

**SCHOOL OF ARCHITECTURE & CONSTRUCTION**

**POSTGRADUATE LANDSCAPE PORTFOLIO**

**Definitive Document**

**July 2006**



*the*  
**UNIVERSITY**  
*of*  
**GREENWICH**



## CONTENTS

<b>1.0</b>	<b>PRELIMINARY INFORMATION</b>	<b>1</b>
<b>2.0</b>	<b>AWARDS</b>	<b>1</b>
<b>3.0</b>	<b>PROGRAMME TITLES</b>	<b>1</b>
<b>4.0</b>	<b>MODES OF STUDY</b>	<b>1</b>
<b>5.0</b>	<b>SCHOOL</b>	<b>1</b>
<b>6.0</b>	<b>PROGRAMMES OF STUDY</b>	<b>2</b>
6.1	Introduction	2
6.2	Development of the Landscape and Garden Portfolio	3
6.3	Teaching team and staff development	4
6.4	Diploma Landscape Architecture	5
6.5	Certificate in Landscape Design (formerly Cert Landscape Studies)	8
6.6	MA Landscape Architecture	9
6.7	MA Garden Design	12
6.8	MA Garden History	15
6.9	Postgraduate Certificate Garden History	17
6.10	MSc Landscape Planning and Assessment	28
6.11	MA European Landscape Architecture	20
6.12	MA European Landscape Studies	22
6.13	MA Landscape Studies	23
<b>7.0</b>	<b>ENTRY REQUIREMENTS</b>	<b>25</b>
7.1	Admission to the programmes	25
<b>8.0</b>	<b>TEACHING AND LEARNING</b>	<b>25</b>
8.1	Teaching & Learning Strategy	25
8.2	Lectures	25
8.3	Practical Sessions and Workshops	25
8.4	Seminars and Tutorials	25
8.5	Distance Learning	26
<b>9.0</b>	<b>ASSESSMENT STRATEGY, REQUIREMENTS, REGULATIONS</b>	<b>26</b>
9.1	Assessment Regulations	26
9.2	Assessment Loading	26
<b>10.0</b>	<b>CRITICAL APPRAISAL</b>	<b>26</b>
10.1	History of the Portfolio	26
10.2	Analysis of issues from APMRs	28
10.3	Cohort Statistics	29
10.4	Conclusions	30
<b>APPENDIX 1 – PROGRAMME SPECIFICATIONS</b>		
	Diploma Landscape Architecture	31
	Postgraduate Certificate in Landscape Design	34
	MA Landscape Architecture	37
	MA Garden Design	40
	MA Garden History	43
	Postgraduate Certificate Garden History	46
	MSc Landscape Planning and Assessment	48
	European Master of Landscape Architecture	51

## APPENDIX 2 – COURSE SPECIFICATIONS

## **1.0 PRELIMINARY INFORMATION**

The Portfolio Development Team for the Postgraduate Landscape and Garden Portfolio is:

**Chair:** Robert Holden

**Members:** Tom Turner  
Patrick Goode  
Benz Kotzen  
David Watson  
Kemal Mehdi  
Jamie Liversedge

## **2.0 AWARDS**

MA  
MSc  
Diploma  
Postgraduate Certificate

## **3.0 PROGRAMME TITLES**

Diploma Landscape Architecture  
Diploma Landscape Planning and Assessment  
MA Landscape Architecture  
MA European Landscape Architecture  
MA European Landscape Studies  
MSc Landscape Planning and Assessment  
MA Landscape Studies  
MA Garden Design  
MA Garden History  
Postgraduate Certificate in Garden History  
Certificate in Landscape Design

## **4.0 MODES OF STUDY**

Full-time  
Part-time  
Distance Learning for PG Certificate in Garden Design only

## **5.0 SCHOOL**

Architecture and Construction

## 6.0 PROGRAMMES OF STUDY

### 6.1 INTRODUCTION

This document specifies a portfolio of garden and landscape programmes at masters level. It is presented in a single document because of the shared courses, a shared teaching team and external examiners.

Note: The diploma Landscape Architecture is included although technically it is not a postgraduate programme but rather is graduate entry 'intercalated' programme.

#### 6.1.1 Garden Design

Garden design is a fine art with a 4,000-year history. It draws upon a wide range of creative skills, crafts, humanities and sciences. Garden design may be treated as a professional skill *and/or* as an aspect of the history of art: designers require more 3D skills; historians require more literary skills. The two approaches inform and support one another. It is not necessary for students to become expert in both. As a subject and as a profession, Garden Design has significant differences from Landscape Architecture. These are summarized below:

- Garden Design is well understood by the general public.
- Landscape Architecture is a broader discipline. It includes important topics, like urban design and environmental assessment, which are outside the realm of garden design.
- Landscape Architects are more in need of professional accreditation than Garden Designers, because most of their work is done in professional offices in conjunction with architects, engineers, town planners etc.
- Garden designers often work on their own, without involving related professions. It is also common for them to work from home offices or as garden-based designer-builders.

#### 6.1.2 Landscape Architecture

Landscape architecture developed out of garden design and has become a broad profession. It deals with the planning, design and management of the outdoor landscape. Practitioners work with architects, planners, managers, scientists, environmental assessors and other built environment professionals. They tend to be more in need of 3D vector CAD skills than garden designers. The range of projects undertaken by landscape architects ranges from the small scale to the large. They include public parks, the space around buildings, landscape planning, land art, environmental assessment and landscape management – and garden design. As the range of work has expanded, so the opportunity has developed for professionals to specialise in particular types of landscape project. Presently, the Landscape Institute has divisions for Landscape Architecture, Landscape Science and Landscape Management. It encourages programme specialisations in Landscape Planning and in Garden Design and has considered the establishment of new divisions, in which case the term 'landscape architect' could be used as a generic term to cover all the specialisms. The University of Greenwich has offered qualifications in landscape architecture since 1965. In association with Hadlow College, it also offers HNC/HND and degree programmes in landscape management and in garden design. These programmes are described in separate documents.

## 6.2 Development of the landscape and garden portfolio

In 1995 a University panel approved the following postgraduate programmes:

Diploma Landscape Architecture (FT/PT)  
MA Landscape Architecture (FT/PT)  
MA Landscape Studies (FT/PT)

These programmes were planned in the '4 x 4' system of courses (4 courses per year part-time, 8 courses per year full-time) corresponding with the undergraduate portfolio and made use of options to create specialisation routes, in landscape design and in landscape planning and assessment. There were opportunities to spend a semester in one of the partner schools in the European Landscape Architecture Exchange (ELEE).

In 2000 the Portfolio was expanded to create six specialisation routes with the following named awards:

Diploma Landscape Architecture  
MA Landscape Architecture  
MSc Landscape Planning and Assessment  
MA European Landscape Architecture  
MA Landscape Studies  
Postgraduate Certificate in Landscape Design

In 2004 the University validated additional programmes

- MA Garden Design
- MA Garden History.

They were presented for Definitive in a separate document but are now integrated into this document to create a Garden and Landscape portfolio.

In 2005 a series of meetings were held to review and update the portfolio with regard to:

### (a) *The changing nature of profession*

Having matured and diversified, the landscape profession is taking on an increasingly wide range of roles. Practitioners need to become more reflective, more technical and more specialised. This is the underlying logic of having a diverse portfolio instead of a single programme.

