



Craft Skills for Garden Conservation

- finding, developing, and sharing best practice in garden conservation

Complete overview U1-9

Title of the Unit:

U1 – Soil Management in Historic Gardens.

Version no.1 – 21.05.24

Description:

Soils are a long-overlooked ecosystem that has become one of the world's most vulnerable resources. Soils are literally the foundation for most of our garden heritage, and healthy soils are crucial to develop more resilient growing systems. The history of soil management goes back just as long as gardening itself, still the methods and techniques for treating the soil in historic gardens as culture heritage, is very much neglected. The subject needs to be studied and discussed, to come up with better solutions for the soil management in our historic gardens.

This unit gives a theoretical background and hands-on practice for the topic Soil Management in Historic Garden. The webinar provides a broad theoretical background to the topic by experts from several countries, giving introductions to garden archaeology and to soil restoration. It shows different examples on soil recipes and soil management in the past and in different regions of Europe.

The unit offers practise in different techniques and different tools in

Introduction to Garden Archaeology:

- Vertical excavations
- Horizontals excavations

and in *Garden soil management:*

- Digging
- Double digging
- No-dig
- Broadfork

The unit also gives different examples on historic soil additives and how to make them, as well as presenting relevant modern regenerative, no-dig methods:

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| | | <ul style="list-style-type: none"> -Manure compost -Turf compost and making a loam stack -Green manure -Biochar and how to make it - Lime |
| EQF Level: | | 6.1 |
| Learning Outcomes | | |
| CSGC U-1 | Code | Competance |
| | | Knowledge Skills |
| 1.1 | U1 1.1 | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of scientific methods in Garden Archaeology and can apply these to their work in restoration of historic garden soil. <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply relevant methods in Garden Archaeology for investigations in restoration of historic garden soil. |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • can exchange opinions and experiences with others with a background in the field and thereby contribute to the development of good practise in restoration of garden soil. |
| 1.2 | U1 1.2 | |

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| <p>Management and restoration of historic garden soils</p> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within management and restoration of Historic Garden Soils • knows about research, development work and good examples within restoration of historic garden soil. • knows about the history of soil management, its traditions, uniqueness, and its place in society in different regions of Europe. • can apply the knowledge in practical and theoretical problem-solving of management and restoration of garden soils. • can update their knowledge on management and restoration of historic garden soil. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply professional knowledge on management and restoration of historic garden soil to practical and theoretical issues and explain their choices. • can reflect on their own professional practice in management and restoration of historic garden soil and adjust this under guidance. • can master traditional techniques in soil management, like digging and double digging. • can make and mix different historical soil additives, such as manure compost, turf compost, charcoal, and lime. • can use modern, sustainable soil management techniques such as no-dig systems, cover-crops, and additives like biochar, evaluate them and consider them for use in management and restoration of historic garden soil. |
| | <p>Competance:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on restoring soil in historical gardens. • can plan and carry out tasks and projects on restoring historic gardening soil, both alone and as a participant in a group, and in line with ethical requirements and guidelines. • can exchange views with others with a background in restoring historic garden soils and participate in discussions about the development of good practice. | |



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| Title of the Unit: | | U2 – Lawn and Meadow cultivation in historic gardens | Version no. 1 – 09.10.24 |
| Description: | | <p>Lawns in historic gardens are rarely seen as of cultural or historical value. In fact, they can often harbour rich seedbanks valuable for biodiversity whilst expressing the more intangible heritage of the traditional craft skills required to maintain them. Both physical and cultural aspects will therefore be considered alongside the environmental imperative to try to counter climate change. This topic will present the history of lawns and meadows in historic gardens as well as different opportunities with these elements today. How to work with authenticity, biodiversity and social values connected to lawns and meadows in historic gardens will be discussed.</p> <p>The webinar provides a broad theoretical background to the topic by experts from several countries making presentations on themes like: <i>The history of the lawn</i>, <i>The history of the meadow in Sweden</i>, <i>Modern alternative lawns</i>, <i>Pictorial Meadows</i>, <i>Historic lawn care in a modern environment</i>. The webinar provides the theoretical background for the workshop.</p> <p>The workshop is focused on heritage gardening methods. Old tools and techniques for lawn and meadow cultivation is practised during the workshop. The idea is to develop a deep sense of practical garden history and garden conservation. With the scythe training, the aim is to develop sufficient skills to make the participants tradition bearers for this crucial aspect of meadow cultivation and care for biodiversity. Another theme for the workshop is to highlight the latest knowledge regarding sustainable cultivation of meadows and historic lawns as well as looking at modern alternatives to lawns.</p> | |
| EQF Level: | | 6.1 | |
| Learning Outcomes | | | |
| CSGC U-2 | Code | Competence | |
| | | Knowledge | Skills |
| 1.1 | U2 1.1 | | |

