

## GO GREEN & CARE

### Professional Development Course



<b>Output Identification:</b>	Green Care / Social and Therapeutic Horticulture (STH)	<p>Descriptive picture related to your GC – sector (under)</p> 
<b>Output Title:</b>	Therapeutic horticulture Green care activities involving the use of horticultural practices	
<b>Keywords</b>	Green Care, planting, sensory, healing, therapy, horticulture	
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<b>Publish Date:</b>	15.8.2016	

## **FRAMEWORK OVERVIEW**

This framework is part of a series of training courses involving a range of therapeutic areas within the Green Sector using sustainable and environmentally-friendly methods

This framework is intended to train teachers to deliver education to learners in the area of the use of a variety of horticultural activities and techniques for therapeutic purposes

The course is designed to provide trainers with the resources to deliver the framework in a manner suitable for learners at EQF level 4 (Cyprus Level 5)

## **LEARNING OBJECTIVES**

The training course seeks to address social and emotional challenges in people of every age through the use of horticulture and includes the use of outdoor areas as sensory stimulants and healing spaces. It covers

- the basic principles of horticultural therapy (HT)
- practical methods of how such principles can be used in real-life situations such as the sensory garden and the healing garden
- how to design a space for HT (productive)
- activities designed to address and understand basic issues of mental health and the impact of HT
- the provision of training resource materials and plans for use in HT

The training course is developed in a modular form, each module corresponding to a particular unit of learning outcomes, following the principles of EQF and ECVET.

The total number of guided learning hours for learners is 50 hours per 5 credit framework

The framework does not specify the recommended total hours for learners to complete the course, which shall be specified by the trainer.

## **TARGET GROUPS**

The Target groups for this training include the following groups of professionals engaged in areas where therapeutic care is used as a method of addressing individuals specific disability or other issues:-

- **Teachers in VET colleges and others**
- **Health and Care Workers and Community Workers**
- **Anyone else interested in therapeutic treatments**
- **Government workers/officers**
- **Charity workers**
- **Rehabilitation staff**

## **LEARNING METHODOLOGY**

The methodology for this training is shown in the attached specification

## CONTENT OF TRAINING FRAMEWORK

### Contents of Training Framework

*The following are the knowledge, skill and competencies that the learner will be required to achieve in order to complete his/her course of training and within the training framework the trainer will be provided with the basic resources with which he/she will be able to deliver these outcomes.*

	Knowledge	Skills	Competences
	The learner should know:	The learner should be able to:	The learner should:
1: Introduction	<p>the basic principles of horticultural therapy (HT) including:-</p> <p>why horticulture can be used as an effective way of treating specific therapeutic needs;</p> <p>why sensory methods can be used in horticulture therapy</p> <p>the extent to which there is a link between horticulture and well-being</p> <p>the principles of sustainability and environmental acceptability</p>	<p>Explain how horticulture can be used for therapeutic courses across a series of areas of therapeutic need</p> <p>Illustrate how sustainability and environmental acceptability can be applied in practice</p>	<p>Be able to assess and determine which therapeutic methods are applicable to specific areas of therapeutic need</p> <p>Be able to identify specific therapies which may address specific therapeutic needs</p> <p>Be able to carry out ethical and environmental audits in the selection of materials and plants for use in therapeutic systems</p>
2:	how to design a sensory garden	Describe the theoretical and practical aspects of designing a sensory/healing garden	Be able to utilise the skills needed to design a

	<p>/healing garden including:</p> <p>the selection of hard landscaping materials</p> <p>the choice of plants which are considered suitable for specific therapies</p>		<p>sensory/healing garden</p> <p>Be able to train others in specific practical skills</p>
3:	<p>how to create and manage a productive garden (vegetables/fruit and flowers)</p>	<p>Recognise the benefits of production as an effective activity for therapeutic purposes</p> <p>Explain how such activities can not only be therapeutic but also generate income</p>	<p>Be able to create plans for productive spaces and implement them</p>
4:	<p>the legal requirements for using horticultural therapies (UK regulations)</p>	<p>Apply the law in respect of:-</p> <ul style="list-style-type: none"> <li>• Hygiene regulations</li> <li>• Accessibility provision</li> <li>• Health and Safety</li> <li>• Other legislative requirements</li> </ul>	<p>Evaluate and reinforce to others the importance of applying the law in so far as it relates to the therapy proposed</p>
5:	<p>how to organise an HT session</p>	<p>Use appropriate communication methods for people with disabilities</p> <p>Identify motor skills which may restrict activities</p> <p>Carry out specific risk assessments and implement suitable protection measures</p>	<p>Be able to guide others in the best methods to deliver an HT training session so that the trainee will be able to train others to the highest level</p>

## **SUPPORT RESOURCES**

The course resources (all online) will include:-

### **Training Manual (downloadable)**

The downloadable manual will contain specific sections covering

- The knowledge, skills and competencies outlined above.
- Detailed specification for each of the units including outcomes and indicative content. (Syllabus)
- Methods of assessment