### (b) *Student views*

Student comments have been collected and analysed in each year of the programme's operation. They have suggested (i) modifications to the Theme Project, which have been effected (ii) digital design (CAD) teaching should be moved from term 2 to term 1, so that skills can be refined throughout the programme (and from third year PT to second year PT of the 3 year part-time Certificate/MA) (iii) the previous course in Urban Design and Environmental Assessment was too heavily biased towards architecture. It has been replaced with a course in Urban and Landscape Context Studies, taught jointly the MA Urban Design and Dip Architecture. MA Landscape Architecture students can attend these lectures as part of the new course in Design Methodology.

(c) *Staff views*

The teaching team agree with the student comments and believe that the existing landscape programmes are underweight in the teaching of planting and construction at an advanced level. External Examiners have also made this point. Integration with the MA Garden Design has created an opportunity to offer a new course in Advanced Planting Design. There is also a need to integrate the teaching of vector CAD with vector GIS and to teach the use of these software technologies to all students. GIS was an option in the 2000 programmes and will now become mandatory.

The title of the Certificate Landscape Studies is changed to Postgraduate Certificate in Landscape Design to better reflect its content (Landscape Studies is used as a programme title for degrees in historical geography).

d) *The Landscape Institute Annual Review Group (ARG)*

The Landscape Institute Annual Review Group inspects the landscape and garden portfolio of programmes on an annual basis. The procedure is very thorough and normally involves 2 or 3 visits to the University each session, including a visit to see the annual exhibition of the students' work. Recommendations are made, discussed with teaching staff and acted upon. There have been no significant disagreements between the ARG and the teaching staff in the period under review. Some recommendations have not been possible for resource reasons (eg increases in staffing) but other resource-based recommendations have come about (eg an increase in the library budget). Following their June visit to the University the ARG sends a report on its findings. In the period under review these reports have been complimentary.

(e) *The University academic framework (180 credits)*

The MA programme has been extended from one academic year (FT) spread over 2 academic years (18 months). This provides an opportunity to introduce a new course in Design Methodology to the MA programmes in landscape architecture and garden design. The Design Methodology course draws upon elements taught as block courses (eg Landscape and Garden Precedent) and integrates them with a reflective overview of the masters level design project work and a public discourse presented digitally.

The Diploma Landscape Architecture changes from 150 credits to 120 credits. This award shares courses with the MA Landscape Architecture and is included in this postgraduate portfolio but is not a postgraduate course. In DfES terminology it is an intercalated award.

### **6.3 Teaching team and staff development**

The programmes in the landscape and garden design portfolio are taught by a team of full-time staff supported by part-time staff engaged in advanced professional practice. Members of the team teach both at the Avery Hill campus of the University of Greenwich at Hadlow College in Kent. A key member of the portfolio team is on the full-time staff of Hadlow College and curates Broadview Gardens. Full-time staff are also engaged in writing and practice.

## 6.4 Diploma Landscape Architecture

### Introduction

In the UK, educational programmes for the landscape profession normally involve 4 years of full time study and 3 years office experience. The typical pattern, as at the University of Greenwich, is as follows:

- three years of undergraduate study leading to a BA Hons degree,
- one year in a professional office, known as a 'year out',
- one year of graduate study leading to a Diploma (which is professionally accredited by the Landscape Institute and leads to associate membership of the LI)
- two further years in a professional office, during which time some students also study part-time for a MA Landscape Studies, which is not a professionally accrediting award
- the Landscape Institute's Professional Practice Examination, leading to full professional membership of the LI (MLI)

Patterns of landscape education have become more diversified, with institutions offering programmes in landscape architecture, landscape management, landscape science, landscape planning and garden design. The LI encourages schools to develop specialisms both at Degree and Diploma level.

Under DfES guidelines full-time, home students (both UK and other EU students) of Landscape Architecture are entitled to a four years of state financial support leading to the professionally accredited, 'intercalated', Diploma. Masters qualifications do not attract local authority financial support.

Note: The Diploma Landscape Architecture is not a postgraduate programme.

The Diploma Landscape Architecture programme is intended for students who already hold a BA degree in landscape architecture or garden design (accredited by the Landscape Institute as feeder programmes) and who wish to take the next step towards professional practice and membership of the Landscape Institute. It seeks to teach advanced landscape design, landscape assessment and landscape planning in a multi-disciplinary context. There is an emphasis on communication and information technology skills which are particular strengths of Landscape Architecture at the University of Greenwich.

The programme has been accredited by the Landscape Institute since 1983 as giving exemption from the design component of its professional examinations. This used to be described as giving exemption from the Part III Design Set Piece examination. It is now described as qualifying the student to become Associates of the Landscape Institute.

Holders of a BA Hons degree in landscape architecture will have a good general ability in landscape design. This includes planting, construction, design and master planning. They will also have a good knowledge of the natural environment and the built environment and will have written a dissertation.

Holders of a BA Honours degree in garden design will have a good ability in design but tend to have less knowledge of the man-made and natural environment than landscape architects. They will normally have good skills in planting, construction, design, drawing and digital design (CAD). It is expected that most garden designers will choose to specialise in landscape design project work.

Two main specialisms are developed in the Diploma in Landscape Architecture programme:

**Design:** focusing on small to medium scale projects, and on working with architects and urban designers, emphasising the aesthetic aspects of landscape architecture.

**Planning and Assessment:** focusing on medium to large scale projects, and on working with planners and environmental assessment professionals, emphasising the functional and environmental aspects of landscape architecture.

Landscape architects may choose to specialise in design or planning, or they may choose to balance their studies between both. Students may also spend up to one semester studying at a European Landscape school under Socrates exchange agreements.

The Diploma in Landscape Architecture gives students a core knowledge of the professional context in which environmental planning and design have been conducted in the past and may be conducted in the future. It also allows students to undertake specialised project work in design and planning, as described above, together with supporting courses. For the planning specialisation, students normally take elective courses and in GIS for Planning and in Landscape Assessment and Design. For the design specialisation, students normally take elective courses in Art and Context, in Advanced Landscape Design and in CAD Visualisation.

### Structure and levels

#### P10279 Diploma Landscape Architecture FT (120 credits) from September 2006

Autumn (Term 1)	Spring/Summer (Terms 2/3)
<b>TOWN 0041</b> Urban Development Project (15 credits)	<b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) <i>or</i> <b>ENVT1057</b> Landscape Assessment and Design (15 credits)
<b>ENVT0047</b> Theme Project (15 credits)	<b>ENVT1022</b> Advanced Landscape Design 2 (15 credits) <i>or</i> <b>ENVT1056</b> Techniques of Landscape Assessment (15 Credits)
<b>ENVT0063</b> Advanced Planting Design (15 credits) <i>Or</i> <b>TOWN0045</b> Urban and Landscape Context Studies (ULCS) (15 credits) <i>Or</i> <b>ENVT 0039</b> Art and Context (15 Credits) <i>Or</i> <b>ENVT1051</b> History and Philosophy of Garden Design (15 credits at level 3)	<b>ARCT 0047</b> Landscape Professional Studies (15 credits) (Block Course)
<b>ENVT1023</b> CAD/Visualisation (15 credits)	<b>ENVT1019</b> GIS for Landscape Planning (15 credits)
60 credits	60 credits