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| <p>Cultivation of meadows in historic gardens</p> | | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within scythe mowing and meadow cultivation. • is familiar with the history, traditions, distinctive nature, and societal role of meadows. • can apply this knowledge in practical and theoretical problem-solving. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply professional knowledge and relevant results from research and development work to practical and theoretical issues and make well-founded choices. • can reflect on their own professional meadow cultivation and adjust it under guidance. • Can master sharpening the scythe and mowing the meadow with the scythe. |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • can plan and carry out meadow cultivation tasks and projects over time, alone and as part of a group, and in line with ethical requirements and guidelines. • can exchange opinions and experiences with others regarding meadow cultivation and thereby contribute to the development of good practice. | |
| <p>1.2 Cultivation of lawns in historic gardens</p> | <p>U2 1.2</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within cultivation of lawns in historic gardens. • knows about research, development work and good examples within cultivation of lawns in historic gardens. • knows about the history of the lawn and its cultivation, its traditions, and its relation to meadows. | <p>Skills:</p> <ul style="list-style-type: none"> • can apply professional knowledge on lawns in historic gardens to practical and theoretical issues and explain their choices. • can reflect on own professional practice on lawns in historic gardens and adjust this under guidance. • can find, evaluate, and refer to information on cultivation on lawns in historic gardens, and apply this in historic gardens. |

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| | | | <ul style="list-style-type: none"> • can use modern, sustainable lawn cultivation tools and methods, evaluate them and consider them for lawns in historic gardens and elsewhere. |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on cultivation of lawns in historic gardens. • can plan and carry out tasks and projects on lawn cultivation in historic gardens, both alone and as a participant in a group, and in line with ethical requirements and guidelines. • can exchange views with others regarding cultivation of lawns in historic gardens and participate in discussions about the development of good practice. | |
| <p>1.3</p> | <p>U2 1.3</p> | | |
| <p>1.3</p> <p>To create a meadow</p> | <p>U2 1.3</p> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods on how to create a meadow. • is familiar with the history, traditions, distinctive nature, and societal role of meadows. • can apply this knowledge in practical and theoretical problem-solving. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply professional knowledge and relevant results from research and development work to practical and theoretical issues and make well-founded choices regarding the creation of meadows. • can reflect on their own professional meadow creation skills concerning choice of soil, seeds and plants and adjust them under guidance. |
| | | <p>Competence:</p> <p>The participant</p> | |


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| | | <ul style="list-style-type: none"> • can plan and carry out meadow creation projects over time, alone and as part of a group, and in line with ethical requirements and guidelines. • can also exchange opinions and experiences with others regarding meadow creation and thereby contribute to the development of good practice. | |
| 1.4 | U2 1.4 | | |
| 1.4 To create an alternative modern lawn | U2 1.4 | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within the creation of alternative lawns and can apply that knowledge in practical and theoretical problem-solving. • The participant is familiar with the history, traditions, distinctive nature, and societal role of lawns and the need for alternative lawns. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can reflect on their own professional alternative lawn creation and adjust it under guidance. • Can master creation of meadows regarding choice of soil, seeds and plants. |
| | | <p>Competence.</p> <p>The participant</p> <ul style="list-style-type: none"> • can plan and carry out alternative lawn creation projects over time, alone and as part of a group, and in line with ethical requirements and guidelines. | |
| 1.5 | U2 1.5 | | |
| 1.5 Haymaking | | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within meadows and haymaking. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can master practical haymaking. |

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| | <ul style="list-style-type: none"> • knows about research, development work and good examples within haymaking. • knows about the history of haymaking. | <ul style="list-style-type: none"> • can reflect on own professional practice on haymaking and adjust this under guidance. • can use modern, sustainable lawn cultivation tools and methods, evaluate them and consider them for lawns in historic gardens and elsewhere. |
| <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on cultivation of lawns in historic gardens. • can plan and carry out tasks and projects on lawn cultivation in historic gardens, both alone and as a participant in a group, and in line with ethical requirements and guidelines. • can exchange views with others regarding cultivation of lawns in historic gardens and participate in discussions about the development of good practice. | | |

