (an exploration of a site's potential to accommodate client needs, desires and expectations), a proposal phase (an interpretation of the site analysis process to identify opportunities and constraints within the site) and the development of a full appraisal plan which uses graphics, images and annotations to inform the final design.
- As a formative assessment activity, learners could combine the information from their site inventory, analysis and existing features with the client information to produce a site plan.

Learning aim C: Plan a landscape and garden design to meet a client brief

- For learning aim C1, facilitate a question and answer session on the factors influencing garden design.
- You could organise a visit to an open garden, public park or landscaped area for learners to look at design principles and the factors that influence the site's internal and external environment.
- A tutor presentation about the landscape and garden design principles including:
 - human scale in the environment and the impact of its manipulation
 - influences of internal and external environment upon development
 - contribution of emphasis, balance and rhythm in the development of engaging spaces
 - journeys through a designed garden.
- Split learners into two groups: one group should research the evolution of design and the other group should research using arrangement in design principles. Learners are to gather their information and compile a factsheet which can be distributed to all learners, ensuring they have a set of notes for future reference.
- Arrange for a guest speaker (e.g. a landscape designer) to give a talk to learners about drawing techniques, how lines can be used to capture nature and developing freehand drawings. This should include texture, shade, pattern, proportion and shape.
- For learning aim C2, facilitate a class discussion to recap what has been covered previously in LAC1 in order to establish what learners' expectations of a design plan are and how to build on it and inform plan development.
- Present learners with a variety of landscape and garden design plans to examine how they are presented, what information is contained within them and the level of professionalism.
- Facilitate a class discussion on function plan development and use of specific graphics. Ensure that you cover voids, focal points and circulation hierarchy and screening.
- Learners can analyse a range of design plans to consider how annotation and labelling has been used, the style of the design, the types of features and plant species within the design and how this will affect the garden's functionality and style.
- You could then deliver a presentation on form plan drawings including ranges of angles, composition of graphics to identify plan features, plants and material types.



- Invite a guest speaker (e.g. a draughtsman/plan producer) to talk to learners about sketch designs (see unit specification).
- As a formative assessment activity, learners could produce a sketch design that includes:
 - scale
 - design and mood/feel of the garden
 - use of a suitable layout
 - composition of design
 - range of graphics to denote features and plants
 - clear labelling and text
 - health and safety considerations.
- For learning aim C3, you could organise a visit to some local gardens for which you have design plans. Learners could record the features of the garden and produce basic plans for how they think the design plan could be illustrated. Learners can then compare their design plans with the actual design plan for that garden and understand any key areas where their design was lacking.
- You could deliver a presentation outlining the requirements of a site proposal plan and how to meet them.
- Facilitate a tutor-led discussion on the range of equipment required for the production of landscape and garden design plans. Learners should then produce a hand-drawn landscape and garden design plan (see specification for what to include).
- You could deliver a presentation on how to produce computerised landscape and garden design plans. Learners should then produce their own computerised landscape and garden design plan, based on their previous hand drawings. In pairs, learners could peer review each other's drawings (both hand drawn and computerised) and offer one another feedback and support.
- Facilitate a class discussion on how to present and explain a landscape and garden design plan to a client.
- As a formative assessment activity, learners must produce a landscape and garden design plan and present it to a landscape gardener (as if presenting to a client) who could give them feedback and invaluable employer engagement.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 27: Identification, Planting and Care of Plants
- Unit 29: Plant Propagation Activities
- Unit 30: Tree and Shrub Pruning and Maintenance
- Unit 34: Identification, Planting and Care of Trees
- Unit 37: Maintaining the Health and Quality of Turf in Parks and Gardens
- Unit 40: Zoological Horticulture
- Unit 43: Constructing Decorative Landscape Features
- Unit 45: Computer-aided Design in Horticulture.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Agriculture/Horticulture/Land-based subjects. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Young C, *RHS Encyclopedia of Garden Design: Planning, Building and Planting Your Perfect Outdoor Space*, Dorling Kindersley, 2017 ISBN 9780241286135 – a useful textbook accredited by the RHS which outlines different types of design

Richardson T, *Landscape and Garden Design Sketchbooks*, Thames and Hudson Ltd, 2015 ISBN 9780500518045 – a useful textbook which provides sketches of different garden design and layout

Cantrell B and Michaels W, *Digital Drawing for Landscape Architecture: Contemporary Techniques and Tools for Digital Representation in Site Design*, John Wiley & Sons, 2010 ISBN 9780470403976 – a useful textbook for producing computer-aided design plans

Websites

www.gardenersworld.com – outlines new developments within the gardening sector.

www.ishs.org – The International Society of Horticultural Science – a useful website for the science and research side of horticulture.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.