**P10279 Diploma Landscape Architecture PT (120 credits) from September 2006**

Year 1		Year 2	
Autumn (Term 1)	Spring/Summer (Terms 2/3)	Autumn (Term 1)	Spring/Summer (Terms 2/3)
<b>TOWN 0041</b> Urban Development Project (15 credits)	<b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) <i>or</i> <b>ENVT1057</b> Landscape Assessment and Design (15 credits)	<b>ENVT0047</b> Theme Project (15 credits)	<b>ENVT1022</b> Advanced Landscape Design 2 (15 credits) <i>or</i> <b>ENVT1056</b> Techniques of Landscape Assessment (15 Credits)
<b>ENVT0063</b> Advanced Planting Design (15 credits) <i>Or</i> <b>TOWN0045</b> Urban and Landscape Context Studies (ULCS) (15 credits) <i>Or</i> <b>ENVT 0039</b> Art and Context (15 Credits) <i>Or</i> <b>ENVT1051</b> History and Philosophy of Garden Design (15 credits at level 3)	<b>ENVT 1019</b> GIS for Landscape Planning (15 credits)	<b>ENVT1023</b> CAD/Visualisation (15 credits)	<b>ARCT 0047</b> Landscape Professional Studies (15 credits) ( Block Course)
30 credits	30 credits	30 credits	30 credits

## 6.5 Certificate in Landscape Design (Part of the Cert/MA LA set of ‘conversion’ programmes)

### Introduction

The Certificate in Landscape Design is included in this document because it provides the knowledge and skills which graduates in other disciplines require before undertaking masters programme in garden design or landscape architecture. The Certificate lays a basis for non-landscape architecture graduates to convert to a new career. The programme can be taken by those who already have a design background or by students who have a talent for design which has not been developed in their undergraduate degree programme. It is open to graduates in the arts and sciences. For example, it can be taken by geographers, natural and social scientists, engineers, architects, fine artists and interior designers.

### P10019 Certificate in Landscape Design FT (135 credits)

Stage1	
Autumn (Term 1)	Spring/Summer (Terms 2/3)
<b>ARCT 1016</b> Design & Communication (15 credits at level 1)	<b>ENVT0028</b> Design with Nature (15 credits at level 2)
<b>ENVT 0022</b> Landscape Basic Design (15 credits at level 1)	<b>ENVT 1006</b> Site Design (15 credits at level 1)
<b>ENVT 1002</b> Hard & Soft Materials (+3 Day Tech Drawing in September) (30 credits at level 1)	
<b>ENVT0203</b> Planting Design (15 credits at level 2)	<b>ENVI 0025</b> Ecology & Conservation (15 credits at level 2)
	<b>ENVT1016</b> Landscape & Digital Design (Block course in January) (15 credits at level M)

### P10019 Certificate in Landscape Design PT (135 credits)

Year1		Year 2
Autumn (Term 1)	Spring (Term 2/3)	Autumn (Term 1)
<b>ARCT 1016</b> Design & Communication 1 (15 credits at level 1)	<b>ENVT 0028</b> Design with Nature (15 credits at level 2)	<b>ENVT 0022</b> Landscape Basic Design (15 credits at level 1)
<b>ENVT 1002</b> Hard & Soft Materials (+3 Day Tech Drawing in September) (30 credits at level 1)		<b>ENVT 1006</b> Site Design (15 credits at level 1)
<b>ENVT 0203</b> Planting Design (15 credits at level 2)	<b>ENVI 0025</b> Ecology & Conservation (15 credits at level 2)	
	<b>ENVT 1016</b> Landscape & Digital Design (Block course in January) (15 credits at level M)	
105 credits		30 credits

## **6.6 MA Landscape Architecture (MLA) (part of the Cert/MA LA set of 'conversion' programmes)**

### **Introduction**

This programme is for graduates in non-cognate disciplines who wish to become professionally qualified landscape architects and graduate members of the Landscape Institute. They are likely to hold first degrees in environmental and design disciplines and must also hold a Certificate in Landscape Design, or equivalent qualification. The Master of Landscape Architecture programme was first accredited by the Landscape Institute in 1997.

Landscape architecture has had a long and fruitful relationship with a range of other academic disciplines (for example, the fine and applied arts, the biological sciences, and the human sciences) and professional skills (architecture and planning). Because of these wide-ranging connections, entrants from a diversity of backgrounds have been able to adapt rapidly to the subject, and in turn have made a significant contribution to the development of landscape architecture. It is a profession which demands design skills and/or environmental planning skills.

This programme is also for those with a BA (Hons) Landscape Architecture or equivalent who wish to undertake a professionally accrediting masters award, which has a higher degree of international recognition than a UK professional Diploma.

**P10328 MA Landscape Architecture FT (180 / 90 ECTS credits) from September 2006**

<b>18 Months MA LA</b>		
Stage 1		Stage 2
Autumn (Term 1)	Spring/Summer (Terms 2/3)	Autumn (Term 1)
<b>TOWN0041</b> Urban Development Project (15 credits)	<b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) <i>or</i> <b>ENVT1057</b> Landscape Assessment and Design (15 credits)	Design Methodology <b>ENVT1043</b> (30 credits)
<b>ENVT0047</b> Theme Project (15 credits)	<b>ENVT1022</b> Advanced Landscape Design 2 (15 credits) <i>or</i> <b>ENVT1056</b> Techniques of Landscape Assessment (15 credits)	
<b>ENVT1023</b> CAD/Visualisation (15 credits)	<b>ENVT 1019</b> GIS for Landscape Planning (15 credits)	
<b>ENVT0063</b> Advanced Planting Design (15 credits) <i>Or</i> <b>TOWN0045</b> Urban and Landscape Context Studies (ULCS) (15 credits) <i>Or</i> <b>ENVT 0039</b> Art and Context (15 Credits) <i>Or</i> <b>ENVT1051</b> History and Philosophy of Garden Design 3 (15 credits at level 3)	<b>BUIL0055</b> Landscape Engineering (15 credits) (Block course at Easter)	
<b>ENVT1015</b> Landscape and Garden Precedents (inc. Block Course) (15 Credits)	<b>ARCT 0047</b> Landscape Professional Studies (15 credits) ( Block Course in January)	
75 credits	75 credits	30 credits

Note: all courses at M level except where noted

**P10328 MA Landscape Architecture PT (180 credits – 90 ECTS) 24 months:**

**Note: January start**

Stage 1	Stage 2	Stage 3	
Spring/Summer (Terms 2/3)	Autumn (Term 1)	Spring/Summer (Terms 2/3)	Autumn (Term 1)
<b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) <u>or</u> <b>ENVT1057</b> Landscape Assessment and Design (15 credits)	<b>ENVT0047</b> Theme Project (15 credits)	<b>ENVT1022</b> Advanced Landscape Design 2 (15 credits)	<b>ENVT1043</b> Design Methodology (30 credits)
<b>ENVT 1019</b> GIS for Landscape Planning (15 credits)	<b>ENVT1023</b> CAD/Visualisation 15 credits)	<b>BUIL0055</b> Landscape Engineering (15 credits) block course)	
<b>ENVT1015</b> Landscape and Garden Precedents 15 Credits) (incl block course)	<b>ENVT0063</b> Advanced Planting Design (15 credits) <u>Or</u> <b>TOWN0045</b> Urban and Landscape Context Studies (ULCS) (15 credits) <u>Or</u> <b>ENVT 0039</b> Art and Context (15 Credits) <u>Or</u> <b>ENVT1051</b> History and Philosophy of Garden Design (Credits at level 3)	<b>ARCT 0047</b> Landscape Professional Studies (15 credits) (block course)	
		<b>TOWN 0041</b> Urban Development Project (15 credits)	
45 credits	45 credits	60 credits	30 credits

## 6.7 MA Garden Design

### Introduction

The MA Garden Design aims to recruit graduates from a range of disciplines and to provide them with a masters-level education in the design of gardens. Students with a strong background in horticulture and construction and garden design (eg BA Hons Garden Design graduates) will be able to complete the programme in 1 year. Students without this background will be able to take the existing Certificate in Landscape Design before commencing the MA.

