

**SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION**

**BA (Hons) Landscape Architecture**

**STUDENT HANDBOOK**

**2011-2012**



**UNIVERSITY  
of  
GREENWICH**

## **PREFACE**

Welcome to the School of Architecture, Design & Construction.

This *Programme Handbook* contains important information relating to your specific Programme of Studies. It is complemented by the *General Information Student Handbook* (blue cover) , which gives essential information useful to all students in the School on accessing online information, assessment, pastoral care and assistance, University regulations, etc...

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

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***Disclaimer:***

*The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.*

*It is the intention of the School of Architecture, Design & Construction to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.*

*You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.*

## 1. PROGRAMME DETAILS

Award	Title	Approved Mode of Study	Programme Banner Code	UCAS code (if applicable)
BA (Hons)	Landscape Architecture	Full Time Part Time	P01108	K310

## 2. PROFESSIONAL ACCREDITATION

The Programme is recognised by the Landscape Institute and there is an ongoing review process which ensures that students and graduates gain professional recognition of their studies. The BA provides the first step towards professional membership of the chartered institute as well as a broad foundation for landscape designers wishing to go into related areas via postgraduate studies into related areas. In the light of European legislation supporting free movement of professionals within the EU / EEA areas recognition within the wider European context is increasingly important. The programme is also on the approved list of the European Foundation for Landscape Architects (EFLA) and compatibility and comparability with the standards and requirements of professional associations and bodies abroad is assured.

## 3. PROGRAMME TEAM

<i>Full time or fractional f/t School of Architecture, Design and Construction (with courses from this portfolio taught in italics)</i>		
Robert	Holden	Principal Lecturer, Head Department of Landscape and Garden Design. Programme Leader PG Cert Landscape Design, Diploma Landscape Design, MA Landscape Architecture, MA Garden Design/ <i>Hard and Soft Materials/ Landscape Basic Design/ Site Design/ Advanced Landscape Design 1 + 2/</i>
Dr Benz	Kotzen	Senior Lecturer, Programme Leader MSc Landscape Planning and Assessment, <i>Theme Project/ Landscape Assessment and Design/ Techniques of Landscape Assessment/ Urban Development Project</i>
Jamie	Liversedge	Senior Lecturer, BA Landscape Architecture Programme Leader/ <i>Landscape Basic Design/ Site Design/ Hard and Soft Landscape/ Landscape Engineering,</i>

Professor Alan	Powers	Professor, <i>Landscape and Garden Design Precedents.</i>
Tom	Turner	Principal Lecturer, Programme Leader: PG Cert Garden History, MA Garden History <i>Theme Project/ Landscape Assessment and Design/ Techniques of Landscape Assessment/ Urban Development Project</i>
David	Watson	Senior Lecturer (0.7) <i>Landscape Digital Design/ CAD and Visualisation</i>

<b><i>Full time Hadlow College</i></b>		
Annie	Evans	Hard and Soft Materials
Caroline	Jackson	Foundation Garden Management Programme Leader <i>Hard and Soft Materials</i>
Sarah	Morgan	Faculty Manager, BA (Hons) Garden Design Programme Leader <i>Planting Design/ Hard and Soft Materials,</i>
Richard	Tilley	BSc Landscape Management Programme Leader, <i>Ecology and Conservation</i>

<b><i>Part-time School of Architecture and Construction</i></b>		
Rod	Chism	Planting Design
Rebecca	Cotton	Design with Nature
Julia	Fogg	Planting Design, Masterplanning, Technical Landscapes
Paula	Garvey	Landscape of Ideas, Place and Culture, Masterplanning
Duncan	Goodwin	Advanced Planting Design
Lynn	Harkness	Planting Design
Nick	Harper	Landscape Basic Design/ Site Design
Shona	Illingworth	Art and Context, Design and Communication
Jeremy	Linden	Design with Nature
Jean	Lineham	Planting Design

Elise	Liversedge	Site Design, Landscape Basic Design
Shelley	Mosco	Landscape Digital Design/ CAD and Visualisation/ GIS

*Note that the majority of the above part time staff are in professional practice and include principals and senior staff including Dan Pearson Associates, Capita Lovejoy, Macfarlane Wilder, etc. (see CVs).*

<i>Part-time Hadlow College</i>		
Carey	David	<i>Ecology and Conservation</i>

#### 4. PROGRAMME SPECIFICATION

##### UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION BA (Hons) Landscape Architecture

1. Awarding Institution/Body:	2. Teaching Institution:	3. Accredited by:	4. Final Award:	5. Programme Title/Department	6. UCAS Code:	7. QAA Benchmarking Gp(s):
University of Greenwich  <b>Date of review:</b> November 2010	University of Greenwich	Landscape Institute	Bachelor of Arts, Honours Degree (BA Hons)	Honours Degree BA (Hons) Landscape Architecture  School of Architecture and Construction Dept of Landscape & Garden Design	K310	Landscape Architecture (2007)

#### 8. Educational Aims of the Programme and potential Career destinations for Graduates

The aims of the programme are to:

1. The primary aim is to produce creative and imaginative landscape designers with a broad knowledge and range of confident, effective professional skills
2. To produce landscape architects that can work both collaboratively or independently with initiative and thoughtfulness.
3. To prepare students for future progression to the profession of landscape architecture and for year out practice
4. To provide a foundation for students wishing to pursue careers or advanced level study in related fields.
5. To provide a rich and stimulating academic experience; to motivate and inspire students.
6. To develop students' intellectual, practical and transferable key skills as specified in B,C,D below

Upon completion of the award, students may continue to a post graduate programme validated by the Landscape Institute such as the Diploma in Landscape Architecture or the MA Landscape Architecture and ultimately gain chartered status as landscape architects following a year in practice. Alternatively, student may seek employment or experience as a 'year-out' student in a landscape architecture practice, or employment in related

design fields such as public art, urban design, and development studies.

Employment in landscape architecture and garden design has been buoyant in the last decade. There has been a turn down as a result of the financial crisis in 2008 and the recession of 2008-9, but employment in the profession and area has held up better than employment in most parts of the construction industry. The International Labour Organization (ILO) has identified landscape architecture as one of the faster-growing professions (because a good environment is an income-elastic good) and gives the definition below (as a draft proposal) of the profession's activities (Updating the International Standard Classification of Occupations (ISCO) Draft ISCO-08 Group Definitions: Occupations in Design).

### **8b Summary of students Skills development within the Programme**

The programme should equip students with the skills that are essential to preparation for study and critical and reflective practice in landscape architecture. Students completing an honours degree in landscape architecture should be able to demonstrate their ability to:

- interpret a brief or develop one, dealing with both familiar and unfamiliar problems
- locate, analyse, synthesise and apply appropriate data and information to support development of solutions
- generate, develop and evaluate creative, innovative and appropriate solutions and proposals
- use relevant techniques and materials to specify and implement creative designs.

In addition, the programme will equip students with skills that are also essential to preparation for study and practice in landscape architecture but are not unique to this discipline. These generic skills are relevant to a wide range of other contexts and fields, including other environmental areas and professions as well as types of work which have no environmental emphasis. Students completing an honours degree in landscape architecture should be able to demonstrate their ability to:

- use an appropriate range of visual, verbal and written media, including both digital and non-digital methods, to develop and express landscape architectural ideas
- communicate effectively using visual, verbal and written skills, to exchange and review ideas, theories, findings, conclusions and proposals and present them to a range of audiences
- work effectively as an individual, using self-management, time and task management and personal reflection to reach consistent levels of achievement
- normally, work effectively in a group or team contributing to the achievement of common goals
- use communication and information technology effectively and appropriately in research, data handling

and development and presentation of solutions.

**A Knowledge and understanding of:** →

The diverse role of the Landscape Architect as defined in the Education Policy Document (1998) of the European Foundation for Landscape Architects (EFLA)

“The Landscape Architect: plans, designs and manages urban and rural landscapes that satisfy human and natural, aesthetic and functional requirements. These activities are based on the knowledge of the natural processes and cultural values that underlie a continuous process of formation of landscapes, and the opportunities and constraints encountered in the intervention in existing environments. This requires a methodological and functional expertise combined with creative talent, and is founded on knowledge of specific areas within humanities and the applied sciences and techniques”

- the processes of Art, Design and Communication and how they direct the conceptual development process
- developing ideas, concepts and strategies based on a sound knowledge of theories, subjects and issues relevant to landscape design, conservation and management;
- the functional needs and requirements of the site and society;
- application of this knowledge to a range of small and large scale landscapes.
- the allied professions of Architecture, Ecology, Engineering, Art, Planning, Land Sciences, Landscape Management
- the importance of land based science and sustainable technologies
- the use of computer based tools for presentation, drafting and design

**A Teaching and learning:**

The programme is organised in four horizontal streams: Design Project work, Design and Communication, Contextual studies and technical studies, within each stream the subject/ Skill clusters are developed through levels 1,2,3,. At each level the degree of complexity and the requirement to synthesise and cross refer increases (e.g. applying knowledge of history and theory to design project work, making sound aesthetic and design judgements in resolving technical issues etc.)

The development of knowledge and understanding is covered in the full range of courses at Level 1, 2 and 3, and enhanced by Design studio sessions and projects, Workshops, Seminars and Lectures, Tutorials and peer review, Intensive Charettes and Block Courses and Field Trips and Visits.

The development of specific discipline related computer based knowledge and understanding is covered and imbedded in the following courses at all levels , Design and Communication 1&2, Landscape Basic Design, Site Design, Digital Landscapes, Landscape Science and techniques, and Advanced Representation. (Adobe creative suite, AutoCAD, Key Terra-firma, Key Scape, Sketch Up)

<p>A range of seminal concepts, theories and methods, drawn from the related disciplines of Art, Design, Architecture and Horticulture: the biological sciences, ecology, and environmental management and landscape history.</p> <ul style="list-style-type: none"> <li>• appropriate knowledge bases and theoretical perspectives;</li> <li>• order and complexity in design</li> <li>• problem evaluation and amelioration.</li> <li>• a knowledge and understanding of landscape history and contemporary design influences</li> </ul> <p>The details of their subject specialism, allowing them to work as subject specialists within the broad landscape industry or associated fields of activity, to be able to advise on current practice and engage in discourse at a detailed level on current issues and new developments within the fields of:</p> <ul style="list-style-type: none"> <li>• the technical and practical aspects of landscape architecture</li> <li>• the environmental impact of landscape design</li> <li>• the principles of conceptual development and design processes</li> <li>• research into related sciences and technologies</li> <li>• professional standards and responsibilities in relation to Landscape Architecture and its related professions;</li> <li>• ethical issues related to landscape practice;</li> <li>• risk assessment, accident prevention and health and safety issues in design and the public realm.</li> <li>• The social, cultural and economic context of landscape practice.</li> </ul>	<p><b>A Assessment Methods:</b></p> <p>The general principles for assessment, progression, retrieval and final classification will be as set out in the University Academic Regulations for Taught Awards. Where professional bodies' requirements differ from those set out in the University Academic Regulations, the University seeks to accommodate them in a manner that ensures the professional credibility of both its curricula and its graduates.</p> <p>The programme is assessed using written examinations, written projects, workshop projects, verbal presentations, design project reviews and portfolio assessments.</p> <p>Assessment loading, the assessment strategy has been devised to ensure that assessment loading is evenly balanced and appropriate to the aims of the programme</p>
<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>▪ recognising and using appropriate theories, concepts and principles to develop resolved landscape designs in relationship to human scale;</li> <li>▪ understanding and developing a logical systematic approach to the design process;</li> </ul>	<p><b>B Teaching and learning</b></p> <p>Students will be involved in both group and individual critical reviews, where conceptual thought, analysis, synthesis and design resolution will be presented and discussed.</p>

<ul style="list-style-type: none"> <li>▪ applying creative, lateral or independent thinking techniques to functional landscape problems;</li> <li>▪ the ability to synthesise information and knowledge to plan and create appropriate design solutions;</li> <li>• applying knowledge and understanding to address familiar and novel problems;</li> <li>• recognising the moral and ethical issues of being a designer and appreciating the need for ethical standards and professional codes;</li> <li>• appreciation of the consequences of design decisions on natural systems and interrelationships between them;</li> <li>• understanding of the relationship between design and the cultural, economic and social processes and contexts in which it exists.</li> </ul>	<p>Each course will involve discussion of key issues, practice in applying concepts either orally, graphically 3-Dimensionally or by computer based presentation methods, and will include analysis and interpretation of material, and individual feedback sessions for learners on work produced. In combination with the independent research required for the planned coursework, these activities will all develop the intellectual skills specified.</p> <p><b>B Assessment Methods:</b></p> <p>Coursework, individual and group oral and PowerPoint presentations, composition of design reports, examinations.</p>
<p><b>C Subject Practical skills:</b></p> <p style="text-align: right;">—————→</p> <p><b>i) Design and Communication skills</b></p> <ul style="list-style-type: none"> <li>• be competent and imaginative designers capable of making resolved designs which satisfy aesthetic, functional and technical objectives;</li> <li>• to generate landscape design proposals which develop in scale, complexity and degree of resolution;</li> <li>• to have abilities in the generation, development and application of three-dimensional form to landscape design work;</li> <li>• be able of independent thinking and with a systematic approach to the design process;</li> <li>• to have good drawing, writing and verbal communication skills enabling both</li> </ul>	<p><b>i) Design and Communication skills</b></p> <p><b>C Teaching and learning</b></p> <p>Students will be involved in developing both group and individual work that explores the creative and aesthetic nature of these skills, conceptual thought and design processes will be presented and discussed.</p> <p>Each course will involve discussion of key issues, practice in applying concepts either orally, graphically, 3-Dimensionally</p>