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|  <p>GARDEN CONSERVATION</p> | <h2 style="text-align: center;">Craft Skills for Garden Conservation</h2> <p style="text-align: center;">- finding, developing, and sharing best practice in garden conservation</p> | |
| <p>Title of the Unit:</p> | <p>U3 – Trained fruit in Historic Gardens.</p> | <p>Version no. 1 – 21.05.24</p> |
| <p>Description:</p> | <p>The maintenance of a trained fruit grown within a kitchen garden is a highly skilled and time-consuming activity. Kitchen gardens are frequently the most popular areas in gardens that are open to the public and they provide a valuable demonstration of past skills, knowledge and edible heritage. In their finest form, they are a work of living art, carefully cultivated to show that beauty of form can be both productive and sustainable. This combination of artistry and horticultural science is not simple to master, nor is it often taught within the historical and cultural context from which it came. This unit aims to do that.</p> | |

| | | <p>The webinar gives expert talks on:</p> <ul style="list-style-type: none"> - The importance of wall fruit in the history of kitchen gardens - Exploiting microclimates for a wide range of fruit: how a new design utilises historic knowledge to react to effects of climate change - Fruit growing as an art form - Walls, wires, tags and trellises <p>Choice of cultivars and rootstocks. Pruning Lorette v. modified Lorette</p> <ul style="list-style-type: none"> - Indoor trained fruit: peaches, grapes and figs - Fruit growing in Community settings: training people to train fruit <p>In the workshop we will practice pruning of apples and pears, plums and figs in different styles, both free standing, on fences and against the wall. Tool management is also a subject.</p> | |
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| EQF Level: | | 6.1 | |
| Learning Outcomes | | | |
| CSGC U-1 | Code | Competence | |
| | | Knowledge | Skills |
| 3.1 The historical and aesthetic context of trained fruit | U1 1.1 | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of the historical and aesthetic significance of trained fruit in kitchen gardens, its traditions, uniqueness, and its place in society in different regions of Europe. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply the knowledge of the history and aesthetics of trained fruit in kitchen gardens to their management of the trees. |
| | | The participant | |

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| | | <ul style="list-style-type: none"> • can exchange opinions and experiences with others with a background in the field and thereby contribute to the development of good practise in restoration of garden soil. | |
| 3.2 Management and trained fruit | U1 1.2 | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key cultivation techniques, including pruning, rootstocks, and plant selection. • is familiar with tools, traditional and modern support structures for trained fruit. • recognizes the impact of climate change on fruit cultivation and adaptation strategies. • understands principles of biosecurity, pest management, and plant health in historic settings. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can assess and apply appropriate pruning and training techniques for different fruit species and explain the choices. • can use and maintain appropriate tools and supports for trained fruit cultivation. • can evaluate and select suitable cultivars and rootstocks based on historical, horticultural, and environmental factors. • can identify and address risks such as pests, diseases, and climate-related challenges, and implement maintenance strategies for long-term plant health and sustainability |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on managing trained fruit in historical gardens. • can plan and carry out tasks and projects on managing trained fruit in kitchen gardens, both alone and as a participant in a group, and in line with ethical requirements and guidelines. • can exchange views with others with a background in restoring historic garden soils and participate in discussions about the development of good practice. | |

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|  GARDEN CONSERVATION | | <h2 style="margin: 0;">Craft Skills for Garden Conservation</h2> <p style="margin: 0;">- finding, developing, and sharing best practice in garden conservation</p> | |
| Title of the Unit: | | U4. Ornamental Plants in Historic Gardens. | Version no. 1 – 21.05.24 |
| Description: | | <p>Ornamental plants have played a crucial role in historic gardens, reflecting the artistic, cultural, and horticultural trends of different periods and regions. Understanding their historical context, preservation, and restoration is essential for maintaining the authenticity and integrity of these gardens.</p> <p>This course explores the use of ornamental plants in historic gardens, focusing on how they were selected, cultivated, and designed in various time periods. Participants will learn how to assess, conserve, and, when necessary, restore or reintroduce these vital elements while balancing historical accuracy with modern sustainability practices.</p> <p>The course consists of a webinar and a hands-on workshop. The webinar covers key topics such as reconstructing historical gardens, selecting appropriate plant species and designs, and tracking historical plant records. It also examines significant movements in garden history, including the 18th-century landscape movement, 19th-century plant breeding advancements, and the introduction of carpet bedding in the Nordic countries. Additionally, the webinar highlights efforts in preserving endangered cultivars and maintaining national gene banks.</p> <p>The workshop provides practical experience in analysing and interpreting historical planting plans within selected gardens. Participants will engage in hands-on activities to evaluate plant choices, develop conservation strategies, and ensure the long-term sustainability of historic garden plantings.</p> | |
| EQF Level: | | 6.1 | |
| Learning Outcomes | | | |
| CSGC U-1 | Code | Competence | |
| | | Knowledge | Skills |
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| Introduction to the History of Ornamental plants | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • understands the historical significance, design principles, and cultural context of ornamental plants in historic gardens. • recognizes the influence of different historical periods on plant selection and garden design. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can assess historical planting plans and make informed decisions on conservation and restoration strategies. |
| | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • can communicate knowledge about ornamental plants, their history, and conservation to a broad audience. • can work independently and collaboratively in managing ornamental plant collections within historic gardens. | |
| 1.2 | U4 1.2 | |