The MA Garden Design differs from the academically-based courses at York University, Bristol University, Birkbeck College (UCL) and the Architectural Association because the students require skills in design, drawing, planting, construction and information technology. It differs from a conversion MA in Landscape Architecture because the project work emphasizes gardens and parks: it does not include urban design, landscape planning or environmental assessment. Many of the courses (eg in Advanced Landscape and Garden Design) will be shared with the MA Landscape Architecture but the project work will be exclusively gardens and parks.

Garden design professionals operate in a number of ways;

- (1) By providing a **design-and-build service**. This avenue of employment is the focus of the BA (Hons) Garden Design Programme offered by the University of Greenwich. It is not the focus of the MA Programme. It is however possible that holders of a BA (Hons) Garden Design will wish to proceed to a masters level qualification in either design or history, depending on their skills, interests and professional opportunities, in order to develop their analytical and conceptual skills.
- (2) By providing a **design-only specialist professional service**. Most landscape architects work in this way and they have an appropriate training for the task. For landscape architects it is normally an ancillary activity rather than a core activity. For the small group which specializes in either modern or historic gardens, a specialist masters qualification is desirable, if not yet a necessity.
- (3) As an **adjunct to another professional activity**. Architects, interior designers, garden managers and park managers have traditionally become involved in garden design as an adjunct to their main professional role. They need a Masters level qualification in either Garden Design or Garden History, depending on their specific interests and abilities.
- (4) As a garden **owner-designer**. Many of the world's greatest gardens are the work of owner-designers but, so far as we know, no country has a Masters level course in Garden Design.
- (5) As a garden **historian/manager**. There is a growing demand for specialist advice on the historical aspects of conserving and restoring historic gardens, landscapes and public parks. This requires the knowledge and skill which can be learned taking an MA in Garden History.

The MA Garden Design is aimed at three distinct groups of applicants. As detailed below, students in these groups will be treated separately with regard to evidence of pre-requisite knowledge and with regard to the programme they will be able to take. For students making APL (Accreditation of Prior Learning) and APEL (Accreditation of Prior Experiential Learning) applications, the courses in the Certificate Programme (see 8.0 below) will be used as bench marks for assessing the skill and knowledge base which will be required as a pre-requisite for entry to a Masters programme.

1. Holders of a good undergraduate degree, or its equivalent, in garden design or landscape architecture. These students will gain direct admission to either of the 1-year Masters programmes. As in cognate professions, it takes at least 4 years of FT academic study to achieve the necessary level of design maturity to work as an independent professional.
2. Holders of a good degree, or its equivalent, in another design discipline. This group might include architects, interior designers, furniture designers and others who have studied 3-D design at BA level. In order to take the 1-year MA in Garden Design, these applicants will have to satisfy the admission panel that they have reached the pre-requisite levels in art, basic design, garden design, planting, construction, ecology and CAD: normally they will take the Postgraduate Certificate in Landscape Design (making a 2.5-year package).
3. Holders of a good science degree or a humanities degree (including holders of horticultural qualifications). In order to enroll for the MA Garden Design they would have to take Postgraduate Certificate in Landscape Design.

For each group of applicants, the MA programmes will offer a creative and intellectually demanding curriculum with the learning outcomes set out below.

**P11119 MA Garden Design FT (180 credits)**

18 Months		
Stage 1		Stage 2
Autumn (Term 1)	Spring/Summer (Terms 2/3)	
Autumn (Term 1)	Spring	Spring
<b>ENVT 1039</b> History and Philosophy of Garden Design 2 (30 credits)	<b>ENVT1055</b> Advanced Landscape and Garden Design 1 (15 credits)	<b>ENVT1043</b> Design Methodology (30 credits)
<b>ENVT1023</b> CAD/Visualisation (15 credits)	<b>ENVT 1022</b> Advanced Landscape and Garden Design 2 (15 credits)	
<b>ENVT0039</b> Art & Context (15 Credits)	<b>ENVT1046</b> Garden & Landscape Study Tour (15 Credits)	
<b>ENVT 1015</b> Landscape and Garden Precedents study (15 Credits)		
<b>ENVT0063</b> Advanced Planting Design (15 credits)	<b>BUIL 0055</b> Landscape Engineering (15 Credits)	
90 credits	60 credits	30 credits

Note: all courses at level M

**P11119 MA Garden Design PT (180 credits)**

36 Months				
Stage 1		Stage 2		Stage 3
Autumn (Term 1)	Spring	Autumn (Term 1)	Spring	Autumn (Term 1)
<b>ENVT1039</b> History and Philosophy of Garden Design 2 (30 Credits)	<b>ENVT1055</b> Advanced Landscape and garden Design 1 (15 Credits)	<b>ENVT0063</b> Advanced Planting Design (15 Credits)	<b>ENVT1022</b> Advanced Landscape and Garden Design 2 (15 Credits)	<b>ENVT1043</b> Design Methodology (30 Credits)
<b>ENVT1023</b> CAD/Visualisation (15 Credits)	<b>ENVT1015</b> Landscape and Garden Precedents Study (15 Credits)	<b>ENVT1046</b> Garden Landscape Study Tour (15 Credits)	<b>BUIL0055</b> Landscape Engineering (15 Credits)	
		<b>ENVT0039</b> Art and Context (15 Credits)		
45 Credits	30 Credits	45 Credits	30 Credits	30 Credits

Note: all courses at level M

## 6.8 MA Garden History

Garden History as a discipline can be traced to publication of the first systematic and illustrated history of gardens in J.C. Loudon's *Encyclopedia of Gardening* (1822). Alicia Amherst's *A History of Gardening in England* (1895). Many books on the subject were published in the twentieth century and a number of educational programmes was established towards the end of the century. The subject has grown substantially since the 1970s concurrent with the growth of interest in the conservation of historic gardens and landscapes.

The **MA Garden History** aims to recruit graduates from a range of disciplines and to provide them with a masters-level education in garden history. Students will be able to complete the programme in 1 year full-time or 2 years part-time or distance learning. Applicants can precede the MA Garden History with the Certificate in Landscape Design but this is not required. The University of Greenwich MA Garden History differs from the courses at York University, Birkbeck College (UCL) and the Architectural Association in two respects:

- It places a slightly greater emphasis on skills (eg preparing a garden survey and learning a critical approach to planting and construction)
- It is planned, as explained below, to be available in electronic distance mode.