### **Support resources (downloadable)**

Outline schemes of work for framework

Suggested lesson plans for trainers delivering in house

Online links to external supportive resources

Online feedback support –distance

Adaptations for delivery in different countries or sectors

# GO GREEN & CARE

## TRAINING SPECIFICATION

### HORTICULTURE THERAPY

#### Professional Development Course

#### UNIT REFERENCE:

**Qualification Level – EQF Level 4 (Cyprus Level 5)**

**Credit Value: 5 credits. 1 credit = 10 hours of learning time**

**Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.**

*This specification has been developed to meet the needs of those engaged in the training of others in the theory and methods of horticulture therapy throughout the European Union. It must be read in combination with any specific legislation from each member state. The specification is written under UK provisions.*

For the purposes of this specification of initial training qualifications, the following terms are used:

- Tutor — the person carrying out the trainer education
- Learner – the person taking the qualification to become a trainer/practitioner
- Student — the person being taught or assessed by the learner

#### **Unit aim**

The aim of this unit is to enable the learner to identify the methods used in the training of students to apply therapeutic principles in practical ways through a range of horticultural practices.

By using relevant principles, the learner will select different activities to address specific therapeutic needs.

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### Learning Outcomes and Assessment Criteria

The learner will need to meet all the learning outcomes for this unit. The assessment criteria set out in the table indicate the standard required to achieve

Learning outcome	Assessment criteria		Unit detail
1. Understand a range of therapeutic activities using horticulture	1.1	Explain how horticulture can be used across a series of areas of therapeutic need	
	1.2	Illustrate how sustainability and environmental acceptability can be applied in practice	
2. Be able to design a sensory garden/healing garden	2.1	Identify the design requirements of a sensory/healing garden	
	2.2	Apply these design requirement in practical activities	
3. Be able to create and manage a productive garden	3.1	Recognise the benefits that a productive garden brings to those suffering with mental health issues	
	3.2	Identify the practical considerations needed to create and operate a productive garden	
4. Understand the legal requirements for using horticulture therapies	4.1	Be able to identify all legislative requirements that may apply to the range of activities included in this unit	
	4.2	Implement legal requirements in actual situations	

5. Be able to organise a horticulture therapy training session	5.1	Use appropriate methods of communication for people with disabilities or special needs	
	5.2	Identify motor skills which may restrict activities	
	5.3	Carry out risk assessments and implement suitable protection measures.	

## **Information for Tutors**

A variety of delivery methods can be used in this unit. Examples of training methods are included in this specification

Wherever possible, the learners' personal and professional experience should be used to guide the training. This will help learners develop reflective practices and understand the need for transferable skills and knowledge which are required in a learning environment.

It is important to focus on learner-centred approaches wherever possible with learners being actively involved in their own learning.

The learning activities are provided to assist in assessment activities. They demonstrate a way in which this unit can be delivered and assessed.

The range of learning activities suggested for this unit include tutor- led discussions and presentations, small-group activities and individual activities.

## **Introduction to unit**

It is recommended that at the start of this unit a short introduction is given which gives the learner a clear and focussed view of the purpose of the unit and the way in which the various outcomes inter-relate

## **Learning outcome 1**

Tutor presentations could be used to provide underpinning knowledge.

This will include:-

- (a) Recognising the principles underlying why horticulture in a variety of forms can be used effectively to impact positively on a range of both physical and mental conditions and create a sense of well-being.
- (b) Identifying how specific practical situations can be applied to specific physical and mental conditions – eg sensory and healing gardens, productive gardens
- (c) Considering how these principles can be applied in an environmentally and sustainable manner

Small-group activity to evaluate strengths and weaknesses of different approaches to training based on specific, identified student needs — this can be based on examples supplied by members of the group from their own experience or, if learners lack relevant experience, specific tasks may be set. This should be followed by feedback to the group.

## **Learning outcome 2**

A range of practical activities can be organised where learner's put into practice the principles of design explained by the tutor who will guide them through these activities. External speakers could be involved from organisations with experience of sensory and/or healing gardens.

Investigations by group activity into suitability of materials for hard landscaping and plant selection

### **Learning outcome 3**

A range of practical activities can be organised where learner's put into practice the principles of design explained by the tutor who will guide them through these activities (including planning). External speakers could be involved from organisations with experience of productive gardening.

### **Learning outcome 4**

Tutor presentations could be used to provide underpinning knowledge.

Individual research activities to clarify specific requirements of external bodies or organisations, with learners producing individual reports to summarise for group.

### **Learning outcome 5**

Tutor presentations could be used to provide underpinning knowledge.

This outcome will involve reflecting on the previous outcomes and the methods by which the learner will be able effectively to train the student.

Amongst the group activities will be sessions involving members of the group in role play and devising appropriate methods by which objectives can be achieved. Quality and standardisation methods will also be considered.

### **Additional info / Further resources:**

<http://www.thrive.org.uk/>

<http://www.seedofhope.org.uk/>

<http://www.headsupsomerset.org/>

<http://www.bibic.org.uk/>

<https://www.rhs.org.uk/>