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| Management of Ornamental plants in Historic Gardens | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key horticultural practices for the conservation, restoration, and reintroduction of ornamental plants. • understands the role of plant records in documenting and managing historic plant collections. • is familiar with sustainability principles and strategies for maintaining biodiversity in historic gardens | <p>Skills.</p> <p>The participant</p> <ul style="list-style-type: none"> • can identify, document, and manage ornamental plant collections within historic gardens. • can apply appropriate traditional techniques, like propagation, to preserve the original plant material in the garden. • can collaborate with professionals and stakeholders to develop best practices for preserving ornamental plant heritage. |
| | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • can contribute to the ongoing research, development, and innovation in the field of historic garden management. • can apply ethical considerations in the restoration and conservation of historic plantings. | |



Craft Skills for Garden Conservation


- finding, developing and sharing best practice in garden conservation

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| Title of the Unit: | | U5 – Trees in Climate Change in Historic Gardens | Version no. 2 – 21.10.2024 |
| Description: | | <p>Trees are important design elements and give parks and gardens structure. Trees have direct benefits for the site, the other plants and the people, e.g. by giving shade or enhancing the air quality.</p> <p>While trees needed limited care for many decades, many of them are for some years now a cause for concern or have already become patients in garden maintenance. Climate change with high temperatures, very low rainfall, sinking ground water levels or increasing storm events etc. has rapidly increased diseases and deaths of many trees – often the very old and the monument characteristic ones.</p> <p>This unit offers information and learning options related to:</p> <ul style="list-style-type: none"> • Importance of trees for the cultural heritage of our parks and gardens in different epochs • Historical cultivation, planting and care techniques in the design with trees • Challenges in dealing with trees in climate change <p>Modern practices and hands-on guidance will be given related to:</p> <ul style="list-style-type: none"> • Mapping: How to use modern system of digital recording of the tree population in the park for understanding the historical intentions and development of the tree population • Tree inspection: How to examine the population of individual veteran trees and damaged trees • Reinforcement and revitalization: When and how to vitalize the sensitive tree population • Practical tree maintenance: Using visual analysis of the trees to help understand its condition for finding maintenance strategies • Plantings under trees: Improving site conditions by planting vegetation under veteran trees | |
| EQF Level: | | 6.1 | |
| Learning Outcomes | | | |
| CSGC U-1 | Code | Competence | |
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| 1.1 Trees as elements in historic garden design | U5 1.1 | Competence: The participant can read trees as important design elements historic structures. | Skills: The participant <ul style="list-style-type: none"> can identify and map trees in historic gardens and place them in a cultural, aesthetic and ecological context. |
| | | Knowledge: The participant <ul style="list-style-type: none"> knows the role of trees in historic gardens, including their cultural, aesthetic, and ecological significance. | |
| 1.2 History of tree cultivation, current production and use | U5 1.2 | Competence: The participant <ul style="list-style-type: none"> knows about the origins, times and reasons for planting different trees in historic parks and gardens, and can select, grow or source suitable trees for replanting. | |
| | | Knowledge: The participant <ul style="list-style-type: none"> has knowledge of historical and modern tree cultivation, planting, and maintenance techniques. | Skills: The participant <ul style="list-style-type: none"> can source and select appropriate tree species for historic gardens, balancing ecological needs and heritage preservation. |
| 1.3 The various forms of climate change and their impact on trees | U5 1.3 | Competence: The participant <ul style="list-style-type: none"> understands that climate change can affect historic parks and gardens and their trees in a variety of ways and is able to identify, assess, monitor and map risks and ongoing developments | |
| | | Knowledge: The participant <ul style="list-style-type: none"> recognizes key climate change impacts on trees, including temperature shifts, drought, storms, and disease. | Skills: <ul style="list-style-type: none"> The participant can carry out an appropriate risk assessment and |

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| | | | develop a suitable strategy for risk minimisation and preventive measures |
| 1.4 Climate adaptation and mitigation measures with trees | U5 1.4 | Competence: The participant <ul style="list-style-type: none"> • Can make informed decisions, alone and as a part of a group, based on research, ethical considerations, and professional standards. | |
| | | Knowledge: The participant <ul style="list-style-type: none"> • understands adaptation- and mitigation strategies for managing trees in changing climatic conditions, and their limitations in historic landscapes. | Skills: The participant <ul style="list-style-type: none"> • can evaluate and implement suitable strategies for climate adaptation and mitigation in tree management • can utilize modern tools and technologies for tree documentation, diagnosis, and care. |
| 1.5 Practical tree care measures | U5 1.5 | Competence: <ul style="list-style-type: none"> • can work independently and collaboratively to assess, maintain, and restore tree populations in historic gardens. • can communicate tree management strategies to stakeholders, including professionals, policymakers, and the public. • is aware of innovation and sustainability practices in tree conservation and climate adaptation. | |
| | | Knowledge: <ul style="list-style-type: none"> • is familiar with research and best practices in tree conservation and management of trees in historic | Skills: <ul style="list-style-type: none"> • can apply appropriate maintenance and conservation methods, such as revitalization, reinforcement, and underplanting. |