### P10306 MA Garden History FT (185 credits)

18 Months		
Stage 1		Stage 2
Autumn (Term 1)	Spring	Autumn (Term 1)
<b>ENVT 1039</b> History and Philosophy of Garden Design 2 (30 credits)	<b>ENVT 1045</b> Dissertation Production (40 Credits)	<b>ENVT 1047</b> Historic Garden Project (30 credits)
<b>ENVT 1048</b> Landscape and Garden Design Theory (30 credits)	<b>ENVT1046</b> Garden & Landscape Study Tour (15 Credits) <i>Or</i> <b>ENVT 1015</b> Landscape and Garden Precedents Study (15 Credits)	
<b>BUIL1052</b> Critical Thinking (10 credits) <u>And</u> <b>RESE1008</b> Research Methods (10 credits) <u>Or</u> <b>BUIL1017</b> Research Methods (20 credits (Distance Learning))	<b>ENVT 1044</b> Dissertation Research (20 credits)	
80 credits	75 credits	30 credits

**Note:** the courses in Research Methods and Critical Thinking can be taken in either attendance mode or distance mode with the course BUIL1017

**P10306 MA Garden History PT (185 credits)**

36 Months			
Stage 1	Stage 2		Stage 3
Spring	Autumn (Term 1)	Spring	Autumn (Term 1)
<b>BUIL1052</b> Critical Thinking (10 credits) <u>And RESE1008</u> Research Methods (10 credits) <u>Or BUIL1017</u> Research Methods (20 credits) (Distance Learning)	<b>ENVT 1039</b> History and Philosophy of Garden Design 2 (30 credits)	<b>ENVT 1048</b> Landscape and Garden Design Theory (30 credits)	<b>ENVT 1047</b> Historic Garden Project (30 credits)
<b>ENVT 1015</b> Landscape and Garden Precedents Study (15 Credits) <u>Or ENVT1046</u> Garden & Landscape Study Tour (15 Credits)	<b>ENVT 1044</b> Dissertation Research (20 credits)	<b>ENVT 1045</b> Dissertation Production (40 Credits)	
35 credits	50 credits	70 credits	30 credits

**Note:** the courses in Research Methods and Critical Thinking can be taken in either attendance mode or distance mode with the course BUIL1017

## 6.9 Postgraduate Certificate Garden History (60 credits)

### Introduction

The Postgraduate Certificate in Garden History, by distance learning, is intended for:

- International students, worldwide
- UK based students in full-time employment

The Postgraduate Certificate in Garden History comprises courses in the History and Philosophy of Garden Design and in Garden and Landscape Design Theory. They provide an in-depth knowledge of garden history but do not develop the skills required to write a dissertation or develop a management plan for a garden or landscape. If students taking the Postgraduate Certificate are based in the London area or visiting London they would be able to attend the seminars provided for attendance mode students but these would not be a formal component of the teaching or assessment.

### P11145 Postgraduate Certificate Garden History by Distance Learning

12 Months
Stage 1
<b>ENVT 1039</b> History and Philosophy of Garden Design 2 (30 credits)
<b>ENVT 1048</b> Landscape and Garden Design Theory (30 credits)
60 credits at level M

### P11145 Postgraduate Certificate Garden History Full Time

6 Months
Stage 1
<b>ENVT 1039</b> History and Philosophy of Garden Design 2 (30 credits)
<b>ENVT 1048</b> Landscape and Garden Design Theory (30 credits)
60 credits at level M

### P11145 Postgraduate Certificate Garden History Part Time

12 Months
Stage 1
<b>ENVT 1039</b> History and Philosophy of Garden Design 2 (30 credits)
<b>ENVT 1048</b> Landscape and Garden Design Theory (30 credits)
60 credits at level M

**Note:** From an academic point of view, the two courses may be taken either simultaneously or in either order. The order in which students take the courses will therefore depend on timetabling considerations.

## 6.10 MSc Landscape Planning and Assessment (180 credits)

### Introduction

The programme in Landscape Planning and Assessment relates to the needs of the landscape profession and the interests of a category of applicant for our existing programmes. The route was validated in 2000 but has attracted few applicants, because it has not been accredited by the Landscape Institute [Note: the School did not present it to the LI in the 2000-2005 period because of an LI accreditation policy, relating to output cohorts, which has been modified].

The following developments have contributed to a healthy employment market for landscape planners and assessors:

- The EU directive on Environmental Assessment, issued in 1987, has been incorporated into UK law
- There is a growing emphasis on environmental quality by the Department of Environment and other organisations
- Landscape planning and assessment work now constitutes an estimated 50% of the landscape architecture profession's workload,
- The Landscape Institute is drawing up guidelines for the accreditation of landscape planning programmes (and has accredited a programme at Manchester University)

Landscape planning and assessment work takes place at the public/private interface, with employment opportunities in both sectors. Practitioners are concerned with the conservation of existing public goods and with making additions to the stock of public goods. The range of public goods with which the profession is concerned includes, outdoor recreation, the protection of habitats and the conservation of scenery. They also work as EA project managers, co-ordinating the work of specialist assessors, and in development control and environmental policy departments.

Entrants to the University of Greenwich postgraduate programme will have an undergraduate degree in a cognate discipline, such as geography or environmental science, which gives them a good understanding of the natural and the man-made landscape. They will also have a knowledge of plan drawing, plants and construction, at least equivalent to the level provided by a Postgraduate Certificate in Landscape Design or Landscape Management.

Building on this knowledge base, the masters programme will impart knowledge and skills in landscape planning and assessment, together with the associated information technology.

Students require knowledge:

- of how landscapes are formed,
- of how they can be conserved
- of how they can be changed to accommodate new land uses.

For **Landscape Planning**, they must be familiar with the aims and objectives of urban design and landscape planning. This requires a broad appreciation (rather than a detailed knowledge) of Town and Country Planning and a detailed understanding of planning for various land uses (agriculture, minerals, forestry etc).

For **Landscape Assessment**, they need skill in assessment techniques, in impact mitigation, in formulating proposals and drawing plans. Compared with landscape designers, they need less knowledge of building construction and they do not need to be creative artists.

The information technology skills required include standard office applications (word processing, database, spreadsheet etc), GIS, image editing and vector graphics.

**P10045 MSc Landscape Planning and Assessment FT (180credits)**

Stage 1 Autumn	Stage 1 Spring	Stage 2 Autumn
<b>TOWN 0041</b> Urban Development Project (15 credits)	<b>ENVT1057</b> Landscape Assessment and Design (15 credits) (30 credits)	<b>ENVT1043</b> Design Methodology (30 credits)
<b>ENVT0047</b> Theme Project (15 credits)	<b>ENVT1056</b> Techniques of Landscape Assessment (15 credits)(30 credits)	
<b>TOWN0045</b> Urban and Landscape Context Studies (ULCS) (15 credits)	<b>ARCT 0047</b> Landscape Professional Studies (15 credits)	
<b>ENVT0063</b> Advanced Planting Design (15 credits)	<b>ENVT 1019</b> GIS for Landscape Planning (15 credits)	
<b>ENVT1023</b> CAD / Visualisation (15 Credits)	<b>BUIL0055</b> Landscape Engineering (15 credits) (May Block Course)	
75 credits	75 credits	30 credits