<p>creativity and good communication</p> <ul style="list-style-type: none"> <li>• to be able to present a portfolio which demonstrates a high level of cogitative and imaginative thought across the full range of their art, design and three-dimensional work.</li> </ul> <p><b>i) Practical investigation skills</b></p> <ul style="list-style-type: none"> <li>• to be able to produce critical survey and analysis work , including S.W.O.T, S.O.C and Z.V.I appraisals</li> <li>• to identify and use a range of woody and herbaceous plants and to understand the scientific factors and growth media which affect plant growth.</li> <li>• to produce a Phase I Ecological Habitat survey</li> <li>• to be able to investigate technical consequences of design decisions and the ability to employ landscape technologies in realistic designs;</li> <li>• to be able to research construction materials their properties and their potential uses;</li> <li>• apply a range of methods to solve problems;</li> <li>• describe and record in the field by measurement, sketching and photography;</li> </ul> <p><b>ii) Computer based practical skills</b></p> <ul style="list-style-type: none"> <li>• to have an understanding of current industry wide office based computer programmes for word processing, desktop publishing and computer aided design (such as MS Office suite, Adobe Creative Suite, AutoCAD, Sketch Up etc.)</li> <li>• to be able to produce promotion documentation using both graphics based programmes and web design tools</li> <li>• to be able to design and maintain a simple personal website</li> <li>• to be able to investigate and use image manipulation programmes to create</li> </ul>	<p>in model form or by computer based presentation methods, and will include analysis and interpretation of material, and individual feedback sessions for learners on work produced. In combination with the independent research required for the planned coursework, these activities will all develop the intellectual skills specified.</p> <p><b>C Assessment Methods:</b></p> <p>These skills are assessed using, workshop projects, verbal presentations, design project reviews and portfolio assessments.</p> <p>Assessment loading, the assessment strategy has been devised to ensure that assessment loading is evenly balanced and appropriate to the aims of the programme</p> <p><b>ii) Practical investigation skills</b></p> <p><b>C Teaching and learning</b></p> <p>Students will be involved in developing both group and individual work that explores both the practical and investigative nature of these skills, including both soft and hard material practical workshops, plant identification sessions, model making workshops, site visits, lectures, individual research projects and construction drawing workshops.</p>
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photomontages, panoramas and expressive images.(e.g. Photoshop, Bryce)

- to be able to use computer based audio/ visual presentation tools to produce digital presentations. (e.g. PowerPoint, Keynote)
- To be able to produce computer generated design and layout drawings including details, planting plans and three dimensional models using industry standard 3DCAD software packages such as AutoCAD, Sketch UP, Key Terra-firma.
- To be able to use standard scheduling and database programmes (MS Excel)
- To be able to use analytical Digital Terrain modelling software to investigate landform and earthwork formation and volumetric calculation. (Key Terra Firma)
- To be able to produce simple films and animations using MovieMaker, Final Cut Express or iMovie.

### **C Assessment Methods:**

These skills will be assessed using a combination of written examinations, written projects, workshop projects, verbal presentations, PowerPoint presentations, and portfolio assessments.

Assessment loading, the assessment strategy has been devised to ensure that assessment loading is evenly balanced and appropriate to the aims of the programme

### **iii) Computer based practical skills**

### **C Teaching and learning**

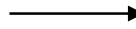
Students will be involved in developing both group and individual work that explores both the practical and investigative nature of these skills, including computer lab workshops, darkroom workshops and studio sessions.

### **C Assessment Methods:**

These skills will be assessed using a combination, workshop projects, verbal presentations, PowerPoint presentations, and digital portfolio assessments.

Assessment loading, the assessment strategy has been devised to ensure that assessment loading is evenly balanced and appropriate to the aims of the programme

## **D Transferable/ key skills:**



### **Numeracy skills**

- appreciating issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory;
- appreciating the difficulties of having incomplete information on which to base decisions;
- understanding the nature of risk;
- preparing, processing, interpreting and presenting data, using appropriate qualitative and quantitative techniques and software packages;
- solving numerical problems using computer-based and non-computer based techniques.

### **Communication skills**

- finding, receiving, evaluating and responding to a variety of information sources (e.g. electronic, textual, numerical, verbal, graphical);
- communicating accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal and graphical forms;
- contributing constructively to group discussions;
- listening to, appreciating and evaluating the views of others.

### **ICT skills**

- using the internet critically as a means of communication and a source of information;
- demonstrating competence in the use of computer-based information handling and data processing tools;
- using computer packages to create effective ways to communicate information.
- Using industry standard CAD, image manipulation and 3D modelling programmes

## **D Teaching and learning**

Transferable/Key skills will be developed throughout the programme as applicable to the full range of courses with biological, technical and business management emphases, and to the level of courses involved. Particular attention will be paid to individual development and progress, and the development of an individual portfolio will provide appropriate evidence of this for both student and employer use.

Numeracy skills will be learnt and developed during activities such as site surveys, materials quantifying exercises, and detailing work in courses at all levels of the programme.

Communication skills are a central feature of a design programme and are developed throughout the programme in activities such as studio workshop group discussion, presentations (oral skills), design coursework (graphical skills) and in reports (writing skills).

ICT skills will be developed during activities such as coursework, design projects and tutorials. Industry standard CAD and other graphical packages are tools for use in design courses throughout the programme. There is heavy emphasis on progressive development of these skills in the following courses; Digital Landscapes; and Advanced Representation, which specifically address the use of various software packages.

Interpersonal and teamwork skills will be developed during

<p><b>Interpersonal and teamwork skills</b></p> <ul style="list-style-type: none"> <li>• organising teamwork;</li> <li>• setting realistic targets;</li> <li>• identifying individual and collective goals and responsibilities;</li> <li>• planning, allocating and evaluating the work of self, individuals and teams;</li> <li>• performing in a manner appropriate to these roles and responsibilities;</li> <li>• recognising and respecting the views and opinions of other team members;</li> <li>• having positive intent;</li> <li>• reflecting on and evaluating own performance as an individual and as a team member.</li> <li>• developing self confidence and motivation.</li> </ul>	<p>activities such as group work in each of the courses, work-related practical work throughout the programme, and specifically in the work-based learning courses.</p> <p>Self management and professional development skills will be developed during activities such as work-related practical work throughout the programme, tutorials and specifically in the work-based learning courses.</p> <p><b>D Assessment Methods:</b></p> <p>Transferable/Key Skills will be assessed formatively throughout the programme during the wide range of learning activities and tutorial sessions. Individual feedback will be available during tutorials to provide formative assessment. The wide range of coursework will provide the bulk of summative assessment for the full range of skills, with examinations and end of course portfolio assessments allowing for further summative assessment of design process and communication skills in particular.</p>
<p><b>Self management and professional development skills</b></p> <ul style="list-style-type: none"> <li>• appreciating the need for professional codes of conduct where applicable;</li> <li>• recognising the moral and ethical issues related to the subject;</li> <li>• assuming responsibility for one's actions;</li> <li>• identifying and working towards targets for personal, academic and career development;</li> <li>• developing an adaptable and flexible approach to study and work;</li> <li>• developing the skills necessary for self-managed and lifelong learning (e.g. working independently, time management and organisation skills);</li> <li>• displaying the potential for competence, behaviour and attitudes required in a professional working life including initiative, leadership and team skills.</li> </ul>	

- To be prepared to contribute to the work of a professional office and participate in team working with fellow and/or related professionals;
- Understanding the roles of the related professions of Architecture, Engineering, and Planning.

Creative and Critical Analysis skills are required in the QAA Subject benchmark statement for Landscape Architecture. These skills have been addressed under Intellectual Skills, and Subject Practical Skills at B and C above.

## 5. PROGRAMME STRUCTURE FOR YEAR 2011-2012

BA(Hons) Landscape Architecture FOR YEAR 2011-2012

THREE YEARS FULL TIME MODE

Programme Banner code: **P01108**

<b>Stage 4 Year 1</b>		<b>Stage 5 Year 2</b>		<b>Stage 6 Year 3</b>	
<b>Term 1</b>	<b>Term 2/3</b>	<b>Term 1</b>	<b>Term 2/3</b>	<b>Term 1</b>	<b>Term 2/3</b>
<b>ARCT 1016</b> Design & Communication 1  <i>Gillian Daniell</i>	<b>ARCT 1003</b> Design & Communication 2  <i>Gillian Daniell</i>	<b>ENVT 1007</b> Landscape of Ideas  <i>Paula Garvey</i>	<b>ENVT 1008</b> Digital Landscapes  <i>David Watson</i>	<b>ENVT 0031</b> Place and Culture  <i>Jamie Liversedge</i>	<b>ENVT 1010</b> Advanced Representation  <i>David Watson</i>
<b>ENVT 0022</b> Landscape Basic Design  <i>Jamie Liversedge</i>	<b>ENVT 1006</b> Site Design  <i>Jamie Liversedge</i>	<b>ENVT 0203</b> Planting Design  <i>Sarah Morgan</i>	<b>ENVT 0028</b> Design with Nature  <i>Jeremy Linden</i>	<b>ENVT 1005</b> Master Planning  <i>Jamie Liversedge</i>	<b>ENVT 0033</b> Design Development  <i>Jamie Liversedge</i>
<b>ARCT 1050</b> Cultural Contexts of Architecture  <i>Alan Powers</i>	<b>ENVT 1052</b> Landscape and Garden Design History and Theory  <i>Alan Powers</i>	<b>ARCT1052</b> Architecture and Landscape 1750-1970  <i>Alan Powers</i>	<b>ENVI 0025</b> Ecology and Conservation  <i>Sarah Morgan</i>	<b>ENVT 1051</b> History and Philosophy of Garden Design  <i>Tom Turner</i>	<b>ENVT 1054</b> Landscape Dissertation  <i>Alan Powers</i>
<b>ENVT 1002</b> Hard & Soft Materials (30 credits)  <i>Jamie Liversedge/ Sarah Morgan</i>		<b>ENVT 1053</b> Landscape Science & Techniques (30 credits)  <i>Jamie Liversedge/ David Watson</i>		<b>ENVT 1070</b> Green Engineering for landscape architects <i>Jamie Liversedge</i>	<b>ENVT 1012</b> Technical Landscapes  <i>Jamie Liversedge</i>

BA (Hons) Landscape Architecture FOR YEAR 2011-2012  
 FOUR YEARS PART TIME MODE  
 Programme Banner code: **P01108**

Year 1		Year 2		Year 3		Year 4	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>ARCT 1016</b> Design & Communication 1  <i>Gillian Daniell</i>	<b>ARCT 1003</b> Design & Communication 2  <i>Gillian Daniell</i>	<b>ENVT 0022</b> Landscape Basic Design  <i>Jamie Liversedge</i>	<b>ENVT 1006</b> Site Design  <i>Jamie Liversedge</i>	<b>ARCT1052</b> Architecture and Landscape 1750-1970  <i>Alan Powers</i>	<b>ENVT 0028</b> Design with Nature  <i>Jeremy Linden</i>	<b>ENVT 0031</b> Place and Culture  <i>Jamie Liversedge</i>	<b>ENVT 1010</b> Advanced Representation  <i>David Watson</i>
<b>ENVT 0203</b> Planting Design  <i>Sarah Morgan</i>	<b>ENVI 0025</b> Ecology and Conservation  <i>David Carey</i>	<b>ARCT 1050</b> Cultural Contexts of Architecture  <i>Alan Powers</i>	<b>ENVT 1052</b> Landscape and Garden Design History and Theory <i>Alan Powers</i>	<b>ENVT 1051</b> History and Philosophy of Garden Design  <i>Tom Turner</i>	<b>ENVT 1054</b> Landscape Dissertation  <i>Alan Powers</i>	<b>ENVT 1005</b> Master Planning  <i>Jamie Liversedge</i>	<b>ENVT 0033</b> Design Development  <i>Jamie Liversedge</i>
<b>ENVT 1002</b> Hard & Soft Materials (30 credits)  <i>Jamie Liversedge/ Sarah Morgan</i>		<b>ENVT 1007</b> Landscape of Ideas  <i>Paula Garvey</i>	<b>ENVT 1008</b> Digital Landscapes  <i>David Watson</i>	<b>ENVT 1053</b> Landscape Science & Techniques (30 credits)  <i>Jamie Liversedge/ David Watson</i>		<b>ENVT 1070</b> Green Engineering for landscape architects  <i>Jamie Liversedge</i>	<b>ENVT 1012</b> Technical Landscapes  <i>Jamie Liversedge</i>

## 6. PERMITTED LENGTH OF REGISTRATION

<b>Title</b>	<b>Mode</b>	<b>Normal Duration (Years)</b>	<b>Normal Maximum Period of Duration (years) (i)</b>
<b>BA (Hons) Landscape Architecture</b>	<b>FT</b>	<b>3 years</b>	<b>5 years</b>
	<b>PT</b>	<b>4 years</b>	<b>7 years</b>

## 7. ENTRY REQUIREMENTS

Typically 300 UCAS Points

From two or more subjects at A-level or equivalent qualifications

- A minimum 6.0 IELTS
- A portfolio may be required if the applicant does not have an art or design qualification at GCSE/A-level or equivalent.
- Or an International Baccalaureate with at least 25 points,

### **For direct entry/ fast track programmes**

Recommended Qualifications

- A typical student profile would be merits on final year grades in an appropriate HND, Foundation Degree or equivalent
- Appropriate subject areas to Landscape Design, Garden Design, Architectural Design, Visual Arts, Landscape Management, Sustainable design, Geography.
- 4 GCSEs at Grade C minimum (including Maths and English or appropriate Key Skills Level 2)
- Arts based Portfolio submission.

## 8. ASSESSMENT

### **8.1 Assessment Schedule**

Programmes are made up of courses. The specification for each course can be viewed in Appendix A of this document, via Banner Web or via the university portal. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, should be given by the

course co-ordinator at the start of each course. A schedule of assessment will also be posted up on the School of Architecture, Design and Construction Student Resources web page at: [www.gre.ac.uk/schools/arc/students](http://www.gre.ac.uk/schools/arc/students)

## 8.2 General Assessment Regulations

Unless otherwise stated below, your programme will be assessed in accordance with the University's **Academic Regulations** (Academic Regulations for Taught Awards; Academic Regulations for Research Awards) which are available on the website of The Office of Student Affairs/Information and Publication.