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| | | landscapes, like tree inspection, understorey planting and cutting techniques. | <ul style="list-style-type: none"> can assess the health and risks of trees in historic gardens using mapping, inspection, and analysis techniques. |
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|  | | <h2 style="text-align: center;">Craft Skills for Garden Conservation</h2> <p style="text-align: center;">- finding, developing, and sharing best practice in garden conservation</p> | |
| Title of the Unit: | | U6 – Hedges and Topiary cultivation in Historic Gardens | Version no. 1 – 21.05.24 |
| Description: | | <p>Hedges and topiary are important structural and decorative elements of most historic gardens. The creation, maintenance and restoration of these elements require significant skills. Today these gardens are mostly maintained with contemporary power tools, but this webinar will present the historical gardening practice as well as contemporary solutions. Furthermore, the webinar will present the function and aesthetics of hedges and topiary in historic gardens as well as their creation and reconstruction. We will also discuss questions about plant choices then and now and traditional versus modern technology for maintaining hedges and topiary. In summary, the webinar will consider hedges and topiary from the perspective of cultural heritage, sustainability and biodiversity as well as the effects of climate change.</p> <p>The webinar provides a theoretical background, and the workshop contributes with hands on practice within Hedges and Topiary cultivation in Historic Gardens.</p> | |
| EQF Level: | | 6.1 | |
| Learning Outcomes | | | |
| CSGC U-6 | Code | Competence | |
| | | Knowledge | Skills |
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| <p>Historic design and management of high hedges</p> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of historic design and management of high hedges and can apply it to their work with high hedges in historic gardens. • has knowledge of key topics, theories, issues, processes, tools, and methods within historic design and management of high hedges. • knows about research, development work and good examples within design and management of high hedges in historic gardens. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • has skills in the management of high hedges with historical tools. • can apply professional knowledge on management and restoration of high hedges in historic gardens and explain their choices. • can reflect on own professional practice in management and restoration of high hedges in historic gardens and adjust this under guidance. |
| | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional issues on management of high hedges in historic gardens. • can plan and carry out tasks and projects on management and restoration of high hedges in historic gardens, both alone and as a participant in a group, and in line with ethical requirements and guidelines such as the Florence Charter. • can exchange views and participate in discussions with others with a background in managing high hedges in historic gardens and thereby contribute to the development of good practice. | |
| <p>U6 6.2</p> | | |

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| <p>6. 2 <i>Maintaining topiary and boxwood hedges in historic gardens</i></p> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, issues, tools, and methods within management and restoration of topiary and boxwood hedges in historic gardens. • knows about the history of topiary and boxwood hedges, its traditions, uniqueness, and its place in society in different regions of Europe. • Can apply the knowledge in practical and theoretical problem-solving of management and restoration of topiaries and boxwood hedges. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • have skills in the traditional craft of maintaining topiary and boxwood hedges in historic gardens. • can reflect on own professional practice in management of topiary and boxwood hedges and adjust this under guidance. • can perform thinning on boxwood hedges. • can sharpen the necessary tools for maintenance of topiary and boxwood hedges. |
| | <p>Competence:</p> <p>The participant</p> | |

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| | | <ul style="list-style-type: none"> • has insight into professional issues on management of topiary and boxwood hedges in historic gardens. • can plan and carry out tasks and projects on management and restoration of topiaries and boxwood hedges in historic gardens, both alone and as a participant in a group, and in line with ethical requirements and guidelines such as the Florence Charter. • can exchange views and participate in discussions with others with a background in managing topiaries and boxwood hedges in historic gardens and thereby contribute to the development of good practice. | |
| 6.3 Historic and contemporary boxwood alternatives | U6 6.3 | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of historic and contemporary boxwood alternatives. • knows and can update their knowledge about research, development work and good examples of historic and contemporary boxwood alternatives and the reasons to use different alternatives. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can reflect on own professional practice in management and restoration of historic and contemporary boxwood alternatives and adjust this under guidance. |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues, such as authenticity and plant health, related to historic and contemporary boxwood alternatives in historic gardens. • can choose historic or contemporary boxwood alternatives wisely in relation to the specific garden and explain their choices. • can plan and carry out tasks and projects on restoring historic or contemporary boxwood alternatives, both alone and as a participant in a group, and in line with ethical requirements and guidelines such as the Florence Charter. • can exchange views with others dealing with historic and contemporary boxwood alternatives and participate in discussions about the development of good practice. | |
| 6.4 | U 6 6.4 | | |