Note: all courses are at level M

**P10045 MSc Landscape Planning and Assessment PT 24 months (180 credits)**

Stage 1		Stage 2		Stage 3
Autumn (Term 1)	Spring (Term 1 & 2)	Autumn (Term 1)	Spring (Term 1 and 2)	Autumn (Term 1)
<b>ENVT1023</b> CAD / Visualisation (15 Credits)	<b>ENVT1057</b> Landscape Assessment & Design (15 Credits)	<b>TOWN0041</b> Urban Development Project (15 Credits)	<b>ARCT0047</b> Landscape Professional Studies (15 Credits)	<b>ENVT1043</b> Design Methodology (30 Credits)
<b>ENVT 0063</b> Advanced Planning Design (15 credits)	<b>ENVT1019</b> GIS for Landscape Planning (15 Credits)	<b>TOWN0045</b> Urban and Landscape Context Studies (15 Credits)	<b>ENVT1056</b> Techniques of Landscape Assessment (15 Credits)	
		<b>ENVT0047</b> Theme Project (15 Credits)	<b>BUIL0055</b> Landscape Engineering (15 Credits)	
30 credits	30 credits	45 credits	45 credits	30 credits

Note: all courses are at level M

## 6.11 MA European Landscape Architecture (EMLA)

### Introduction

This programme is planned as an enhanced professionally accrediting version of the Diploma in Landscape Architecture. It includes the full content of the LI accredited Diploma and is enhanced by giving the student opportunities to study in a continental European landscape school and write a dissertation. The route was validated in 2000 but has attracted few applicants, because it has not been accredited by the Landscape Institute [Note: the School did not present it to the LI in the 2000-2005 period because of an LI accreditation policy, relating to output cohorts, which has been modified].

The University of Greenwich School of Architecture and landscape has had a close involvement with other European landscape schools for a decade. It was a founder member of the European Landscape Architecture Education Exchanges (ELEE). A member of staff is Secretary General of the European Foundation for Landscape Architecture (EFLA). The School of Architecture and Construction, together with its partners, has received significant funding from the Erasmus and Socrates programmes. This has allowed us to participate in a sequence of Intensive Programmes and semester-exchanges. The EMLA programme derives from this involvement and is offered in co-operation with our partners. The long-term intention is for each of the partner schools to offer a masters award and a masters-level semester abroad.

Landscape architecture is a dynamic and growing profession in Central and Southern Europe. The Council of Europe's *European Landscape Convention* is the first international treaty which requires countries to commit to the implementation of all-territory landscape policies. Given this growing interest, international and European masters have been established in several German and Dutch universities (using English as the language of instruction). This is the first UK programme to offer a comparable programme.

**P10230 MA European Landscape Architecture FT (270 credits)/ 135 ECTS ( European Credit Transfer System)**

Autumn (Term 1)	Spring/Summer (Terms 2/3)		
<b>TOWN 0041</b> Urban Development Project (15 credits)	<b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) <u>or</u> <b>ENVT1057</b> Landscape Assessment and Design (15 credits)	European Semester (60 credits) <u>or</u> <b>ENVT1013</b> Dissertation (60 credits)	European Semester (60 credits) or <b>ENVT 1013</b> Dissertation Semester (60 credits)
<b>ENVT0047</b> Theme Project (15 credits)	<b>ENVT1022</b> Advanced Landscape Design 2 15 credits) <u>or</u> <b>ENVT1056</b> Techniques of Landscape Assessment (15 Credits)	<b>ENVT 1039</b> History and Philosophy of Garden Design (30 credits)	
<b>ENVT0063</b> Advanced Planting Design (15 credits) <u>Or</u> <b>TOWN0045</b> Urban and Landscape Context Studies (ULCS) (15 credits) <u>Or</u> <b>ENVT 0039</b> Art and Context (15 Credits)	<b>ARCT 0047</b> Landscape Professional Studies (15 credits)  ( January Block Course)		
<b>ENVT1023</b> CAD/Visualisation (15 credits)	<b>ENVT1019</b> GIS for Landscape Planning (15 credits)		
60 credits	60 credits	90 credits	60 credits

**Note: the ‘History & Philosophy of Garden Design’ is taught by distance learning**

## 6.12 MA European Landscape Studies (200 credits)

### Introduction

This programme is planned as a programme in advanced landscape studies for holders of prior degrees in landscape architecture. It is not professionally accrediting. The aim is to develop an understanding of the history and theory of the art and profession and to apply this knowledge in a European context. The programme draws inspiration from the work and travels of John Claudius Loudon.

The University of Greenwich School of Architecture and landscape has had a close involvement with other European landscape schools for a decade. It was a founder member of the European Landscape Architecture Education Exchanges (ELEE). A member of staff is Secretary General of the European Foundation for Landscape Architecture (EFLA). The School of Architecture and Construction, together with its partners, has received significant funding from the Erasmus and Socrates programmes. This has allowed us to participate in a sequence of Intensive Programmes and semester-exchanges. The EMLA programme derives from this involvement and is offered in co-operation with our partners. The long-term intention is for each of the partner schools to offer a masters award and a masters-level semester abroad.

Landscape architecture is a dynamic and growing profession in Central and Southern Europe. The Council of Europe's *European Landscape Convention* is the first international treaty which requires countries to commit to the implementation of all-territory landscape policies. Given this growing interest, international and European masters have been established in several German and Dutch universities (using English as the language of instruction). This is the first UK programme to offer a comparable programme.

### (Programme Code: TBC) MA European Landscape Studies (200 credits / 100 ECTS) Part Time only

Autumn (Term 1)	Spring/Summer (Terms 2/3)	Autumn (Term 1)	Spring/Summer (Terms 2/3)
<b>ENVT1039</b> History and Philosophy of Garden Design 2 (30 credits)	<b>ENVT1048</b> Landscape and Garden Design Theory (30 credits)	<b>ENVT1013</b> European Semester (60 credits) Or <b>ENVT1018</b> Dissertation (60 credits)	<b>ENVT1013</b> European Semester (60 credits) Or <b>ENVT1018</b> Dissertation Semester (60 credits)
<b>BUIL1052</b> Critical Thinking (10 credits) <b>RESE1008</b> Research Methods (10 credits) OR <b>BUIL1017</b> Research Methods (20 credits) (Distance Learning)			
80 credits		60 credits	60 credits

**Note: the courses in Research Methods, Critical Thinking, History and Philosophy of Garden Design, Landscape and Garden design Theory, can be taken in either attendance mode or distance mode**

## **6.13 MA LANDSCAPE STUDIES**

### **Introduction**

This programme is for students who already hold degrees in landscape architecture and wish to gain advanced knowledge, and develop a research interest, in an aspect of the discipline (eg environmental assessment, art and context, IT for landscape, landscape planning). The award is not professionally exempting.

The historic objective of landscape design and planning, to make outdoor space which is useful and beautiful' has become diversified. The aim is now to make places which satisfy a wide range of functional, aesthetic, social, economic and ecological objectives. Consequently, there is a need to specialise. This programme is offered to students who already hold a hold a masters-level professionally accredited diploma, and who wish to focus on an aspect of the subject.

Landscape studies are comparatively young as an academic discipline and it has not been common for students or professionals to develop research interests or study for higher degrees. The MA programme is designed to encourage personal specialisation and higher study with a professional orientation. There are many areas for research in landscape design, land art, landscape planning, information technology, environmental assessment, history and theory, and there is a continuing need to raise standards, both academically and professionally. The School is convinced of the need to educate and train designers and planners up to and beyond the professional standard that it has sustained for many years. The MA programme presents an opportunity to develop a personal specialism in an advanced aspect of landscape studies.