### 8.2.1 Award and Classification for Honours

The Progression and Award Board has delegated authority from Academic Council for the conferment of awards. Before recommending a classification the Progression and Award Board needs to confirm that a student has met the requirements of the final stage.

*The class of degree awarded will be based on consideration by the Progression and Award Board of the following models:*

#### (a) **Aggregation and Weighting (Overall Grade Point Average)**

The award of the class of Honours will be calculated on the grades obtained in stages 2 and 3 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging **the full spread of** grades in Stage 2 to obtain 25% of the final grade and averaging **the full spread of** grades in Stage 3 to obtain 75% of the final grade. *The following norms are accepted:*

70% or more	=	First Class Honours
60-69%	=	Upper Second Class Honours
50-59%	=	Lower Second Class Honours
40-49%	=	Third Class Honours

**OR**

(b) **Profiling:** *where a majority of the overall grades for each individual course have been attained in a higher classification band, this class of degree will be awarded. The criteria for this are that at least 150/240 credits must have been achieved in the higher classification band AND*

*the Overall Grade Point Average must be not less than one classification band below the eventual degree awarded*

*e.g. A First Class degree can be awarded to a student who obtains 70% or more for individual courses totalling 150 out of 240 credits AND whose Overall Grade Point Average does not fall below 60%.*

**OR**

(c) **Stage 3 Grade Point Average:** *the Honours classification will be awarded on the Stage 3 Grade Point Average alone*

*The discretion of the Progression and Award Board may be applied in the consideration of candidates at the borderline between classifications.*

### **8.2.2 Compensation, Progression, Reassessment**

Check the University Academic Regulations for further details on compensation, progression, reassessment, etc.

However, it is worth noting that under the regulations, students will not normally be permitted an opportunity to re-sit failed courses if they have not engaged in the summative assessment tasks on those courses. This means that if you fail to attend an examination or if you fail to submit an assessment element or fail to make a serious attempt at doing the work, you will not be allowed to retrieve the work at the summer re-sit (or equivalent for special programmes).

An exception to this is where students have been granted extenuation. In such cases, absence or poor performance in assessment will result in a decision of deferral.

### **8.2.3 Specific Regulations applicable to this Programme**

There are no specific programme regulations. The University Academic Regulations for Undergraduate Taught Awards are applicable.

### **8.4 Assessment Loading**

The assessment strategy has been devised to ensure that assessment loading is evenly balanced and appropriate to the aims of the programme.

## **9. WHAT NEXT? CAREER/JOBS/FURTHER STUDIES**

Employment in landscape architecture and garden design has been buoyant in the last decade. There has been a down turn as a result of the financial crisis in 2008 and the recession of 2008-9, but employment in the profession and area has held up better than employment in most parts of the construction industry.

The International Labour Organization (ILO) has identified landscape architecture as one of the faster-growing professions (because a good environment is an income-elastic good) and gives the definition below (as a draft proposal) of the profession's activities (Updating the International Standard Classification of Occupations (ISCO) Draft ISCO-08 Group Definitions: Occupations in Design). The ILO does not have an equivalent description of garden design.

### **ISCO 08 Code 2162 Title EN Landscape architects**

#### **Lead Statement**

“Landscape architects plan and design landscapes and open spaces for projects such as, parks, schools, institutions, roads, external areas for commercial, industrial and residential sites, and plan and monitor their construction, maintenance and rehabilitation.”

## **Task statement**

Tasks include:

- (a) developing new or improved theories and methods in landscape architecture;
- (b) inspecting sites and consulting clients, management and other stakeholders to determine type, style and size of proposed buildings, parks, roads and other open spaces;
- (c) compiling and analyzing site and community data about geographical and ecological features, landforms, soils, vegetation, site hydrology, visual characteristics and human-made structures, to formulate land use and development recommendations, and for preparing environmental impact statements;
- (d) preparing reports, site plans, working drawings, specifications and cost estimates for land development, showing location and details of proposals, including ground modelling, structures, vegetation and access;
- (e) writing specifications and contract documents for use by builders and civil engineering contractors and calling tenders on behalf of clients;
- (f) making necessary contacts to ensure feasibility of projects regarding style, cost, timing, and and compliance with regulations;
- (g) identifying and finding best solutions for problems regarding function and quality of exterior environments and making necessary designs, drawings and plans;
- (h) monitoring construction or rehabilitation work to ensure compliance with specifications and quality standards;
- (i) maintaining technical liaison and consultancy with other relevant specialist

## **APPENDIX A**

### **COURSE SPECIFICATIONS AND READING LISTS**

#### **Course Specifications/Definitions:**

For each course, we specify the number of credits, the aims of the course, its academic level, its learning outcomes, its indicative content and how it will be assessed (for instance: how many pieces of coursework, portfolio or exams). It is important that you become familiar with the definition for each course on your programme (see course specifications enclosed in this handbook).

Each course specification (or definition) may also be viewed on the University Banner Web via the university portal. You will need your user ID and PIN number. These will have been given to you at registration. To view the course specification for any approved course in the University: go through the student portal, click on “My Learning”; look at the Student Record (Banner) window; go to Authorised Course List via Course Information then search for the required Course Code for the current academic session, then click on the Course Code.

#### **Reading Lists:**

You can access your tutor’s reading list, or the reading list relating to a particular course, via the university portal; then click on ‘Search the library catalogue’; then click on ‘View items on your reading list’. You may also be given reading lists with your course hand-outs.

#### **Programme:**

##### **BA (Hons) Landscape Architecture**

##### **Course Specifications (alphabetical order by course title)**

**LEVEL 4**

Cultural Contexts of Architecture	ARCT 1050
Design and Communication 1	ARCT 1016
Design and Communication 2	ARCT 1003
Hard and Soft Materials	ENVT 1002
Landscape and Garden Design History and Theory	ENVT 1052
Landscape Basic Design	ENVT 0022
Site Design	ENVT 1006

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## COURSE SPECIFICATION

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**Course Code:** ARCT 1050

Course Title: Cultural Contexts of Architecture

**Level:** 4

**Department:** Architecture & Urban Design

**School:** Architecture, Design & Construction

**Credit:** 15

**Course Coordinator:** Alan Powers

**Pre-requisites:** None

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### **Aims:**

- To examine the cultural context of the built environment and the relationships between design and society.
- To introduce methods for evaluating designs of various kinds.
- To understand sustainability and its implications.

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- Demonstrate an ability to interpret and evaluate the historical and contemporary built environment and the theories supporting it, in terms of human well-being, the welfare of future generations, the natural world, the consideration of a sustainable environment, and the process of assembly; to understand the influences on the contemporary built environment of individual buildings, and the design of cities, forming considered judgments about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment.
- Process information and extend individual learning, using verbal and written communication methods and appropriate media.
- Work in a group to undertake research and present findings, listening and critically responding to the views of others, while managing and appraising their own working practices.

### **Content:**

The course will provide a background for current issues concerning quality in the built environment, with reference to cities and sustainability in history and today.

### **Learning and Teaching Activities:**

Lectures introduce a range of topics, forming the basis for the second part of the assessment and contributing to the knowledge needed for the Group Project.

A field study exercise in groups offers a choice of topics related to particular places, on which the first assessment is based.

Groups are assisted by tutors on site during the field study and in tutorial sessions before and after it.

Summaries of lectures and reading texts will be posted on the website. Reading list will vary from one year to the next.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓	%	100%	40%	1500	Portfolio of work including Group study and individual submission

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0-300-02142-9	Bloomer and Moore	1977	Body, Memory and Architecture	Yale
0750620188	Cullen	1971	The Concise Townscape	Butterworth
0-87-7407-305-2	Gehl and Gemzoe	2004	Public Spaces Public Life, Copenhagen	Danish Architectural Press
0-679-74195-X	Jacobs, Jane	1961	The Death and Life of Great American Cities	Vintage
0470015780	Pallasmaa, Juhani	2005	The Eyes of the Skin	Wiley
0262680025	Rasmussen, S	1973	Experiencing Architecture	MIT Press
0750620188	Cullen, G	1971	The Concise Townscape	Architectural Press
1854904396	Pallasmaa, J	1996	The Eyes of the Skin	Academy

## **COURSE SPECIFICATION**

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**Course Code:** ARCT 1016

**School:** Architecture, Design & Construction

**Course Title:** Design and Communication 1

**Credit:** 15

**Level:** 4

**Course Coordinator:** TBC

**Department:** Communication Media for Design

**Pre-requisites:** None

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### **Aims:**

All designers, including Architects, Landscape Architects, Graphic Designers and 3D Digital Designers require visual literacy and drawing skills in order to acquire a basic understanding of contemporary art and design. The quality of the students design work will be enhanced through the introduction of the practice and influence of Fine Art.

To introduce the student to:

- A challenging approach to perception, observation, research and recording.
- The quality of materials.
- Colour theory.
- Verbal, written and visual communication: How the written and spoken word supports visual communication and vice versa.
- Techniques of representation.
- To introduce a student to contemporary art and design practice.
- The basic familiarity with the appropriate visual software introduced in the computer workshop.

### **Learning Outcomes:**

Students will be able to:

- To gain knowledge of the fine arts as an influence on the quality of architectural design, landscape design, graphic design and 3D digital design.
- Communicate ideas through representational skills in 2D and 3D.
- To understand and try to make a personal interpretation of the environment.
- Learn a process of unravelling the dissemination of ideas into a visual language.
- Acquire a skill in computer based literacy and understand how to splice their ideas together through computer generated imagery.
- Methodology of using a sketch book.
- Gain confidence in their drawing abilities.
- Gain cognisance in contemporary art practice.
- To use computer graphics as an expressive medium in the principal areas of colour, texture, form and in conjunction with the more established traditional media.
- To understand the qualities of materials and colour using mixed media in 2D and 3D.
- To understand the nature of abstraction.

### **Indicative Content:**

Visual Studies studio workshops:

- Experimentation and investigation with multi-media techniques of visual representation and expression.
- Life drawing.
- Observational drawing including perspective drawing.
- Colour theory.
- How to take photographs and darkroom procedure.
- Visits to art galleries and keeping a sketch/note book.
- Project based computer workshops.

**Learning and Teaching Activities:**

- Workshops.
- Life drawing classes.
- Gallery visits and recording a critical appraisal in sketchbook/notebook.
- Lectures.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	✓	%	100%	40%	N/A	Portfolio for workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebks.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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\*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0321701763	Adobe Creative Team	2010	Adobe Photoshop CS5 (Classroom in a Book)	Adobe Press
0300115954	Albers, J.	2006	Interaction of Color	Yale University Press
0240806883	Bellantoni, P.	2005	If It's Purple, Someone's Gonna Die: The Power of Color in Visual Storytelling	Focal Press
1568982496	Elam, K.	2001	Geometry of Design: Studies in Proportion and	Princeton Architectural Press

			Composition (Design Briefs)	
9780500203941	Gage, J.	2007	Colour in Art	Thames and Hudson
9780500286074	Gill, R.W.	2006	Perspective: From Basic to Creative	Thames and Hudson
0500275823	Hughes, R.	1991	The Shock of the New	Thames & Hudson
0412-38390X	Itten, J.	1990	The Elements of Color	Spon Press
1904772331	Kovats, T.	2006	The Drawing Book	Black Dog Publishing Ltd
1854904515	Lancaster, M.	1996	Colourscape	John Wiley & Sons
3283005389	Marks, T.	2006	Color Harmony	Edition Olms
9063690592	Vyzoviti, S.	2004	Folding Architecture	Book Industry Services
	Web Sites:		www.newexhibitions.com <a href="http://www.tate.org.uk">www.tate.org.uk</a>	

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## COURSE SPECIFICATION

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**Course Code:** ARCT 1003

**School:** Architecture, Design & Construction

**Course Title:** Design & Communication 2: Form Space Light Scale Time

**Credit:** 15

**Level:** 4

**Course Coordinator:** TBC

**Department:** Communication Media for Design

**Pre-requisites:** None

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### **Aims:**

- All artists and designers need to acquire a firm understanding of the concepts and devices we use to successfully communicate our ideas.
- They need to have the courage and confidence to develop and process their ideas, using the appropriate media to fit their concepts.
- To gain further knowledge of the practice of Contemporary Fine Art, Film and Design Practice, so they are able to draw from those influences, reflect on the work, contextualise and so inspire their practice.
- To understand the concepts of objectivity and subjectivity.
- To understand how and why environments and spaces can be changed through intervention. It may be a physical intervention, a sound or through a specific way of recording/documenting a space using memory or a collective thought.

To introduce the students to:

- The understanding of the implications of intervention in the environment through space, form, light, sound, scale and use of appropriate media.
- To develop a dialogue between the real and the virtual through the practice of making, using digital tools as well as physically making sculpture and drawing.

### **Learning Outcomes:**

Students will be able to:

- Observe, contextualize, record and then reflect.
- Identify the genius loci and understand the visual and aesthetic qualities of the environments.
- Understand the visual, textural, inherent strengths and aesthetic qualities of materials.
- Understand three dimensional concepts within the context of computer modelling.
- Use the appropriate visual software introduced in computer workshop.
- Make strategic choices in the creative process.
- Use sketch books constructively.
- Communicate proposals to a group through 2D, 3D, aural and verbal representation skills.
- Learn to develop a critical and reflective approach to contemporary art practice.

### **Indicative Content:**

- Site analysis and the identification of the genius loci through observational drawing, recording, experimentation of mixed media and photographic study, leading to a construction of piece of work which can either be 3 dimensional, 2 dimensional or time based i.e. film or animation.
- Making a series of pieces of work based on the interpretation of an abstract notion or notions, using appropriate materials, use of sketch books, collating visual information, drawing out ideas, mixed media presentation skills addressed, and attempting to integrate the concepts and issues with usage of the software learnt in computer graphics.
- Investigate how and why contemporary practitioners have tackled the same issues.
- A site specific project.
- Self initiated research.