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| <p>Contemporary management of high hedges in historic gardens</p> | | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> has knowledge of contemporary methods for management of high hedges in historic gardens and can apply these to their work in historic gardens. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> can apply relevant contemporary methods for management of high hedges in historic gardens. |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> can choose historic or contemporary management methods wisely in relation to the specific garden and justify their choices. | |
| <p>6.5 Ecosystem services of urban hedges</p> | <p>U6 6.5</p> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> has knowledge of the ecosystem services provided by urban hedges. knows about research, development work and good examples of ecosystem services of urban hedges. knows about the history of soil management, its traditions, uniqueness, and its place in society in different regions of Europe. can apply the knowledge in practical and theoretical problem-solving of ecosystem services of urban hedges. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> can choose plant material to improve ecosystem services. |
| | | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> has insight into professional and ethical issues such as authenticity and ecosystem services of hedges in historic gardens. | |


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| | <ul style="list-style-type: none"> • can apply ecosystem service deliverance to historic plant material. |
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|  | <h2 style="text-align: center;">Craft Skills for Garden Conservation</h2> <p style="text-align: center;">- finding, developing, and sharing best practice in garden conservation</p> | |
| Title of the Unit: | U7 – Management of Orangerie Plants in Historic Gardens | Version no. 1 – 21.10.24 |
| Description: | <p>Orangeries can be considered as a kind of symbiosis between plants and garden architecture. Some plants would not be able to survive in our climate without the protection delivered by the orangeries and without the plants, orangeries would be meaningless and not even exist. The exchange of knowledge about the care and maintenance of the plant stocks in the orangeries, about the preservation and development of the orangerie buildings and related outdoor spaces and the about plant design and practical horticultural expertise are important.</p> <p>This unit includes best practices and lessons learnt during a webinar and a workshop.</p> <p>The webinar studied orangeries, their plants and their structures by input from international experts. On practical gardening planting substrates, water and nutrient requirements, plants in the winter quarters, pruning and repotting were considered. Orangerie buildings and their structures were discussed by their history, their modernisation (e.g. to reduce the carbon footprint) and the design of the spaces around the buildings.</p> <p>The unit includes the outcomes of the practical workshop which covers presentations and hands-on activities like grafting, pruning / bending / tying, soil mixtures, feeding, biological disease control and identification of the huge variety of citrus plants.</p> | |

| EQF Level: | | 6.1 | |
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| Learning Outcomes | | | |
| CSGC U-1 | Code | Competence | |
| | | Knowledge | Skills |
| 1.1 <i>The history and current issues of orangeries and orangery plants</i> | U7 1.1 | Knowledge: The participant <ul style="list-style-type: none"> has knowledge about the start and evolution of citrus collections and orangeries and can apply these to identify the origins, qualities and deficits of these structures and resources. | Skills: The participant <ul style="list-style-type: none"> can apply relevant results and methods of cultural and natural history for investigations in the record of citrus collections and typologies of orangeries. |
| | | Competence: The participant <ul style="list-style-type: none"> can exchange opinions and experiences with others with a background in the field and thereby contribute to the care of the values of citrus collections and orangery buildings and the restoration according to their heritage. | |
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| <p>1.2 Management of citrus plants, collections and orangery buildings</p> | <p>U7 1.2 Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within management and restoration of citrus collections and individual orangery plants and conditions for their hibernation in orangeries. • knows about research, development work and good examples of collections of orangery plants and orangery buildings and related structures. • based upon the knowledge about the history of citrus collections and orangeries, the participant can develop strategies and measures for their maintenance, improvement and appropriate communication with visitors. • knows the traditional skills and recent experiences in practical and theoretical problem-solving of management and restoration orangeries and their plants. • can update their knowledge on management of orangery plants and orangery structures and their development or restoration. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply professional knowledge on management of orangery plants and restoration of historic collections and orangery building to practical and theoretical issues and explain the choices. • can reflect on own professional practice in management of orangery plants and their development and adjust this – asking for further guidance and expert advice if needed. • can provide appropriate soil mixtures, feeding and biological disease control to ensure good growing conditions and healthy plants. • can identify and apply the best methods and techniques of grafting, pruning / bending / tying citrus plants. • can implement recent findings of advanced methods and materials in their care and upgrading of citrus collections, orangery plants and historic and modern orangeries. |
| | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional, cultural and ethical values and issues of caring for orangery plants in historic gardens. | |