**P01122 MA Landscape Studies FT (185 credits)**

Diploma Landscape Architecture or equivalent qualification. This gives the student exemption from the 90 credits:  <b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) <u>Or</u> <b>ENVT1057</b> Landscape Assessment & Design (15 credits)  <b>ARCT0047</b> Landscape Professional Studies (15 credits)  <b>ENVT1019</b> GIS for Landscape Planning (15 credits)  <b>TOWN0041</b> Urban Development Project (15 credits)  <b>ENVT0047</b> Theme Project (15 Credits)	<i>Mandatory courses</i>	
	Term 1	
	<b>BUIL1052</b> Critical Thinking (10 credits) <u>And</u> <b>RESE1008</b> (Research Methods (10 credits)	
	<u>Or</u> <b>BUIL1017</b> Research Methods (20 credits) (Distance Learning)	
	<b>ENVT1018</b> Dissertation (60 credits)	
	<b>ENVT 0038</b> Applied Landscape Theory (15 credits)	
90 credits	95 credits	

**Note:** the courses in Research Methods and Critical Thinking can be taken in either attendance mode or distance mode

**P01122 MA Landscape Studies PT (185 credits)**

Diploma Landscape Architecture or equivalent qualification. This gives the student exemption from the 90 credits:  <b>ENVT1055</b> Advanced Landscape Design 1 (15 credits) OR <b>ENVT1057</b> Landscape Assessment and Design (15 credits)  <b>ARCT0047</b> Landscape Professional Studies (15 credits)  <b>ENVT1019</b> GIS for Landscape Planning (15 credits)  <b>TOWN0041</b> Urban Development Project (15 credits)  <b>ENVT0047</b> Theme Project (15 Credits)	<i>Mandatory courses</i>	
	Term 1	Term 2
	<b>BUIL1052</b> Critical Thinking (10 credits) <u>And</u> <b>RESE1008</b> Research Methods (10 credits)	
	<u>Or</u> <b>BUIL1017</b> Research Methods (20 credits) (Distance Learning)	
	<b>ENVT1018</b> Dissertation (60 credits)	<b>ENVT1018</b> Dissertation (60 credits)
	<b>ENVT0038</b> Applied Landscape Theory (15 credits)	
90 credits	65 credits	30 credits

**Note:** the courses in Research Methods and Critical Thinking can be taken in either attendance mode or distance mode

## **7.0 ENTRY REQUIREMENTS for the PG Landscape and Garden portfolio**

### **7.1 Admission to the programmes**

The standard minimum entrance requirements for the programme will be as for other masters programmes of study in the University. Normally, students will have a good undergraduate degree (2.1 or above) in a cognate discipline. This section details additional requirements before commencing the study of Garden Design at masters level, it is necessary to have:

- A degree-level qualification, or professional equivalent, in a design discipline (eg architecture, landscape architecture, interior design, fine art)
- Pre-requisite skills and knowledge in design, drawing, planting, construction and Computer Aided Design. This may be obtained by taking the Certificate of Higher Education in Landscape Design, by the Accreditation of Prior Learning, by the Accreditation of Prior Experiential Learning, or by taking appropriate courses which form part of the BA (Hons) Garden Design offered by the University of Greenwich.

Before commencing the study of Garden History at masters level, it is necessary to have:

- An undergraduate degree (eg in the humanities or in the natural sciences). For UK applicants, this will be a bachelor's degree. For international students, it will be an equivalent qualification.
- An enthusiasm for gardens and gardening

The MA programmes in Garden Design and in Garden History offer students a choice between two academic approaches to the study of gardens at masters level. The Postgraduate Certificate in Garden History deals with only one of these approaches.

## **8.0 TEACHING AND LEARNING**

### **8.1 Teaching and Learning Strategy**

A variety of teaching and learning methods are used throughout the programme and these are described below. As the programme develops, the team's intention is to introduce distance and flexible teaching and learning for courses in the MA programme.

### **8.2 Lectures**

The lecture content is planned with regard to the development of the subject and to reinforce practical sessions, workshops, seminars and tutorials. Lectures normally last 50 minutes. Short lists of essential reading and a full list of lecture topics are included in individual course programme details.

### **8.3 Practical Sessions and Workshops**

Practical sessions, visits and workshops are organised to teach skills in specific subject areas to explore the relevance of theoretical knowledge.

### **8.4 Seminars and Tutorials**

Seminars and tutorials are held with groups of students to examine and discuss written projects. Tutorials are informal interactive sessions within a predetermined framework. Seminars are formal presentations involving interactive follow-up.

## **8.5 Distance Learning**

Distance Learning students will receive a Learning Pack comprising a Programme Guide, a Course Guide and a selection of study materials. Most of the world's famous gardens now have their own websites and students will be expected to make use of resources available on the World Wide Web. Students will also be expected to use local library resources (eg for access to general encyclopaedias and general works on art, architecture, geography, history etc. It may also be necessary to purchase some additional books on periods in garden history.

## **9.0 ASSESSMENT STRATEGY, REQUIREMENTS, REGULATIONS**

### **9.1 Assessment Regulations**

Programmes in the Postgraduate Portfolio are assessed in accordance with the University of Greenwich **ACADEMIC REGULATIONS FOR TAUGHT AWARDS**.

### **9.2 Assessment Loading**

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

Programmes are assessed in accordance with the University of Greenwich Academic Regulations for Taught Awards.

## **10.0 CRITICAL APPRAISAL**

### **10.1 History of the Portfolio**

The university and its antecedents (Hammersmith College of Building and Thames Polytechnic) have taught landscape architecture since 1965. Initially as a undergraduate entry programme with as a graduate entry "intercalated" professional Diploma which from the mid 1980s has been accredited by the Landscape Institute. This consisted of a BA (Hons) Landscape Architecture followed by "year out" of professional practice experience culminating in a graduate entry Diploma Landscape Architecture.

The Diploma Landscape Architecture is termed an "intercalated" programme by the DfES. Note the latter Diploma is not a post graduate award, as with other professional diplomas in medicine and architecture it is the conclusion to professional education and entitles "home" students to state support.

In 1995 a University panel approved the following graduate entry programmes which are covered in this postgraduate portfolio:

- Diploma Landscape Architecture (FT/PT)
- MA Landscape Architecture (FT/PT)
- MA Landscape Studies (FT/PT)

These programmes were planned in the '4 x 4' system of 15 credit courses (4 courses per year part-time, 8 courses per year full-time) corresponding with the undergraduate portfolio and made use of options to create specialisation routes, in landscape design and in environmental assessment based landscape planning. There were opportunities to spend a semester at one of our of the partner schools in the European Landscape Architecture Exchange (ELEE). The part-time mode is timetabled for one day per week attendance with block courses,

The MA Landscape Architecture was validated as a two year “conversion” route to landscape architecture for graduates in other disciplines. The MA Landscape Studies was primarily viewed as a route for Diploma students who wished to proceed to taught research and dissertation. The Diploma continued to receive and the MA Landscape Architecture subsequently received professional accreditation from the Landscape Institute (and also recognition from the European Foundation for Landscape Architecture) , while the MA Landscape Studies as a purely academic award was not offered for professional accreditation.

In 2000 the Portfolio was expanded to create six specialisation routes with the following named awards:

- Diploma Landscape Architecture
- Postgraduate Certificate in Landscape Design\*
- MA Landscape Architecture\*
- MSc Landscape Planning and Assessment
- MA European Landscape Architecture
- MA Landscape Studies

\* The Postgraduate Certificate in Landscape Design and the MA Landscape Architecture are a linked set of programmes which together form a “conversion” route into landscape architecture for graduates from other disciplines..