**Learning and Teaching Activities:**

- Site visits.
- Life drawing classes.
- Workshops.
- Gallery visits and recording a critical appraisal in sketchbook/notebook.
- Lectures.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	✓	%	100%	40%	N/A	Portfolio of workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebooks.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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\*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions

**Indicative Texts:**

ISBN No	Author	Date	Title	Publisher
1560983477	De Oliviera, N., Oxley, N., Petry, M. & Archer, M.	1994	Installation Art	Prentice Hall & IBD
DVD		2009	British Animation Classics 1&2	
0285636839	Schacter, D.	2003	How the Mind Forgets and Remembers: The Seven Sins of Memory	Souvenir Press Ltd

041530704x	Wells, L.	2004	Photography: A Critical Introduction	Routledge
0500202699	Julier, G.	1993	The Thames and Hudson Encyclopaedia of 20th-century Design and Designers	Thames & Hudson
DVD		2010	Stan Brakhage Anthology 1 & 2	
0006861350	Barthes, R.	1990	Image, Music, Text	Fontana Press
0500284873	Rush, M.	2007	Video Art	Thames & Hudson
0810943573	Ayeroff, J. Reiss, S. Feineman, N. Stipe, M.	2000	Thirty Frames Per Second: The Visionary Art of the Music Video	Harry N. Abrams, Inc.
1885444079	Lauf, C and Phillpot, C.	1999	Artist/Author: Contemporary Artists' Books	Distributed Art Pub Inc
0944110657	Gordon, D.	2004	Cut: Film as Found Object in Contemporary Video	Milwaukee Art Museum
DVD		2006	Animation Works of Alexander Alexeieff	
0500284512	De Oliveira, N. Oxley, N.	2004	Installation Art in the New Millennium: The Empire of the Senses	Thames & Hudson
0321701763	Adobe Creative Team	2010	Adobe Photoshop CS5 (Classroom in a Book)	Adobe Press
1568986092	Wasseerman, K. and Drucker, J.	2006	The Book as Art	Princeton Architectural Press
0374521344	Barthes, R.	1999	Camera Lucida	Farrar, Straus & Giroux Inc

DVD		2007	History of Advertising Animation (1950-1960)	
	Web Site		newexhibitions.com tate.org.uk Lynda.com editing tutorials	

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1002

**Course Code:** Hard and Soft Materials

**Level:** 4

**Department:** Landscape Architecture & Garden Design

**School:** Architecture, Design & Construction

**Credit:** 30

**Course Coordinator:** Sarah Morgan

**Pre-requisites:** None

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### **Aims:**

In order to work as landscape architects, landscape managers or garden designers students require an understanding of plants, hard landscape materials and construction techniques. Appreciation of the aesthetic qualities of these materials and their potential use forms a basis for their application and management. Students need to be able to select and develop uses for plants and hard landscape materials.

- To develop an appreciation and knowledge of a basic range of landscape construction materials and plant material.
- To develop measurement and scale drawing ability.
- To develop an appreciation and knowledge of the use of a basic range of construction materials in the design of landscape elements.
- To develop an appreciation and understanding of the specification, planting and use of grass, groundcover, shrubs, hedging and tree material.
- To develop a basic detailed construction drawing ability.

### **Learning Outcomes:**

#### *Hard Materials*

On completion of this course students will be able to:

- Identify and name a wide variety of construction materials.
- Describe the properties of materials and their use.
- Describe the relationship between material, use and detailing.
- Measure and draw to scale simple landscape elements.
- Design and draw to scale basic landscape elements.

#### *Soft Materials*

On completion of this course students will be able to:

- Identify and know the uses of a wide variety of plant material.
- Recognise the design potential offered by the plant qualities of different plants.
- Make appropriate plant selections for different design purposes.
- Understand the use and establishment techniques for a range of landscape plants.
- Understand a range of planting maintenance regimes and their relationship to plant selection and environmental impact.
- Organise a digital photographic file for plant identification purposes.
- Research the construction industry index on student portal.

### **Content:**

The course comprises two elements:

#### *Hard materials:*

- Introduction to common construction materials and their properties. To include brick, stone, concrete, metal, timber, glass and plastics.

- Introduction to the use of common construction materials and their design detailing. To include paving, walls, water features, timberwork, structures and fixings.
- Introduction to the NBS.

*Soft materials:*

- Plant use and selection, establishment and maintenance of:-trees, conifers, enclosure, shrubs, ground-cover, climbers and wall shrubs, and turf.
- Nomenclature, identification and uses of 300 plants.

**Learning and Teaching Activities:**

Understanding and knowledge of hard and soft materials is delivered in a series of two hour lectures, throughout the year. These are supported by practical sessions, and in particular a block of construction detail drawing classes.

There are weekly practical plant identification lessons using the College grounds and gardens.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Plant Identification Test			25	40%	N/A	Series of five plant identification tests throughout the year.
Written Exam	✓		40	40%	N/A	End of year, three hour written examination.
Construction detail drawing assessments			35	40%	N/A	Series of assessed measured drawing exercises.

Is the student required to pass ALL elements of assessment in order to pass the course?	No
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0-58221923x	Everett, A.	1994	Materials, 5 <sup>th</sup> edition	Longman Pub Group
0-86288-161-7	Foster, M.	1997	Architecture: Style, Structure and Design	Greenwich Editions
0-442234988	Ching, F.D.K.	1991	Building Illustrated Construction	New York: Van Nostrand Reinhold Chapman & Hall

0-713133686	Reekie, F.	1976	Draughtsmanship	London: Edward Arnold
0-444012869	Landphair, H.C. and Klatt, F.	1987	Landscape Architecture Construction	New York, London Elsevier
0-0701-70398	Dines, N. et al	1998	Time-Saver Site Construction Details Manual	McGraw-Hill
0-0701-70274	Harris, C. and Dines, N.	1997	Time-Saver Standards for Landscape Architects	McGraw-Hill
Soft materials books below are mainly for reference:				
978-1-4053-1526-5	Brickell, C.	2006	The RHS Pruning and Training	Dorling Kindersley
0-7513-0303-8	Brickell, C.	1996	The RHS A-Z Encyclopedia of Garden Plants	Dorling Kindersley
0-7153-10739	Hilliers	2002	Manual Of Trees and Shrubs, Sixth edition	David & Charles
0-8819-26132	Brown, G.E. and Kirkham, T.	2004	The Pruning of Trees, Shrubs, and Conifers	Timber Press
0-330 25480 4	Phillips, R.	1978	Trees in Britain	Pan Books
1 870673 39 5	Lloyd, N.	1925, reprinted 1995	Topiary, Garden Craftsmanship in Yew and Box	Garden Art Press
0 330 30258 2	Phillips, R., Rix M.	1989	Shrubs	Pan Books
0-7506 1962 7	Clouston, B.ed.	1990	Landscape Design with Plants	Butterworth-Heinemann Ltd.
0-460860178	Thomas, G.S.	1990	Plants for Groundcover	Dent
1 4053 0736 6	Consultant Editor Tony Lord	2005	The Plantfinder 2005-2006 (Annual editions)	Dorling Kindersley
07546 3035 8	Robinson, N.	2004	The Planting Design Handbook, 2nd Ed	Ashgate Publishing Ltd.
0-419-20490-3	Lovejoy, D.	1998	Spon's Landscape Handbook	Taylor & Francis
0-7195-5043-2	Thomas, G.S.	1992	Ornamental Shrubs, Climbers and Bamboos	John Murray

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1052

**School:** Architecture, Design & Construction

**Course Title:** Landscape and Garden Design History & Theory

**Credit:** 15

**Level:** 4

**Course Coordinator:** Alan Powers

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### Introduction and Rationale:

An introduction to key issues of contemporary theory and practice in landscape design. In order to understand the issues involved, an outline of historical and current context thinking about design is provided, based on a wide range of precedents.

### Aims:

To enable students to:

- Grasp the significance of the problems and opportunities facing the landscape architect today and tomorrow.
- Synthesise ideas of current trends in landscape design history, theory and practice, based on an appreciation of precedents; related to site visits.
- Gain an insight into the relationship between landscape architecture garden design and closely allied design disciplines.

### Learning Outcomes:

Students will be able to:

- Describe in report form; ideas of landscape history, landscape design theory and practice.
- Demonstrate a broad understanding of the historical precedents of landscape design including garden design.

### Indicative Content:

The course analyses the work of significant historical (from great gardens to public parks to the New Towns) and more recent landscape design precedents (responses to Modernism, and the work of contemporary designers, such as Hargreaves or Tschumi).

### Learning and Teaching Activities:

The course is introduced by a series of workshops, lectures and field trips, followed by a programme of tutorials and seminars.

### Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written project	✓		100%	40%	1500	Illustrated essay

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
1856690857	Holden, R.	1996	International Landscape Design	Books Nippan
0262700514	Treib, M.	1994	Modern Landscape Architecture: A Critical Review	The MIT Press
9056621335	Dettmar, J., Nolan, B. & van Blerck, H.	2000	Landscape: 9 + 1 Young Dutch Landscape Architects	NAi Publishers
	Topos		(A journal – all issues)	Callwey Verlag
1568981791	Corner, J.	1999	Recovering Landscape: Essays in Contemporary Landscape Theory	Princeton Architectural Press

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## COURSE SPECIFICATION

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**Course Code:** ENVT 0022

**Course Title:** Landscape Basic Design

**Level:** 4

**Department:** Landscape Architecture & Garden Design

**School:** Architecture, Design & Construction

**Credit:** 15

**Course Coordinator:** Jamie Liversedge

**Pre-requisites:** None

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### **Introduction and Rationale:**

Landscape Architects are designers and as such they need a basic foundation introducing them to the design process. This course introduces them to universal principles of 3 dimensional design and their relationship to the specific task of making and designing landscapes. The Visual Studies course compliments and underpins the work of this course and together they develop the landscape designers' awareness of, and ability to represent and manipulate their physical environment.

### **Aims:**

- To introduce the process of generating spatial designs (composition, form, space and order).
- To stimulate critical and systematic (objective), creative and imaginative (subjective) thought processes.
- To develop means and methods of expressing and communicating design ideas.
- To relate abstract ideas and concepts to real landscape spaces and elements.
- To understand the implications of interventions in the environment.
- To introduce the use of computer based quick modelling techniques and software.

### **Learning Outcomes:**

Students will be able to:

- Understand basic design principles and approaches.
- Work to a specific brief to fulfil specific objectives and develop and present a specific product.
- Generate design ideas and concepts both in the abstract and as an analogue of actual and real landscapes.
- Clearly communicate their process and product, both visually and verbally.
- Create a simple three dimensional computer based spatial model.

### **Indicative Content:**

The course will present the students with a series of short design exercises which will initially address aspects of (landscape) spatial awareness and perception. They will develop ways and means of thinking through the process of design and introduce the principles of composing and ordering spaces and elements. There is a progression from an examination of actual landscapes, through abstract concepts and ideas back to representations of actual designed landscapes. The final designs are small scale compositions which must be illustrated and annotated with reference to actual materials and elements. Throughout the process students will be producing conceptual models in both physical and virtual forms, computer based modelling will use industry standard quick modelling programmes such as SketchUp.

### **Learning and Teaching Activities:**

Design studios and tutorials

NB. Studio based lectures and demonstrations, field work, critiques and presentations will be interspersed throughout the course. Specialist computer based modelling workshops.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	√		90%	40%	N/A	A variety of drawings, models, diagrams, text, digital and analogue images and graphic media will be used.
Sketchbooks			10%	40%	N/A	Designers sketchbook/ journal containing design process
Crit review						Verbal presentation to a crit panel

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0-807064734	Bachelard, G.	1994	Poetics of Space	Beacon Press
0-140135154	Berger, J.	1990	Ways of Seeing	Penguin
978-0471752165	Ching, F.	2007	Architecture, Form, Space and Order	Wiley
0-830676317	de Saumarez, M. & Kepes, G.	1990	Basic Design: The Dynamics of Visual Form	McGraw-Hill
0-408043180	Porter, T. & Goodman, S.	1989	Design Primer	Butterworth-Heinemann
978-0713652864	Pye, D.	2000	The Nature & Aesthetics of Design	A & C Black
0-316813311	Stevens, P.S.	1979	Patterns in Nature	Little Brown & Co.
0-471430358	Sullivan, C.	2004	Drawing the Landscape	Wiley

0-471286087	Wang, T.C.	1996	Plan and Section Drawing (Landscape Architecture)	Wiley
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## COURSE SPECIFICATION

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**Course Code:** ENVT 1006

**Course Title:** Site Design

**Level:** 4

**Department:** Landscape Architecture & Garden Design

**School:** Architecture, Design & Construction

**Credit:** 15

**Course Coordinator:** Jamie Liversedge

**Pre-requisites:** ENVT 0022

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### **Introduction and Rationale:**

Landscape architects make site specific designs which are a synthesis of functions, users, forms and elements which are both existing and speculative. The process begins with an examination of the site and the issues and implications arising out of a particular brief. This course provides the first opportunity for students to create an integrated landscape design appropriate to a particular site and brief. It introduces the process of survey, analysis and appraisal, the development of ideas and concepts and the production of illustrated and annotated design plans for a real landscape.

### **Aims:**

- To gather relevant objective data as a group.
- To promote investigation, synthesis and evaluate of information concerning existing and proposed aspects of a project and site.
- To provide a logical and sequential approach to creating a new landscape for a given situation.
- To develop an ability to make decisions and judgements at each stage of the process (informing and directing subsequent stages).
- To practice communication and presentation skills, illustrating landscape design ideas and proposals.
- To use relevant industry standard computer software for interpreting Ordnance Survey data.

### **Learning Outcomes:**

Students will be able to:

- Appraise a site and evaluate a design brief.
- Make decisions and generate ideas and design strategies appropriate to a given site and brief.
- Make an integrated design which satisfies both visual and functional requirements.
- Relate and transpose design strategies and ideas into real landscapes, materials and elements.
- Utilise both conventional and imaginative means of presenting ideas and proposals.
- Obtain set goals whilst working in a group.
- Prepare and make an oral presentation.
- Use computer software to import, scale and print OS data files, understand the relevance of computer drafting programmes to the design process. Such as AutoCad and SketchUP.