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| | <ul style="list-style-type: none"> • can plan and carry out tasks and projects on maintaining and enlarging citrus collections, both alone and as a participant in a group, and in line with ethical requirements and guidelines. • can exchange views with others, including the public, with a background in the care for orangery plants and orangeries and restoring or enhancing them in the context of historic gardens and participate in discussions about the development of good practice. |
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|  | <h2 style="text-align: center;">Craft Skills for Garden Conservation</h2> <p style="text-align: center;">- finding, developing, and sharing best practice in garden conservation</p> | |
| Title of the Unit: | <h3>U8 – Pathways and dry-stone wall management in Historic Gardens</h3> | Version no. 1 – 21.05.24 |
| Description: | <p>Pathways and stone walls are structural core elements of most historic gardens. The pathways of the garden might be hidden under layers of soil and only faintly detectable. They vary in the materials that are used, in durability and purpose. What could be the history of a certain pathway and how can it be maintained sustainably into the future? Behind stone walls in historic gardens and the landscape surrounding them lies a diverse history. Masonry techniques, materials, maintenance work and the ecological impact depend on their age, context and surroundings. The building, maintenance and restoration of these structures require significant skills both concerning practical workmanship as well as a deep understanding of their diverse values. This webinar will present different approaches and teachings from a variety of international experts concerning these two elements that is both a part of the green and the built cultural heritage in historic gardens. In the workshop we will practice</p> <ul style="list-style-type: none"> - the English, the French and Swedish historical management regimes for pathways - Dry-stone wall analysis - pinning a dry-stone wall - deconstructing a dry-stone wall - breaking and trimming stones - rebuilding a dry-stone wall | |

| | Challenges due to climate change will be discussed as well as how modern technology can be used for documentation before deconstructing and re-laying stone structures. We will address how to collect knowledge of a craft that in some parts of the world is diminishing rapidly and how to spread it both for professionals and the public. | | |
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| EQF Level: | 6.1 | | |
| Learning Outcomes | | | |
| CSGC U-1 | Code | Competance | |
| | | Knowledge | Skills |
| 1.1 <i>Archaeological surveying of pathways and reconstruction</i> | U8 1.1 | Knowledge: The participant <ul style="list-style-type: none"> has knowledge of scientific methods in Garden Archaeology and can apply these to their work in restoration of historic garden pathways. | |
| | | Competence: The participant can exchange opinions and experiences with others with a background in the field and thereby contribute to the development of good practise in restoration of garden pathways. | |
| 1.2 | U8 1.2 | | |

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| <p><i>Sustainable and historical maintenance of pathways in historical gardens.</i></p> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, tools, and methods within sustainable and historical maintenance of pathways in historical gardens. • knows about research, development work and good examples within restoration of historic garden pathways. • knows about the history of pathway management; for instance, the English management regime for pathways and the French-Swedish management regime for pathways. • can apply the knowledge in practical and theoretical problem-solving of management and restoration of garden pathways. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • has skills in sustainable and historical maintenance of pathways in historical gardens. • can reflect on own professional practice in management and restoration of historic garden pathways and adjust this under guidance. • can find, evaluate, and refer to information on management and restoration of historic garden pathways, and use this to enlighten an issue in historic gardens. • can use modern, sustainable pathway management techniques and consider them for use in management and restoration of historic garden pathways. |
| | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on sustainable and historical maintenance of pathways in historical gardens. • can plan and carry out tasks of management of historic garden pathways, both alone and as a participant in a group, and in line with ethical requirements and guidelines like the Florence Charter. • can exchange views with others with a background in managing pathways in historic gardens and participate in discussions about the development of good practice. | |
| <p>1.3</p> | <p>U8 1.3</p> | |

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| Management and restoration of dry-stone walls | Knowledge: The participant <ul style="list-style-type: none"> • has knowledge of key topics, issues, processes, tools, and methods within management and restoration of dry-stone walls. • knows about the history of dry-stone wall management, its traditions, uniqueness, and its place in society in different regions of Europe. • Can apply the knowledge in practical and theoretical problem-solving of management and restoration of dry-stone walls in historic gardens. | Skills: The participant <ul style="list-style-type: none"> • can practice minor projects of documentation, deconstruction of damaged parts and restoration of dry-stone walls • can identify and discuss commonly occurring damages to retaining walls and work with maintenance on them. • can practice everyday management on dry stone walls in historic gardens. |
| | Competence: The participant <ul style="list-style-type: none"> • has insight into professional and ethical issues on managing and restoring dry stone walls in historic gardens. • can plan and carry out tasks and projects on managing and restoring dry stone walls in historic gardens, both alone and as a participant in a group, and in line with ethical requirements and guidelines such as the Florence Charter. • can exchange views with others with a background in managing and restoring dry stone walls in historic gardens and participate in discussions about the development of good practice. | |

