



## Higher National Unit specification

### General information for centres

**Unit title:** Landscape Design History

**Unit code:** F1JB 35

**Unit purpose:** This Unit enables candidates to recognise and describe key styles in the history of landscape design from Roman times to the present and to identify the factors responsible for the process of change and evolution within designed landscapes.

On completion of the Unit the candidate should be able to:

- 1 Describe key styles in the history of landscape design.
- 2 Interpret the history and evolution of a designed landscape.

**Credit points and level:** 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Entry to this Unit is at the discretion of the delivering centre. No prior knowledge or skills are required for this Unit although an interest in horticulture and the designed landscape would be of some value.

**Core Skills:** There are opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** This Unit may be delivered as part of a Group Award or free standing for professional or personal development. If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** The assessment methods adopted should reflect the teaching /learning approaches of the individual centres offering this Unit. Outcomes 1 and 2 should be assessed separately, possibly using separate student centred research projects as instruments of assessment covering the knowledge and/or skills section and Evidence Requirements of each Outcome.

## **Higher National Unit specification: statement of standards**

**Unit title:** Landscape Design History

**Unit code:** F1JB 35

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Describe key styles in the history of landscape design

#### **Knowledge and/or Skills**

- ◆ Key styles
- ◆ Plant range and uses
- ◆ Landscape examples
- ◆ Reasons for change

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can correctly:

- ◆ identify and describe the key styles in the history of landscape design
- ◆ identify and describe named examples of typical landscapes
- ◆ describe the range of plants and their use in typical landscapes
- ◆ describe the social, cultural and economic factors responsible for the development of individual styles

#### **Assessment Guidelines**

This Outcome could be assessed by an assignment involving student centred research into some of the key stages in landscape design history leading to the production of an illustrated report or portfolio(s).

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Landscape Design History

### **Outcome 2**

Interpret the history and evolution of a designed landscape

#### **Knowledge and/or Skills**

- ◆ Interpretation of a landscape
- ◆ Evolution
- ◆ Reasons for change

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can correctly:

- ◆ interpret and describe the features of a designed landscape
- ◆ describe the evolution of the designed landscape from its creation to the present day
- ◆ identify any historic, economic, social and cultural factors responsible for change in the landscape

#### **Assessment Guidelines**

This Outcome could be assessed by an assignment involving student centred research into a chosen designed landscape from a suitable historic period (Roman or later), leading to the production of an illustrated report or portfolio describing the landscape, its evolution and the factors responsible for change.

## Administrative Information

**Unit code:** F1JB 35  
**Unit title:** Landscape Design History  
**Superclass category:** SA  
**Original date of publication:** August 2007  
**Version:** 01

### History of changes:

| Version | Description of change | Date |
|---------|-----------------------|------|
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**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Landscape Design History**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit aims to make candidates aware of the key styles in the history of landscape design within a European context from Roman times to the present, and to enable them to identify the range of factors responsible for the process of change and evolution ongoing within all designed landscapes.

It may however be necessary to mention non-European, pre-Roman landscapes (for example near and middle eastern civilisations such as the Sumerian, Babylonian, Persian, Egyptian, and Indian, and far eastern cultures such a Chinese and Japanese) in order to enhance understanding of the context from which European landscape design arose.

Outcome 1. The styles investigated in this Outcome could include Roman, Moorish(Spain), Medieval, Italian Renaissance, French Grand Manner, Rococco, Chinoiserie, English landscape, Gardenesque, Victorian, English Flower Garden, Edwardian, Plantsman, Modern, Post Modern, Minimalist, Prairie.

The defining characteristics of each style, named examples, key personalities involved in its development, and the range and use of plant materials should be looked at.

Also factors responsible for the change and development of landscapes should be identified and examined, for example social, economic, climatic, political, cultural, philosophical, ideological and historical factors.

Outcome 2 examines the evolution of a selected designed landscape from its creation to the present day, for example a park or public space, a garden or estate; private, public, in trust, or local authority, or any other suitable area. Firstly the candidate should look at the area objectively, interpreting and describing the physical features on the site as they are now. These should include built and natural structures, roads and paths, planted areas, water features etc. The candidate should then research into the sites history and evolution, gathering evidence on how it looked in the past and of any changes that have occurred. Finally the factors responsible for such changes should be investigated. Again these may include social, economic, climatic, political, cultural, philosophical, ideological and historical factors.

### **Guidance on the delivery and assessment of this Unit**

This Unit is likely to form part of a Group Award at HN level, designed to provide the candidate with technical or professional knowledge and skills for a specified occupational area. The Unit may also stand-alone for candidates who wish to undertake it for personal or professional development.

The method of delivery and the assessment procedures adopted should reflect the teaching/learning approaches of the individual centres presenting the Unit.

## Higher National Unit specification: support notes (cont)

### Unit title: Landscape Design History

Outcome 1 could be taught in a classroom situation including formal lectures and classroom discussion and would utilise handouts and class exercises, maps, plans, illustrative materials, the internet and other sources and may include class visits.

The assessment is a student centred research project. It is suggested that the students undertake research into two distinct and contrasting design styles. These styles should be separate and distinct both chronologically and geographically.

For each style they should describe the defining features giving three named examples of typical landscapes, explore plant range and plant usage in each, mention individuals or personalities associated with the style and look at the factors responsible for the styles development. The results of the research should be presented in two illustrated reports or portfolios.

Outcome 2 could be assessed by means of a student centred research project into the history and evolution of a selected designed landscape from its creation to the present day, leading to the production of an illustrated report or portfolio. The candidate should choose an area that is, where possible, local and familiar to them. Each individual student should research into a separate site. Where students are having difficulty in selecting a site they should consult and discuss possible options with the lecturer. Their research may involve investigation in the field, interviews, visits to local libraries and museums, internet searches and any other appropriate research methods. Evidence for inclusion in the report could include written information, plans, maps, drawings, photographs, illustrations and pictures.

### *Opportunities for developing Core Skills*

There may be opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

### Open learning

It may be possible to deliver both Outcomes of this Unit through Open Learning.

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Landscape Design History

This Unit is an introduction to the history of landscape design in Europe from the Roman times to the present day. It will look at the key styles that arose as designed landscapes evolved and changed.

The main characteristics of each identifiable style will be explored, along with named examples of typical landscapes, the plants that were used and where appropriate, any individuals associated with specific style movements.

All designed landscapes change and evolve with time from the point of their creation. The Unit will highlight the factors responsible for such changes. These may include social, economic, climatic, political, cultural, philosophical, ideological and historical factors.

The Unit also provides an opportunity to select, explore and research a specific designed landscape, describing the area as it is at present and looking into its history and development. Again the reasons responsible for specific change in this area will be investigated.

On completion of this Unit you should be able to:

- 1 Describe key styles in the history of landscape design.
- 2 Interpret the history and evolution of a designed landscape.

Both Outcomes 1 and 2 will be assessed by means of student centred research projects with an illustrated report produced for each.