### **Indicative Content:**

The brief will require students to introduce particular new uses and features into an existing and distinctive site. The scale will be either 1:200 or 1:500. The students will be required to make a radical transformation of the site whilst respecting and incorporate existing features and qualities inherent in the existing situation. The initial investigations (survey and analysis) will usually be based on group work. Each stage of the process will be presented according to a specific timetable defining specific requirements for each stage. Final design proposals will be

supported by descriptions of the vocabulary of hard and soft materials and elements. Presentation with the use of appropriate digital methods will be encouraged, including film making, powerpoint and 3D CAD.

**Learning and Teaching Activities:**

Field work, investigation and research (including influential projects).

Design studio work interspersed with regular presentations at each stage of the project

Computer based skills workshops.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	√		70%	40%	N/A	Individual work (design development and proposals). Design diagrams, plans, sections, 3D drawings and/or models, and illustrations of materials and elements.
Group Survey			20%	40%	N/A	Group work (background research, survey & analysis).
Sketchbooks			10%	40%	N/A	Designers sketchbook/ journal containing design process
Crit review						Verbal presentation to a crit panel

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
978-0444007667	Booth, N.K.	1983	Basic Elements of Landscape Architectural Design	Elsevier
978-0470403976	Cantrell, B. and Michaels, W.	2010	Digital Drawing for Landscape Architecture	Wiley
0471752169	Ching, F.D.K.	2007	Architecture: Form, Space and Order	John Wiley & Sons

978-0750620185	Cullen, G.	1995	Concise Townscape	Architectural Press
978-0500514992	Hargreaves, G.	2009	Hargreaves the Alchemy of Landscape Architecture	Thames & Hudson
0-415043905	Hough, M.	1989	City Form and Natural Processes	Routledge
978-0500341704	Kiley, D. and Amidon, J.	1999	Dan Kiley In His Own Words: America's Master Landscape Architect	Thames & Hudson
0-2626-20014	Lynch, K.	1960	The Image of the City	MIT Press
0-8598-95807	Muir, R.	2000	The New Reading the Landscape: Fieldwork in Landscape History	Exeter University Press
1854903039	Schaal, H.D. & Jellicoe, G.	1994	Landscape as Inspiration	Wiley-Academy
0-47129196x	Strom, S., Nathan, K. & Woland, J.	2009	Site Engineering For Landscape Architects	John Wiley & Sons
978-0470345252	Tal, D.	2009	Google Sketch Up for Site Design: A Guide to Modelling Site Plans, Terrain and Architecture	Wiley
<b>Further reading</b>				
978-0340566480	Hoskins, W.G.	1993	The Making of the English Landscape	Hodder & Stoughton
978-0262580212	Halprin, L.	1972	Cities	MIT Press
978-2870096512	Noberg-Schultz	1997	Genius Loci: Paysage, ambiance, architecture	Mardaga Pierre
978-0847802364	Krier, R.	1993	Urban Space	Rizzoli International Publications

## **LEVEL 5**

Architecture and Landscape 1750-1970	ARCT 1052
Design with Nature	ENVT 0028
Digital Landscapes	ENVT 1008
Ecology and Conservation	ENVI 0025
Landscape of Ideas	ENVT 1007
Landscape Science and Techniques	ENVT 1053
Planting Design	ENVT 0203

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**COURSE SPECIFICATION****Course Code:** ARCT 1052**Course Title:** Architecture and Landscape 1750-1970**Level:** 5**Department:** Architecture & Urban Design**School:** Architecture, Design & Construction**Credit:** 15**Course Coordinator:** Alan Powers**Pre-requisites:** ARCT 1038/ARCT 1003/ARCT 1016

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**Aims:**

The course will allow you to explore attitudes to modernism in Architecture and to develop an understanding of historical, social and critical themes in architecture, urbanism and landscape, with reference to the period 1750 onwards.

You will also cultivate skills in analytical and critical thinking and develop your skills in critical writing and presentation.

**Learning Outcomes:**

You will demonstrate:

- A familiarity with a range of texts, designers, design movements and their meaning; and an understanding of their social, cultural and historical contexts.
- Experience in identifying and evaluating critical positions, and forming considered judgments about movements in architecture and the spatial, aesthetic, technical and social qualities of individual buildings, cities and landscapes.
- An ability to use visual, verbal and written communication methods and appropriate media to clearly and effectively convey and critically appraise architecture, urbanism and landscape movements.

**Content:**

You will explore the influences of individual buildings, landscapes and urban contexts on architecture and social development. There is an emphasis on the impact of industrialisation and development upon construction, design, and urbanism; and the social and artistic responses to these factors.

**Learning and Teaching Activities:**

The normal delivery method is by means of lectures. Discussion and presentation of shared topic work will prepare students for their essay writing.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
A portfolio of courseworks comprising of one individual submission and one group work	✓		100%	40%	Total of 2000 words equivalent	A portfolio of coursework comprising of one individual submission and one group work as specified in the course hand-out at the start of term.

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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Note: We expect students to attend all timetabled sessions; including group projects, lectures, seminars, tutorials, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at lectures, tutorials, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark coursework which suddenly appears without having been developed and discussed within the regular teaching sessions.

**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0192842 226	Bergdoll, B	2000	European Architecture 1750-1890	O.U.P.
0750638 052	Blundell-Jones, P	2002	Modern architecture through case studies	Oxford Architectural
0192842 269	Colquhoun, Alan	2002	Modern Architecture	O.U.P.
0262530 309	Conrads, U (ed)	1997	Programmes and Manifestos	MIT
9780714 833569	Curtis, William	1996	Modern architecture since 1900	Phaidon
0500202 575	Frampton, Kenneth	1992	Modern Architecture	Thames and Hudson
0192842 17X	Upton, Dell	1998	Architecture in the United States	OUP
0810910 144	Middleton, Robin and Watkin, David	1980	Neoclassical and 19 <sup>th</sup> century Architecture	Abrams

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## COURSE SPECIFICATION

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**Course Code:** ENVT 0028

**Course Title:** Design with Nature

**Level:** 5

**Department:** Landscape Architecture & Garden Design

**School:** Architecture, Design & Construction

**Credit:** 15

**Course Coordinator:** Jeremy Linden

**Pre-requisites:** None

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### **Introduction and Rationale:**

The increasing emphasis on working with, rather than imposing on nature, is an established theme within the landscape profession and in the world at large. Landscape designers are often involved in schemes where the emphasis is on landscape conservation and habitat creation rather than with built development. This course applies ecological and landscape management principles in a design context. It is taught in parallel with the Ecology and Conservation course which gives a wider theoretical framework.

### **Aims:**

- To develop the ability to apply ecological principles in the formulation of landscape design.
- To survey and appraise semi-natural areas and evaluate and interpret desktop data.
- To examine and apply ecological and landscape management techniques to achieve design objectives.
- To explore the implications of sustainable development.

### **Learning Outcomes:**

On completion of the course, the student will be able to:

- Demonstrate the application of the principles of ecology in the design and articulation of external spaces.
- Organise and undertake site investigations; evaluate the site survey information and identify the relevant opportunities and constraints to the design process.
- Identify the links between design and management, and the implications of style and cost of maintenance for design solutions.
- Produce a design scheme, emphasising the retention, enhancement and/or transformation of existing semi-natural habitats.

### **Indicative Content:**

Using their knowledge of ecology and conservation, the types of semi-natural habitats [i.e. woodland, grassland and wetland], and their management requirements, students will assemble and evaluate information and then produce and present their landscape design, conservation and management proposals. A range of graphic presentation methods will be employed to describe the proposals including models, plans, sections, sketches, diagrams, text, electronic and digital media.

### **Learning and Teaching Activities:**

The main learning activities of the course are the site investigations and evaluation of survey data and the application of ecological principles to the design process. Teaching is studio based. Each stage of the course is supported and reviewed by field trips, design workshops, studio seminars and tutorials, presentations and critiques.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Crit/Review of Portfolio of work	<ul style="list-style-type: none"> <li>• ✓</li> </ul>		100%	40%	N/A	Survey and evaluation, landscape design, conservation and management proposals

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
094675229X	Agate, E.	2001	Fencing: A Practical Handbook	BTCV
0946752311	Agate, E.	1996	Footpaths: A Practical Handbook	BTCV
094675215X	Agate, E.	1998	The Urban Handbook: A Practical Conservation Handbook	BTCV
0946752338	Agate, E.	2002	Woodlands: A Practical Handbook	BTCV
094675232X	Agate, E. & Brooks, A.	2000	Sand Dunes: A Practical Handbook	BTCV
0946752303	Agate, E. & Brooks, A.	2001	Waterways and Wetlands: A Practical Handbook	BTCV
0946752192	Brooks, A., Adcock, S. & Agate, E.	1999	Dry Stone Walling	BTCV
1852930586	Buckley, G. P.	1989	Biological Habitat Reconstruction	John Wiley & Sons
0952998912	Dixie, G.	1996	Recommendations for Wildflower & Orchid Planting in Grass and Woodlands	HV Horticulture

0952998904	Dixie, G. & Francis, J.	1996	Planting Mixes based on the National Vegetation Classification System	HV Horticulture
0952998920	Dixie, G. and Swift, M.	1996	Wildflower Specification Manual	HV Horticulture
0709909705	Emery, M.	1986	Promoting Nature in Cities and Towns	Packard Publishing Ltd
047111460X	McHarg, I. L.	1995	Design with Nature	John Wiley & Sons
0521447763	Sutherland, W.J. & Hill, D.A (ed)	1995	Managing Habitats for Conservation	Cambridge University Press
0-00-220081-3	Tansley, A.G.	1953	The British Islands and Their Vegetation	Cambridge University Press
<b>Further Reading</b>				
9781874357445	Blakesley, D. and Buckley, P.	2010	Woodland Creation for Wildlife and People in a Changing Climate	Pisces Publications
0865429197	Calow, P.P.	1996	River Restoration	Wiley Blackwell
1898278016	Clifford, S.	1993	Places, Cities and the Invisible	Public Art Development Trust
	Common Ground	1993	Celebrating Local Distinctiveness	Rural Action
9780953918904	Fasham, M.	2000	Wildlife Management and Habitat Creation on Landfill Sites	Ecoscope
0117103284	Hodge, S.J.	1995	Creating and Managing Woodlands around Towns Handbook 11	HMSO
0903138700	Holmes, N. & Ward, D. & Jose, P.	2001	The New River & Wildlife Handbook	RSPB
0861396375	JNCC	1990	Handbook for Phase 1 Habitat Survey: Field Manual	JNCC
0715320246	McIndoe, A. & Hobbs, K.	2005	Herbaceous Perennials	David & Charles
0823073335	Reid, G.W.	2002	Landscape Graphics	Watson-Guptill Publications

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1008

**School:** Architecture, Design & Construction

**Course Title:** Digital Landscapes

**Credit:** 15

**Level:** 5

**Course Coordinator:** David Watson

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### **Introduction and Rationale:**

Designers (Landscape and Garden) need a good understanding of the ways that emerging and current technologies are changing design methods and working practices within the landscape and garden design professions. 3D Digital Designers need to develop an appreciation and understanding of the landscape in order to create convincing virtual environments. This course introduces the digital iterative design process. It also about exploring and experimenting with new ways to experience designs for gardens and landscapes.

### **Aims:**

- Develop digital skills within the context of medium-sized landscapes.
- Develop a better visual understanding of landscape.
- Improve students' understanding of working practice.
- Explore composition with landscape elements.
- Develop a better understanding of space, scale and proportion.
- Understand the balance between realism and stylisation in computer models.
- Learn how to apply narrative to their design presentations.

### **Learning Outcomes:**

Students will be able to:

- Develop a digital design within a given landscape.
- Test ideas in form, space, scale, colour, texture, light and time.
- Design and present their design ideas in digital form (i.e. not on paper).
- Employ non-traditional methods of landscape representation.
- Construct design narratives.
- Experiment with new software and digital techniques

### **Content:**

- Lectures
- Project-based workshops
- Crits

### *Indicative Software:*

- AutoCAD
- Photoshop
- Bryce
- 3DS Max

**Learning and Teaching Activities:**

Students will be introduced to a number of software tools and techniques. Project work is designed to encourage students to use these tools and techniques creatively and to experiment with different methods of design and presentation. Project work is also designed to improve students' understanding of design principles such as scale and proportion and to offer them opportunities in developing narratives within their work.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio assessment: Digital Portfolio	✓	%	100%	40%	N/A	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts**

ISBN Number	Author	Date	Title	Publisher
1-5925-30079	Lidwell, W. Holden, K. and Butler, J.	2007	The Universal Principles of Design	Rockport Publishers
0-7148-34491	Fletcher, A.	2001	The Art of looking sideways	Phaidon Press
0415305101	Bishop, I. and Lange, E.	2005	Visualization in Landscape and Environmental Planning	Taylor & Francis
0470608234	Finkelstein, E.	2010	The AutoCAD and AutoCAD LT Bible	Wiley

0240522001	Evening, M.	2010	Adobe Photoshop CS5 for Photographers	Focal Press
0201354381	Kitchens, S. And Gavenda, V.	2000	Real World Bryce	Peachpit Press

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## COURSE SPECIFICATION

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**Course Code:** ENVI 0025

**School:** Architecture, Design & Construction

**Course Title:** Ecology and Conservation

**Credit:** 15

**Level:** 5

**Course Coordinator:** Richard Tilley

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### **Aims:**

Landscape Managers, Landscape Architects and Garden Designers need to understand ecological principles. They need to be able to survey landscapes on small and large scales for their existing (and potential) ecological and habitat value. They need to understand wildlife habitats and in particular native plants and the nature of different ecosystems, their protection, re-creation and management.

- To introduce students to the implications of conservation, biodiversity and sustainable development.
- To give students a basic knowledge of the natural and artificial processes that influence the composition of habitats.
- To allow students to appreciate the main constituents of different habitat types and how management affects their status.
- To understand the relationship between different habitat types and implications for landscape character and wildlife.