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|  | <h2>Craft Skills for Garden Conservation</h2> <p>- finding, developing, and sharing best practice in garden conservation</p> | |
| Title of the Unit: | U9 – Ponds and fountains in Historic Gardens | Version no. 1 – 15.10.24 |
| Description: | During this unit, we outline the role of water bodies, fountains and water conduits in historic gardens, their technical background, preservation and maintenance. We explore how climate change effects water supply methods, which can | |

| | | <p>also affect the restoration of fountains and ponds. Many European gardens were influenced by Dutch designs that have water as a key element but have lost the skills to maintain and manage them. Others struggle in this period of climate change with the wide fluctuations of water supply, causing both prolonged period of drought and periods of flooding.</p> <p>This unit gives a theoretical background for the topic Ponds and fountains in Historic Gardens. It gives introductions and technical insight in the development of water features and water management methods in history. It shows different examples on designing with water and water management in the past and in different regions of Europe.</p> <p>The unit offers lectures and practise in different techniques and different tools in</p> <ul style="list-style-type: none"> - Tracing back old water systems. Reading the landscape and incorporating geological and cultural history of the area. - Methods of maintenance of preserved, renovated and restored fountains and water supply systems. - How these can be applied to heritage garden water bodies and the craft skills and methods associated with it. - How do water bodies improve the microclimate/mitigate climate change? - How can we use older water management methods to solve present day issues? - Maintaining the quality / purity of the water to save animal and plant biodiversity. | |
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| EQF Level: | | 6.1 | |
| Learning Outcomes | | | |
| CSGC U-7 | Code | Competence | |
| | | Knowledge | Skills |
| 1.1 <i>Introduction to historical water features and water management</i> | U9 1.1 | <p>Knowledge: The participant</p> <ul style="list-style-type: none"> • has knowledge of scientific methods and historical developments in water management and can apply these to their work in restoration of historic water features and water management systems. | <p>Skills: The participant</p> <ul style="list-style-type: none"> • can apply relevant methods in Water Management for investigations in restoration of historic water features and water management systems. |
| | | <p>Competence: The participant</p> | |

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| | | <ul style="list-style-type: none"> • can exchange opinions and experiences with others with a background in the field and thereby contribute to the development of good practise in restoration of water features and water management systems. | | | | |
| <p>1.2</p> <p>Management and restoration of historic water features</p> | <p>U9</p> <p>1.2</p> | <table border="1"> <tr> <td data-bbox="488 347 1299 1225"> <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within management and restoration of historic water features and water management systems • knows about research, development work and good examples within restoration of historic water features and water management systems. • knows about the history of historic water features and water management systems, its traditions, uniqueness, and its place in society in different regions of Europe. • can apply the knowledge in practical and theoretical problem-solving of management and restoration of historic water features and water management systems. • can update their knowledge on management and restoration of historic water features and water management systems. </td> <td data-bbox="1299 347 2047 1225"> <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply professional knowledge on management and restoration of historic water features and water management systems to practical and theoretical issues and explain their choices. • can reflect on own professional practice in management and restoration of historic water features and water management systems and adjust this under guidance. • can find, evaluate, and refer to information on management and restoration of historic water features and water management systems, and use this to enlighten an issue in historic gardens. • can make use of the geology of the area and the layered cultural heritage of water ways to design solutions concerning water management • can use both historical techniques, such as Venturi effect, ram pumps and puddled clay and modern, sustainable water management techniques such as closed water circuits, drainage basins, computerized hydraulics and modern lining materials. </td> </tr> <tr> <td colspan="2" data-bbox="488 1225 2047 1366"> <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on restoring historic water features and water management systems. </td> </tr> </table> | <p>Knowledge:</p> <p>The participant</p> <ul style="list-style-type: none"> • has knowledge of key topics, theories, issues, processes, tools, and methods within management and restoration of historic water features and water management systems • knows about research, development work and good examples within restoration of historic water features and water management systems. • knows about the history of historic water features and water management systems, its traditions, uniqueness, and its place in society in different regions of Europe. • can apply the knowledge in practical and theoretical problem-solving of management and restoration of historic water features and water management systems. • can update their knowledge on management and restoration of historic water features and water management systems. | <p>Skills:</p> <p>The participant</p> <ul style="list-style-type: none"> • can apply professional knowledge on management and restoration of historic water features and water management systems to practical and theoretical issues and explain their choices. • can reflect on own professional practice in management and restoration of historic water features and water management systems and adjust this under guidance. • can find, evaluate, and refer to information on management and restoration of historic water features and water management systems, and use this to enlighten an issue in historic gardens. • can make use of the geology of the area and the layered cultural heritage of water ways to design solutions concerning water management • can use both historical techniques, such as Venturi effect, ram pumps and puddled clay and modern, sustainable water management techniques such as closed water circuits, drainage basins, computerized hydraulics and modern lining materials. | <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on restoring historic water features and water management systems. | |
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| <p>Competence:</p> <p>The participant</p> <ul style="list-style-type: none"> • has insight into professional and ethical issues on restoring historic water features and water management systems. | | | | | | |

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| | | <ul style="list-style-type: none">• can plan and carry out tasks and projects on restoring historic water features and water management systems, both alone and as a participant in a group, and in line with ethical requirements and guidelines.• can exchange views with others with a background in restoring historic water features and water management systems and participate in discussions about the development of good practice. |
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