### **Learning Outcomes:**

- Explain ideas about the need for conservation, biodiversity, sustainability and the value of natural and semi-natural landscapes.
- Understand how the various abiotic and biotic factors influence the distribution of fauna and flora.
- Identify the use and value of habitat survey techniques, including a phase one habitat survey approach
- Distinguish the features of the different habitat types, appreciate their different management requirements, and evaluate habitat management plans.

### **Indicative Content:**

- Concepts of ecology and conservation: concepts of value, biodiversity, threats, sustainable development, agencies and designations.
- Ecological principles (energy and nutrient flow, evolution and development of ecosystems, successions, biotic and abiotic factors, competition, plant strategies and diversity.
- Different ecosystems in detail - grasslands, heathland and moorland, woodland, wetlands, coastal, and man-made habitats, including garden, urban and regenerated landscapes.
- Ecological survey techniques, biodiversity action planning.
- Management plans, what they are for, how they are used, how to set objectives and define maintenance actions.

### **Learning and Teaching Activities:**

A series of lectures, interspersed with some practical activities and field trips.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Group Assignment			50%	40%	2000	Habitat phase 1 Survey and report
Assignment	✓		50%	40%	2500	Evaluation and management plan for a site

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
9780340889206	Gillett, M.	2005	Ecosystems	Hodder Education
9780198568735	Ausden, M.	2007	Habitat management for conservation: a handbook of techniques	Oxford University Press
9780521613224	Boon, P.J. Pringle, C.M.	2009	Assessing the conservation value of fresh waters: an international perspective	Cambridge University Press
9781402046032	Doody, J. P. (2)	2007	Saltmarsh conservation, management and restoration	Springer
1405107375 : 9781405107372	Sinclair, A.	2006	Wildlife ecology, conservation and management.	Blackwell
0521533473 : 9780521533478	Sibley, R. M. (ed)	2003	Wildlife population growth rates	Royal Society in association with Cambridge University Press

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1007

**School:** Architecture, Design & Construction

**Course Title:** Landscape of Ideas

**Credit:** 15

**Level:** 5

**Course Coordinator:** Paula Garvey

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### **Introduction and Rationale:**

Designers of landscapes and gardens must be capable of dealing with a very wide range of subjects and developing a variety of skills which enable them to become 'generalists' in the field of environmental design. However, individual designers and practitioners specialise within particular fields and in using particular skills and approaches. The facility to begin to develop more specialist and/or interests is provided by this course to further the development of a strong design process.

NB. The specific aims, content and learning outcomes for this course will be determined by the students themselves (submitting their own 'Course Definition'). The following provide a general description and definition of the course:

### **Aims:**

- To offer a completely open study which allows students to define their own course (aims, content and outcomes).
- To broaden the knowledge and experience of the student beyond the confines of the regular taught programme and/or the subject and discipline.
- To encourage students to define, develop, manage and organise their own work within a completely open framework.
- To provide the opportunity to further develop work undertaken within other stage 5 courses.

### **Learning Outcomes:**

Students will be able to:

- Define and manage a particular project and product from conception to completion.
- Demonstrate and express their individuality.
- Further their knowledge and experience of specialised areas within and beyond the field of landscape design.
- (Possible) supplement their portfolio in order to improve employment prospects within particular sectors.
- (Possible) develop an internship programme with employers.

### **Indicative Content:**

According to the specific aims and outcomes defined by the student and guided by the tutor(s). There must be clear objectives and a definable product, achievement and/or result. For example, this course allows for students to submit entries for competitions, to work as a team or as an individual, to be involved in or create 'Live' projects within the scope of landscape designers.

### **Main Learning and Teaching Activities:**

Personal / private study with regular tutorial feedback to monitor the progress of the work.. Students may be allocated second tutors according to particular subjects.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Jury	✓		100%	40%	N/A	Variable-appropriate to individually defined studies

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
978-1844076451	Fuad-Luke, A.	2009	Design Activism: Beautiful Strangeness for a Sustainable World.	Earthscan
978-1592530076	Lidwell, Holden and Butler	2003	Universal Principles of Design	Rockport
978-3764377007	Margolis, L	2007	Living Systems	Birkhauser
978-8884914200	Nicolin,P. & Repishti, F.	2003	Dictionary of Today's Landscape Designers	Skira
978-0714839851	Phaidon Press	2000	The Garden Book	Phaidon Press
978-1854903037	Schall, H.D.	1994	Landscape as Inspiration	Academy Editions
978-0415131063	Warburton,N.	1996	Philosophy- The Basics	Routledge
978-0812218213	Swaffield, Simon	2002	Theory in Landscape Architecture	University of Pennsylvania Press

## **COURSE SPECIFICATION**

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**Course Code:** ENVT 1053

**School:** Architecture, Design & Construction

**Course Title:** Landscapes Science and Techniques

**Credit:** 30

**Level:** 5

**Course Coordinator:** Jamie Liversedge/  
David Watson

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### **Introduction and Rationale:**

In order to work as landscape architects, landscape managers or garden designers students require a sound knowledge of landform, earthworks, drainage and sustainable techniques so that they are able to convey detailed design solutions in clear, concise and comprehensive manual and digital working drawings. They need to evaluate the use of digital technology within this subject area and develop a working knowledge of current digital processes and techniques.

### **Aims:**

- To develop an understanding of how geology, physical geography and soil structure influence landform, contour and elevation.
- To develop a sound understanding of applied landform design including volumetric and drainage calculations.
- To evaluate both manual and digital techniques in site design.
- To continue the exploration of the potential of 3D CAD.
- To develop knowledge of the relationship between hard and soft material use and site conditions.
- To increase the awareness of sustainable design principles and processes.

### **Learning Outcomes:**

- Students will be able to: undertake detailed earth modelling and drainage exercises using both manual and digital techniques.
- Have developed a knowledge of 3D CAD, Digital Terrain Modelling (DTM) and related programmes and their range of application.
- To be able to use DTM software to analyse terrain models in various ways (sections, elevation analysis).
- Understand the influence of soil, physical geographical, geological and climatic conditions on site design.
- To be able to produce calculation supported site layout designs including drainage, cut and fill, landform volumetrics.
- To understand the use of bio-engineering/ geo-engineering/ sustainable design techniques, such as Sustainable Urban Drainage Systems (SUDS)

**Indicative Content:**

Introduction to soils, geology, physical geography, landform, drainage, cut and fill, retaining structures, reclamation, geo-engineering and material sustainability presented as a series of integrated lectures and workshops.

Introduction to computer based 3DCAD and digital terrain modelling and digital calculation techniques using relevant industry standard software such as AutoCad, Key Terra –Firma, Bryce

**Learning and Teaching Activities:**

Drawing workshops, Lectures, Digital/ computer Based Workshops

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Digital Portfolio	✓		50%	40%	N/A	Portfolio assessment
Manual Portfolio			50%	40%	N/A	Series of calculation worksheets

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
978-0199146608	Bayliss,T.	1995	A concise advanced geography	Oxford University Press
978-0470087817	Ching, F.D.K	2008	Building Construction Illustrated	Wiley
978-0471477556	Hopper. L.J.	2006	Landscape Architectural Graphics Standards	Wiley
978-0471140443	Kirkham.N	1999	The Art of Landscape Detail	Wiley
978-0444012869	Landphair-Klatt	1988	Landscape Architecture Construction	Elsevier
978-0071461207	Simonds.J.O.	2006	Landscape Architecture: A manual of site planning and design.	McGraw-Hill
978-0470138144	Strom,S. & Nathan.K.	1998	Site Engineering For Landscape Architects 3rd Edition.	Wiley
978-0434922277	Weddle.A.E,	1979	Landscape Techniques	Heineman

978-0415324625	Zhilin Li, Qing,K.Zhu and Gold,C.	2004	Digital Terrain Modelling: principles and methodology	Taylor & Francis
Further reading				
978-0881928266	Dunnett.N	2007	Rain Gardens: Managing Water Sustainably	Timber Press
978-0860175223	Martin, P.	2000	Sustainable Urban Drainage systems	CIRIA
978-0415281232	Thomas.R	2003	Sustainable Urban Design;A Environmental Approach	Taylor & Francis

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## COURSE SPECIFICATION

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**Course Code:** ENVT 0203

**School:** Architecture, Design & Construction

**Course Title:** Planting Design

**Credit:** 15

**Level:** 5

**Course Coordinator:** Sarah Morgan

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** ENVT 1002

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#### **Aims:**

In order to work as landscape architects or managers, or as garden designers, students require a developed understanding of plants. They need to be able to articulate and apply design principles using plants. This is the third in a series of integrated courses.

- To make students aware of the aesthetic value and design potential offered by the range of plants, plant combinations and planting types available for use in the UK and north-western Europe.
- To develop knowledge in using and identifying plants.
- To allow students to develop skills in planting design and related graphic presentation.

#### **Learning Outcomes:**

On completion of this course students will be able to:

- Evaluate the aesthetic and design potential of the full range of plants, planting types and combinations.
- Demonstrate a cohesive integration of planting within an overall design strategy.
- Produce planting plans and schedules.
- Demonstrate skills in observing, recording and identifying a wide range of plants.

#### **Indicative Content:**

##### *Element 1: Design project work and lectures*

Design with a range of planting types and plant combinations, forming a strong design strategy for a given site. Examination of plant material in terms of habit, form, size, colour and texture and in relation to foliage, flowers, fruit, bark and fragrance.

Exploration of the design effects and functions created by plants, including rhythm, balance, harmony, drama, accent and mood; structure and division of spaces, shade, shelter, screening and enclosure. Consideration of the dynamic nature of plants, long-term and seasonal changes. Plant spacing, grouping and planting patterns. Preparation and interpretation of planting plans. Maintenance considerations.

##### *Element 2: Plant identification and culture*

Plant knowledge concerning non-woody plants. Identification, establishment and maintenance across the range of sub-shrubs, herbaceous perennials, ferns, grasses, bamboos, bulbs, corms and aquatics.

Note that part-time mode and postgraduate programmes do not take this element. They derive the plant identification mark from the associated work they do in Hard and Soft Materials.

#### **Learning and Teaching Activities:**

Knowledge and understanding of principles and concepts are introduced in a short series of lectures. This work is further developed with weekly project work in design studio workshop

sessions. There are weekly lessons in plant identification, qualities, cultivation, and use; normally practical sessions using the College grounds and gardens.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio of Design Project Work	✓		75	40%	N/A	Site survey and analysis, planting strategy, detailed design, planting plan and schedule.
Plant Identification Test			25	40%	N/A	Series of three plant identification tests throughout the course.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
07546 3035 8	Robinson. N. & Wu, J.-A.	2004	The Planting Design Handbook, 2 <sup>nd</sup> edition	Ashgate Publishing Ltd.
0 419 17590 3	Bell, S.	1993	Elements of Visual Design in the Landscape	Spon Press
0-7506 1962 7	Clouston, B.	1994	Landscape Design with Plants.	Architectural Press
0-632-05843-9	Hitchmough, J. & Fieldhouse, K.	2004	Plant User Handbook	Wiley-Blackwell
0-8230-733-5	Reid, G.	2002	Landscape Graphics	Watson-Guptill
Reference texts below:				
97808819287 78	Ogden, S. and Ogden, L.S.	2008	Plant Driven Design	Timber

0-88192-740-6	Kingsbury, N. and Oudolf, P.	2005	Planting Design: Gardens in Time and Space	Timber
1840915269	Oudolf, P. and Kingsbury, N.	2009	Designing with Plants	Conran Octopus
0-711-22403-X	Thomas, G. S.	2004	Perennial Garden Plants or the Modern Florilegium	Frances Lincoln
0881922226	Hansen, R. & Stahl, F.	1993	Perennials and their Garden Habitats	Timber Press
0-88192-464-4	Darke, R.	1999	The Colour Encyclopedia of Ornamental Grasses	Timber Press
0 7153 0638 3	Grounds, R.	1998	The Plantfinder's Guide to Ornamental Grasses	David & Charles
0 7153 0859 9	Bell, M.	2000	The Gardener's Guide to Growing Temperate Bamboos	David & Charles
0 7153 1536 6	Rickard, M.	2002	The Plantfinder's Guide to Garden Ferns	David & Charles
N/A			JCLI Plant Lists	
	NBS	2005	National Building Specification for Landscape Plants	NBS Services
Wider Reading				
0 7112 1533 2	Lloyd, C. & Buckley, J.	1999	Christopher Lloyd's Gardening Year	Frances Lincoln
0 563 53739 6	Lloyd, C., Hunningher, E. and Buckley, J.	2001	Colour for Adventurous Gardeners	BBC Books
1857936159	Hobhouse, P.	1997	Penelope Hobhouse's Natural Planting	Pavilion Books
0-88192-636-1	Wiley, K.	2004	On the Wild Side: Experiments in New Naturalism	Timber Press
0 7112 1049 7	Kingsbury, N.	1996	The New Perennial Garden	Frances Lincoln
0 7112 1202 3	King, M. & Oudolf, P.	1998	Gardening with Grasses	Frances Lincoln
0 7063 6962 9	Billington, J.	1991	Architectural Foliage	Cassell Illustrated

## **LEVEL 6**

Advanced Representation	ENVT 1010
Design Development	ENVT 0033
Green Engineering for Landscape Architects	ENVT 1070
History and Philosophy of Garden Design 1	ENVT 1051
Landscape Dissertation (15 credit)	ENVT 1054
Master Planning	ENVT 1005
Place and Culture	ENVT 0031
Technical Landscapes	ENVT 1012

## **COURSE SPECIFICATION**

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**Course Code:** ENVT 1010

**School:** Architecture, Design & Construction

**Course Title:** Advanced Representation

**Credit:** 15

**Level:** 6

**Course Coordinator:** David Watson

**Department:** Communication Media for Design

**Pre-requisites:** None

**OCT 10**

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### **Introduction and Rationale:**

Landscape Architects and Garden Designers need to be aware of the ways that emerging and current technologies can be used to present survey, analysis, concept design and design proposal ideas to best advantage. They also need to know how best to present a consistent and coherent set of logical ideas so that they are easily understandable by the general public. In addition, Landscape Architects and Garden Designers need to know how to present and promote themselves, whether as a freelance practitioner or when applying for jobs in the public and private sectors. This course encourages students to develop a personal and identifiable style or “branding” and to use this to present their work and to promote themselves, both in print and online.

### **Aims:**

- To develop advanced skills in the representation of design project work.
- To enable students to develop and implement a personal style for their presentation work.
- To explore representation techniques for page, sheet and screen.
- To equip students with skills to compile presentation materials for their final design project.
- To encourage independent learning, investigation and experimentation.
- To help students develop a curriculum vitae.
- To guide students in acquiring an online presence in the form of a digital portfolio.

### **Learning Outcomes:**

Students will be able to:

- Investigate and present design work in a unique style.
- Critically appraise and convey design ideas using a coherent narrative style.
- Write a targeted CV.
- Design a personal business card.
- Demonstrate, review, evaluate and design and implement a promotional website.
- Use page layout and typographical techniques to best advantage.

### **Indicative Content:**

- Project based computer workshops
- Design workshops

### *Indicative Software:*

- Photoshop

- Dreamweaver
- Illustrator
- AutoCAD
- Premiere

### Learning and Teaching Activities:

- Workshops

### Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio assessment	✓		100%	40%	N/A	Range, content and development within final portfolio.

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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### Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0470608234	Finkelstein, E.	2010	The AutoCAD 2011 Bible	John Wiley & Sons
0240522001	Evening, M.	2010	Adobe Photoshop CS5 for Photographers	Focal Press
1581805012	Krause, J.	2004	Design Basics Index	Writer's Digest Books
1592532616	Samara, T	2007	Design Elements – A Graphic Style Manual	Rockport Publishers
0714834491	Fletcher, A.	2001	The Art of Looking Sideways	Phaidon Press
1592530079	Butler, J., Holden, K. & Lidwell, W.	2007	The Universal Principles of Design	Rockport Publishers
1592535348	Design Army	2009	Letterhead & Logo Design 11	Rockport Publishers
1430216069	Murrphy, C. & Persson, N.	2009	HTML and CSS Web Standards Solutions: A Web Standardistas' Approach	Peachpit Press
0300137370	Lynch, P. & Horton, S.	2008	Web Style Guide: Basic Design Principles for Creating Web Sites (3 <sup>rd</sup> Ed.)	Yale Univ Press
032170178 X	Adobe Creative Team	2010	Adobe Illustrator CS5 Classroom in a Book	Adobe
0007294662	McCandless, D.	2010	Information is Beautiful	Collins
1592535232	Saltz, I.	2009	Typography Essentials: 100 Design Principles for Working with Type	Rockport Publishers
1592535968	Rule 29	2010	The Best of Business Card Design 9	Rockport Publishers

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## COURSE SPECIFICATION

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**Course Code:** ENVT 0033

**School:** Architecture, Design & Construction

**Course Title:** Design Development

**Credit:** 15

**Level:** 6

**Course Coordinator:** Jamie Liversedge

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** ENVT 0031/ENVT 1005

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### **Introduction and Rationale:**

Landscape designers must be able to develop fully resolved and detailed design proposals which develop out of the master plans, concepts and strategies. These detailed designs form the basis for the working drawings which are necessary to implement the scheme. The detailed designs are a composition of hard and soft elements arranged to suit functional and user requirements and aesthetic and sensory needs, as well as achieving workable and buildable solutions.

### **Aims:**

- To build on and consolidate the knowledge and experience gained in previous design project courses.
- To develop design skills in the transition from master plan to detailed area design.
- To thoroughly resolve a design which is capable of being developed into working drawings.
- To encourage imaginative and creative approaches to achieving distinctive yet appropriate and workable designs.
- To develop an understanding of industry standard computer based drawing systems and workflows.

### **Learning Outcomes:**

On completing the course students will be able to :

- Investigate and evaluate and translate design concepts and master plans and translate into thoroughly resolved designs.
- Prepare a comprehensive and fully illustrated set of design proposals at a small scale.
- Demonstrate a critical understanding of practical and technical aspects of a design.
- Generate imaginative and individualistic designs which satisfy specific criteria, needs and requirements.
- Produce coordinated computer drawings.

### **Indicative Content:**

The students will select an area from within their master plan proposals. This area should provide the opportunity to explore an interesting range of hard and soft elements and particular themes and uses. The proposals will usually be developed at 1:200 but this may vary according to the nature of the project (from 1:500 to 1:100). In certain instances more than one detail area may be developed in order to show different aspects of the master plan. The work will include design plans, sections and illustrations, planting strategies and vocabularies for hard and soft elements, and hard works plans showing materials, levels and grading. From the outset students are encouraged to generate three dimensional physical and virtual spatial models to explore landform and enclosure. The generation of notional sketches and ideas about technical details which will be developed in the 'Technical Landscape' course.

### **Learning and Teaching Activities:**

Design Studio, Tutorials and site visits.

NB. Students must regularly visit their sites in private study periods.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓		100%	40%	N/A	Design Plans and sketch details. Sections & perspectives. Planting strategies and vocabularies of hard & soft materials. Hard works plans.
Crit/Review						

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
Further reading				
84 7609 524 4	Ajuntament de Barcelona	1992	Barcelona Espai Public	Ajuntament de Barcelona
978-0881334784	Booth, N.K.	1989	Basic Elements in Landscape Design	Waveland Press
978-0471752165	Ching, F.D.K.	2007	Form, Space and Order	Wiley
18 56690857	Holden, R.		International Landscape Design 1 & 2	Calman King
978-0470067970	Hopper, L.J.	2007	Landscape Architectural Graphic Standards-student edition	Wiley
978-8774071890	Lund, A.	1997	Guide to Danish Landscape Architecture	Arkitektens Forlag. Copehagen
978-3764375089	LAE	2007	Fieldwork;Landscape Architecture Europe.	Birkhauser

978-3764389505	LAE	2009	Onsite;Landscape Architecture Europe.	Birkhauser
978-0764551451	Mayer, J.	1999	Time management for dummies	For Dummies
978-1841127118	McGee	2006	S.U.M.O	Wiley
978-1856694988	McLeod,V.	2008	Detail in Contemporary Landscape Architecture	Laurence King
978-3037680599	Verlaghaus-braun Ed.	2010	1000x Landscape Architecture	Braun

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1070

**School:** Architecture, Design & Construction

**Course Title:** Green Engineering for Landscape Architects  
**Level:** 6

**Credit:** 15

**Department:** Landscape Architecture & Garden Design

**Course Coordinator:** Jamie Liversedge

**Pre-requisites:** None

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### **Introduction and Rationale:**

Designing buildings, cities and landscapes involves understanding and responding to a complex blend of technical, social and cultural intentions. In order to work as landscape architects, landscape managers or garden designers within this construct students require an understanding of the need for a holistic approach to the design of these environments, and an appreciation of the key principles and theories of sustainability that form a basis for green or sustainable design. They need to develop an awareness of their role as designers, and how the application of these sustainable principles will affect their designs, and more importantly how their designs will affect the environment.

### **Aims:**

- to develop a sound understanding of sustainable principles and their influence on the role of designers;
- to evaluate the social, environmental and economic implications of design;
- to introduce students to current sustainability theories, technologies and practice;
- to formulate design strategies based on sustainability principles;
- to develop the knowledge of relationship between hard and soft material use and site conditions and sustainability issues including climate change.

### **Learning Outcomes:**

- To evaluate benefits and disbenefits for a range of architectural, landscape and environmental design conditions.
- Critically analyse and evaluate materials and construction methods relative to their use of embodied energy and embodied carbon dioxide.
- To understand the effects of urban heat islands and albedo and design accordingly.
- To understand the relationship between the human settlement and natural ecosystems.
- To understand the application of sustainable principles to the design of spaces, buildings, landscapes and cities.
- Engage in an activity where issues of energy management and energy conservation are central to the problem.

### **Indicative Content:**

Introduction to Sustainability theories including ; Life-cycle analysis, embodied energy and carbon, Low or zero carbon development, greenhouse effect, urban heat islands and albedo, biodiversity, biomass, stormwater and greywater management, SUDS, alternative energy systems, eco-construction principles and techniques, BREEAM, LEED, presented as a series of integrated lectures and workshops.

### **Learning and Teaching Activities:**

Lectures, seminars and workshops.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Case Study Portfolio			40%	40%	N/A	Three worked case studies for different conditions and locations.
Major Project Portfolio	✓		60%	40%	N/A	The detailed development of SUDS or other sustainability theme applied to the concurrent major design project.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
978-0419250807	Benson, J.F. and Roe, M.H.	2001	Landscape and Sustainability	Taylor & Francis
978-1856175371	<u>Berge, Bjorn</u>	2009	The Ecology of Building Materials	Architectural Press
978-1853838972	Birkeland, J.	2002	Design for Sustainability: A Sourcebook of Integrated, Eco-logical Solutions	Earthscan Ltd
978-1856178044	Clark, Woodrow III.	2010	Sustainable Communities Design Handbook: Green Engineering, Architecture, and Technology	Butterworth-Heinemann

978-0070383166	Leitmann.J.,	1999	Sustaining Cities: Environmental Planning and Management in Urban Design	McGraw-Hill
978-0419232506	Makhzoumi,J. Pungetti,G.	1999	Ecological Landscape Design and Planning	Taylor& Francis
978-0070614994	Stitt. E.	1999	Ecological Design Handbook : Sustainable Strategies for Architecture, Landscape Architecture, Interior Design, and Planning	McGraw-Hill
978-0470138144	Strom, S., Nathan, K. and Woland, K.	2009	Site Engineering for Landscape Architects	John Wiley & Sons
978-0860176978	Woods, B. Ballard et al	2007	The SUDS manual	CIRIA
978-0419253808	Woolley, T. (Editor), Kimmins, S (Editor).	2000	Green Building Handbook Vol 2: A Guide to Building Products and Their Impact on the Environment	Taylor& Francis
Further reading				
978-0881928266	Dunnett.N	2007	Rain Gardens: Managing Water Sustainably	Timber Press
978-0471477556	Hopper. L.J.	2006	Landscape Architectural Graphics Standards	Wiley
978-1906860011	MacKay, D.J.C	2008	Sustainable Energy - Without the Hot Air	UIT
978-0863189609	Porritt. J,	1992	Save the Earth	DORL
978-0571179930	Rogers. R.	1997	Cities for the small planet.	Faber & Faber
978-1853836015	Satterthwaite. D., Ed.	1999	The Earthscan Reader in Sustainable Cities.	Earthscan
978-0071461207	Simonds.J.O.	2006	Landscape Architecture: A manual of site planning and design.	McGraw-Hill

978-0415281232	Thomas.R	2003	Sustainable Urban Design;A Environmental Approach	Taylor & Francis
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## COURSE SPECIFICATION

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**Course Code:** ENVT 1051

**School:** Architecture, Design & Construction

**Course Title:** History and Philosophy of Garden Design 1  
**Level:** 6

**Credit:** 15

**Department:** Landscape Architecture & Garden Design

**Course Coordinator:** Tom Turner

**Pre-requisites:** None

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### Introduction and Rationale:

An appreciation of the European context of garden design is essential to the practice of garden design and to analysis of the aesthetics of garden design. It is also required in order to understand and express the philosophy of design in written and spoken form.

### Aims:

- To deepen the students' understanding of the European garden design tradition, by analysing historic gardens and the context in which they were created.
- To create a philosophical framework for expressing aesthetic and design ideas in written and verbal form.

### Learning Outcomes:

The student will be able to:

- To give a seminar paper (or write a critical essay) analysing the design of a historic garden or designer based on a wide range of texts.
- To appreciate the range of the European tradition in garden design.
- To employ a critical approach to gardens.
- To explain projects using concepts derived from design philosophy and aesthetics.

### Indicative Content:

The development of European gardens from ancient Egypt to the present day is analysed with particular reference to the relationship between garden and the circumstances in which they were created (social, aesthetic, philosophical etc).

### Learning and Teaching Activities:

Lectures, seminars and tutorial groups.

### Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written Project Garden History Seminar			50%	40%	1500	Researched critical Essay/seminar paper
Written Project Garden Philosophy Notebook	✓		50%	40%	3000	Illustrated notebook (5 topics)

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0946009031	Carter, G.	1982	Humphry Repton Landscape Gardener 1752-1818	Sainsbury Centre for Visual Arts
Bib Id: 31850	Hussey, C.	1967	English Gardens and Landscapes 1700-1750	Country Life
0300047657	Lazzaro, C.	1990	The Italian Renaissance Garden	Yale University Press
0907462251	Turner, T.	1986	English Garden Design and Styles since 1650	Antique Collectors' Club
0500013578	Woodbridge, K.	1986	Princely Gardens	Thames & Hudson
0810928515	Burns, S.	1995	Paradise on Earth: The Gardens of Western Europe	Harry N. Abrams, Inc.
0415317487	Turner, T.	2005	Garden History, Philosophy and Design 2000 BC – 2000 AD	Spon Press

## COURSE SPECIFICATION

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**Course Code:** ENVT 1054

**School:** Architecture, Design & Construction

**Course Title:** Landscape Dissertation

**Credit:** 15

**Level:** 6

**Course Coordinator:** Alan Powers

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### Introduction and Rationale:

An important part of the work of Garden Designers, Landscape Architects and Landscape Managers is to research and present ideas in written report form, dealing with a wide range of issues, such as conservation, environmental assessment, historic landscape restoration and contemporary design practice and theory. This Course extends the student's understanding of the scope and context of garden design, and landscape architecture, based on the application of research methods.

### Aims:

To give the students the opportunity of making a detailed evaluation of a case study or topic related to garden design or landscape architecture, in the form of a focused study, based upon precise observation and description.

### Learning Outcomes:

Students will be able to:

- Carry out a research to investigate and critically appraise a topic using mainly secondary sources.
- On the basis of this research, to evaluate and structure their ideas as a logical argument.
- Critically examine and develop valid conclusions, based on the preceding argument.
- Write a dissertation of 5000-6000 words.
- Give references to their sources, in the approved academic manner; set out a Dissertation to the standard required for publication; and to compile a bibliography.
- Present their work using appropriate IT presentation skills.

### Indicative Content:

The students select a topic from a broadly defined subject area, limited only by its being of relevance to garden design / landscape architecture. While topics from conservation, ecology, history, restoration course are expected to form the usual subject for Dissertations, the students may elect to range more widely, in other design fields, subject only to the restriction of relevance to garden design / landscape architecture, and subject to the approval of the Course Coordinator.

### Main Learning and Teaching Activities:

Seminars in research methods, student centred research study, individual and group tutorials in the chosen subject, seminar presentation of related topics.

### Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Dissertation	✓		100%	40%	5000 - 6000	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0-2268-16265	Turabian, K. L.	1996	Manual for Writers of Term Papers, Theses and Dissertations	University of Chicago Press
0749259744	Northedge, A.	2005	The Good Study Guide	Open University

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1005

**School:** Architecture, Design & Construction

**Course Title:** Master Planning

**Credit:** 15

**Level:** 6

**Course Coordinator:** Jamie Liversedge

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** ENVT 0031

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### **Introduction and Rationale:**

Landscape Architects prepare master plans for both rural and urban projects. The master plan embodies a concept which is both visionary and pragmatic: It addresses all aspects of the design, it presents an overview of a resolved proposal, and describes the means of achieving the desired results. Landscape architects deal with complex designs, problems and sites and must therefore be able to disassemble and reassemble aspects, facets, layers and stages in the design process. The master plan stage defines and communicates goals and objectives, policies and strategies, and creates the framework which informs and directs the subsequent development and execution of a resolved and achievable design project.

### **Aims:**

- To provide the necessary theoretical background to the process of Master Planning.
- To develop skills in Master Planning for a complex site with a challenging brief.
- To promote a thorough, rational and systematic approach to creative design.
- To generate plans and strategies which can provide the framework for the development of detailed and resolved designs in the Design Development course.

### **Learning Outcomes:**

On completing the course students will be able to :

- Understand the theories and processes of master planning appropriate to different types, scales and complexities of landscape designs.
- Unravel and reconcile a multiplicity of interrelated aspects, issues, problems and opportunities inherent in a particular site and brief.
- Define clear objectives and present an overall vision and concept for a project, supported by the means and methods of achievement.
- Use computer based techniques to explore and represent multi-layered design concepts.

### **Indicative Content:**

The subject is introduced through a series of lectures exploring theories and approaches to different types of master plans. Students undertake a critical appraisal of an example of a master plan. Each year a range of sites are offered and students are provided with outline development briefs which they will individually interpret and elaborate. Design proposals are made at 1:1000 or 1:500. Students must demonstrate an intimate knowledge of their sites and the implications of their brief. They will undertake survey, analysis and appraisal, leading to the presentation of a resolved idea supported by clearly defined concepts, strategies and policies. The proposals will be made using a combination of manual and computer drawn diagrams, sketches, plans, sections, models, images and text which will be presented as a coherent document. Design proposals will be supported by both 3d virtual and physical modelwork.

### **Learning and Teaching Activities:**

Lectures on Master Planning – Case studies - theories and precedents.

## Design Studio Tutorials

NB. Students must regularly visit their sites in private study periods.

### Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	√		75%	40%	N/A	Master plan – Project (Survey, analysis, appraisal, concept, outline plans, illustrations, strategies and design guidelines).
Coursework			25%	40%	2000	Master plan - Case Study (Report)

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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### Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
978-1870673158	Baljon,L.	1995	Designing Parks: An Examination of Contemporary	Architectura en Natura Press, Amsterdam
90 6868 048 x	Editor : Vroom,M.J.	1992	Buitenruimten Outdoor Space	Uitgeverij Thoth
90 6868 069 2	Editors : Knuijt, Ophuis, van Saane	1993	Modern Park Design: Recent Trends	Uitgeverij Thoth
978-0720118957	Editors : Vroom,M.J. & Meeus,J.	1990	Learning from Rotterdam : Investigating the Process of Urban Park Design	Nichols Publishing New York
18 56690857	Holden, R		International Landscape Design 1	
978-0262121064	Lynch,K	1984	Site Planning	MIT
978-0471114604	McHarg,I.	1995	Design with Nature	Wiley
978-0071461207	Simonds, J.O.	2006	Landscape Architecture: A Manual for Land Planning and Design	McGraw-Hill

978-0419204107	Turner, T	1995	City as Landscape	Taylor & Francis
978-0246114020	Wright, T	1982	Large Gardens and Parks	HarperCollins
<b>Further reading</b>				
978-0471752165	Ching, FDK	2007	Form, Space and Order	Wiley
978-0571179930	Rogers, R.	1997	Cities for the small planet	Faber & Faber
978-1898465119	Wates,N.	1996	Action Planning	POWIA

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## COURSE SPECIFICATION

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**Course Code:** ENVT 0031

**School:** Architecture, Design & Construction

**Course Title:** Place and Culture

**Credit:** 15

**Level:** 6

**Course Coordinator:** Jamie Liversedge

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** None

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### **Introduction and Rationale:**

Landscape and garden designers are not only composing physical landscapes they are making places for communities and individuals to live in. The cultural landscape is the physical manifestation of a particular way of living and it reflects the needs, values, traditions, customs and aspirations of a people or groups. By examining the evidence of these relationships and by revealing the circumstances which underpin a particular locality the designer is better placed to give appropriate form, purpose, meaning and identity, to future landscapes and places.

### **Aims:**

- To systematically explore and evaluate a neighbourhood, region or sub-region with a view to understanding the relationship between its physical and visual characteristics and its cultural and geographic context.
- To appreciate the development of a place and its culture.
- To develop a sense and awareness of place as we use, experience and interact with landscapes.
- To provide references to inform the process of making new or transforming existing places.
- To provide essential background to and contextual information for the sites and themes to be developed in the Master Planning course.

### **Learning Outcomes:**

On completing the course students will be able to:

- Unravel complex situations with a view to distilling and presenting the essentials.
- Organise and manage group work, delegate tasks, and arrive at a consensus view and/or conclusion.
- Combine investigation and research with first-hand experience - connecting the evident to the circumstantial.
- Bring historical, cultural and experiential aspects to bear upon future plans and designs for a given landscape.
- Rapidly generate ideas, concepts and proposals.

### **Indicative Content:**

The study area may be a discrete part of a town or city, or a region which has a particular identity and which is (or will be) subject to significant change and transformation (redevelopment and/or reuse). The first part of the exercise is undertaken as group work, the outcome of which will be a presentation and explanation of the places discovered by the group. The groups will speculate as to the implications of the proposed changes and explore strategies and approaches, means and methods which may be employed in transforming or redefining places within the landscape. A series of short individual sketch exercises will follow in order to develop particular ideas, models or strategies. Students can elect to participate in one of the ELEE/SOCRATES Intensive Programmes, in which case the group stage is based on work undertaken in multi-national groups on sites abroad.

**Learning and Teaching Activities:**

Lectures / presentations introducing the study area. (based at home or abroad)

Briefing and orientation on site with all students and tutors, followed by field work and research undertaken by individual groups. (based at home or abroad)

Group tutorials and presentation. (based at home or abroad)

Sketch Design Studios & presentations (home based for all students)

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	√		50	40%	N/A	5 x Individual 'sketch projects' with critique (various media).
Jury			50	40%		Group presentations including A3 group report. (exhibition / report / multi-media eg. 'power point') – Home or Abroad

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
978-029596904	Appleton,J.	1991	Symbolism of Habitat	University of Washington Press
978-0471962359	Appleton,J.	1996	The Experience of Landscape	John Wiley & Sons, Ltd
978-0750620185	Cullen,G.	1995	Concise Townscape	Architectural Press
978-0300035810	Jackson, J.B.	1986	Discovering the Vernacular Landscape	Yale University Press
978-0262620321	Lynch,K.	1976	What time is this place ?	MIT Press
978-0471114604	McHarg, I	1995	Design with Nature	Wiley

978-0955862083	Pearson, D	2010	Spirit: Garden Inspiration	
978-0471124863	Potteiger, M	1998	Landscape Narratives	Wiley
978-1854903037	Schall, H.D	1994	Landscape as Inspiration	Academy editions
978-0300082944	Spirn, A.W.	2000	Language of Landscape	Yale University Press
978-0419204107	Turner, T	1995	City as Landscape	Taylor & Francis

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## COURSE SPECIFICATION

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**Course Code:** ENVT 1012

**School:** Architecture, Design & Construction

**Course Title:** Technical Landscapes

**Credit:** 15

**Level:** 6

**Course Coordinator:** Jamie Liversedge

**Department:** Landscape Architecture & Garden Design

**Pre-requisites:** ENVT 0033

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### **Introduction and Rationale:**

In order to work as landscape architects, students require a understanding of the range of specialist conditions, materials and construction techniques. They need to understand the role of related professions within the field of Landscape architecture and be capable of producing clear, concise, well researched manual and digital construction drawings to convey their design intentions to these professions.

### **Aims:**

- To develop an advanced knowledge of construction materials and techniques.
- To research and evaluate new techniques and materials.
- To understand the roles of related specialist professions.
- To develop advanced construction drawing and specification writing skills.

### **Learning Outcomes:**

- Demonstrate a reflective awareness and knowledge of a range of advanced landscape conditions.
- Investigate, review and evaluate research in order to critically assess and develop construction techniques with related disciplines.
- Using relevant material and analysis; produce detailed buildable construction drawings and well researched developed specifications.
- Develop critical skills to represent their design intentions using both manual and digital techniques.
- Students will be able to produce and evaluate coordinated working drawings using industry standard computer packages.

### **Indicative Content:**

Introduction to advanced conditions and techniques with particular reference to conditions that are present in the students masterplan and design development courses, typically reference to; atria/ interior/ tropical planting, roof gardens and lightweight construction, Water systems, Grey water management, Reclamation, Structures and external lighting design. The development and production of concise, clear, accurate, fully researched construction drawings and specifications.

### **Learning and Teaching Activities:**

Refresher workshop on drawing skills.

Lectures on advanced conditions, materials and techniques.

Cad/ drawing studio workshops developing advanced areas from the design project work.

**Assessment Details:**

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Detail Portfolio	✓		100	40%	N/A	Fully researched and detailed planting and construction drawings relating to selected areas from the Design Development Course. To include General Arrangement drawings, sections and fully developed details at 1/100, 1/50, 1/10, 1/5 including both hard and soft elements.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
978-0470087817	Ching, F.D.K.	2008	Building Construction Illustrated.	Wiley
978-3764389840	Dreiseitl, H.	2009	Recent Waterscapes: Planning, Building and Designing with Water.	Birkhauser
978-0881929119	Dunnett, N. and Kingsbury, N.	2008	Planting Green Roofs and Living Walls	Timber Press
978-1840002737	Harpur, J.	2003	Roof gardens, Balconies	Mitchell Beazley

			and terraces.	
978-0471140443	Kirkham, N.	1999	The Art of Landscape Detail	Wiley
978-0393730128	Osmundson, T.H.	1997	Roof Gardens. History design and construction.	WW Norton & Company
978-0851393209	Scrivens, S.	1980	Interior Planting in Large buildings.	Architectural Press
978-3764385996	Zimmermann, A.	2009	Constructing Landscapes	Birkhauser
Further references				
			National Building Specification	Newcastle NBS Services
978-0442006969	Aurand, C.D.	1991	Fountains and pools, guidelines and specifications.	Van Nostrand Reinhold
978-0750647649	Baden-Powell, C.	2001	Architects Pocketbook	Architectural Press
978-3764362713	Bennett, D.	1997	Exploring Concrete Architecture, Tone, Texture, Form	Birkhauser
978-1856693134	Byars, M. and D'Antras, B.	2003	Design in Steel	Teneues
978-0442214593	Campbell, C.S.	1982	Water in Landscape Architecture.	Van Nostrand Reinhold.
0-4193-4808	Clamp, H.		Landscape Contract Manual	
978-0750619622	Clouston, B.ed.	1994	Landscape Design with Plants.	Science and Behavior Books
978-0007122264	Jackson, A. and Day, D.	2002	Good Wood Guide	Collins
978-1871045178	Jackson, J. and Newton, J.	1992	Building Green, A guide to using plants on roofs, walls and pavements	Packard
978-2880467623	Lefteri, C.	2004	Materials of Inspirational Design: Metals	RotoVision
978-2880465698	Lefteri, C.	2002	Materials of Inspirational Design: Glass	Rockport
978-2880468125	Lefteri, C.	2005	Materials of Inspirational	RotoVision

			Design: Wood	
978-2880465483	Lefteri, C.	2001	Materials of Inspirational Design: Plastic	Rockport
978-0750657259	Lyons, A.R.	2004	Materials for Architects and Builders	Butterworth-Heinemann
978-0132384940	Manaker, G.H.	1997	Interior Plantscapes.	Prentice Hall
978-3764364397	Nijsse, R.	2003	Glass in Structures, Elements, Concepts and Designs	Birkhauser
978-0442280567	Saxon, R.	1987	Atrium Buildings-development and design.	Van Nostrand Reinhold.

## APPENDIX B

### Description of academic levels

As you progress through your programme the courses become more complex, more demanding, i.e., they move up a level.

The level of a course indicates its seniority within the Programme Curriculum.

The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; At each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ).

An appropriate level shall be assigned to a course according to the following definitions:

Level 0 Access to Higher Education.

Level 4 (previously called level 1) Provides basic knowledge, skills and competence.

Level 5 (previously called level 2) Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 (previously called level 3) Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the Individual's distinctive professional development, where appropriate.

Level 7 (previously called level M or Master level) Provides opportunity to demonstrate:

- (i) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources
- (ii) the ability on the basis of such reflection to formulate original ideas and innovative proposals
- (iii) the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Level 4 courses are taught early in the undergraduate degree programmes. Level 5 in the middle, Level 6 at the final part of the undergraduate degree programmes.

If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at Level 7.

*Note: as the level nomenclature has recently been changed at the University, you may still find course specifications with the old nomenclature (e.g. level 1, 2, 3 or M). We are gradually updating all our documentation.*