At the 2000 reDefinitive the professionally accredited Diploma was continued and is aimed primarily at the Greenwich BA (Hons) Landscape Architecture graduates but also serving graduates from the BA (Hons) Garden Design which in 1998 had received Landscape Institute accreditation on the same basis as the Greenwich BA (Hons) Landscape Architecture as leading to the Diploma.

The former, two academic year, professionally accredited MA Landscape Architecture was split into two awards: the Postgraduate Certificate in Landscape Design and a new one academic year MA Landscape Architecture. This was largely a consequence of the review of postgraduate and especially Masters level education undertaken by the Quality Assurance Council. The largely undergraduate level courses of the year 1 of the 1995 two year professional MA Landscape Architecture were constituted as a separate Postgraduate Certificate. This has the advantages of the MA being predominantly at Masters level and also facilitated access to the MA Landscape Architecture from graduates in landscape architecture or garden design. It has also had the advantage that two or three students have come to take the one year Certificate (for instance, as fully qualified graduates from the Far East who wish to experience English landscape architecture and garden design or UK based students intending to move after one year to a Masters programme in their own country). These two linked awards continued to receive Landscape Institute accreditation (and EFLA recognition).

In 2000 the MSc Landscape Planning was offered to the Landscape Institute on an *ab initio* basis given it was identical to the planning specialisation of the MA Landscape Architecture. However, in 2000 the Landscape Institute would not accredit this (or any new programme) *ab initio* therefore it became much more challenging to recruit and the programme has not in fact recruited effectively. However, the Landscape Institute have since changed their attitude to *ab initio* accreditation and it is now proposed to revalidate both the MSc Landscape Planning and the MA European Landscape Architecture (which is in effect the MA Landscape Architecture/ Diploma Landscape Architecture + one year abroad) then to offer them to the Landscape Institute on the basis they would then attract a significant number of students.

In 2004 the University validated the following additional programmes

- MA Garden Design
- MA Garden History.

They were presented for Definitive in a separate document but are now integrated into this document to create a Garden and Landscape portfolio. The reasoning here was to develop the expertise the university had developed as a consequence of validating the BA (Hons) Garden Design and from the successful collaboration developed with Hadlow College.

The LI accredited programmes are also recognised by the European Foundation for Landscape Architecture (EFLA) and indeed listed by the International Federation of Landscape Architects (IFLA) and it is worth noting that the internationally attractiveness of these programmes is a significant factor in their success and therefore in this reDefinitive.

## 10.2 Analysis of Issues from APMRs

The portfolio is reviewed at through a series of Programme Committee Meetings from which the main points are incorporated in Annual Programme Monitoring Reports (APMRs). In 2005 a series of meetings were held to consider the issues raised in this quality control procedure and to update the portfolio with regard to:

### (a) *The changing nature of profession*

Having matured and diversified, the landscape profession is taking on an increasingly wide range of roles in the UK, throughout continental Europe and world-wide. Practitioners need to become more reflective, more technical and more specialised. This is the underlying logic of having a diverse portfolio instead of a single programme.

### (b) *Student views*

Student comments have been collected and analysed in each year of the programme's operation. They have suggested:

- (i) modifications to the *Theme Project*, which have been effected
- (ii) digital design (CAD) teaching (*CAD and Visualisation*) should be moved from term 2 to term 1, so that skills can be refined throughout the programme (and from third year PT to second year PT of the 3 year part-time Certificate/MA)
- (iii) the previous course in *Urban Design and Environmental Assessment* (part of the Diploma Landscape Architecture) was too heavily biased towards architecture. It has been replaced with a course in *Urban and Landscape Context Studies*, taught jointly with the MA Urban Design and Diploma Architecture. MA Landscape Architecture students can attend these lectures as part of the new course in *Design Methodology*.

### (c) *Staff views*

The teaching team agree with the student comments and believe that the existing landscape programmes are light in the teaching of planting and construction at an advanced level. External Examiners have also made this point. Integration with the MA Garden Design has created an opportunity to offer a new course in *Advanced Planting Design*. There is also a need to integrate the teaching of vector CAD with vector GIS and to teach the use of these software technologies to all students. *Geographic Information Systems* was an option in the 2000 programmes and will now become mandatory.

The title of the Certificate Landscape Studies as so named in 2000 is changed to Postgraduate Certificate in Landscape Design to better reflect its content (Landscape Studies is used as a programme title for degrees in historical geography).

### (d) *The Landscape Institute Annual Review Group (ARG)*

The Landscape Institute Annual Review Group inspects the landscape and garden portfolio of programmes on an annual basis. The procedure is very thorough and normally involves 2 or 3 visits to the University each session, including a visit to see the annual exhibition of the students' work. Recommendations are made, discussed with teaching staff and acted upon. There have been no significant disagreements between the ARG and the teaching staff in the period under review. Some recommendations have not been possible for resource reasons (eg increases in staffing) but other resource-based recommendations have come about (eg an increase in the library budget). Following their June visit to the University the ARG sends a report on its findings. In the period under review these reports have been complimentary.

240 credits is equal to 120 ECTS (European Credit Transfer System) which is the typical standard for masters degrees throughout continental Europe, with the exception of the UK. Although the old (2000) 180 credit (90 ECTS) MA Landscape Architecture complied with the Bologna Declaration, it is advantageous for this professional degree, currently recognised by the European Foundation for Landscape Architecture (EFLA) complies with best continental European practice. Note too that for this reason the number of ECTS are added to course descriptions.

The Diploma Landscape Architecture rises, in consequence from 150 credits to 165 credits. This award shares courses with the MA Landscape Architecture and is included in this postgraduate portfolio, but is not a postgraduate course. In DfES terminology it is an intercalated award.

### 10.3 Cohort Statistics

Recruitment to the portfolio has grown from an average of 20 students/year at the time of the last review in 2000 to an average of 50 students/year at the time of the current review.

The character of the student group has become significantly more international and we often have students from over 15 countries in a single cohort.

#### Student registrations: annual figures

	Dip LA f/t	Dip LA p/t	Cert LS f/t	Cert LS p/t	MA LA f/t	MA LA p/t	MA GD	MA E LA	MSc LP
<b>1999/2000</b>									
Year 1	13	5	7	10	10	10	n/a	n/a	n/a
Year 2		2				13			
<b>2005-6</b>									
Year 1	10	2	18	4	27	4	1	1	0
Year 2	-	2	-	5		11			

This shows the growth of the postgraduate programmes with the intercalated Diploma from 70 in 1999/2000 to 85 in 2005-6

## 10.4 Conclusions

The portfolio has achieved the objectives of:

- establishing a high-quality landscape architecture programme with a good international reputation
- recruiting an expanding cohort of students with a very wide range of undergraduate qualifications
- maintaining professional accreditation for the Diploma Landscape Architecture and the MA Landscape Architecture from the Landscape Institute and recognition by the European Foundation for Landscape Architecture.
- being seen as an excellent centre for landscape architecture professional studies at postgraduate level with full technical and professional standing.
- diversifying its focus from mainstream landscape architecture to include programmes in related disciplines (e.g. garden design, garden history and environmental assessment landscape planning). This process is underway and is expected to continue.

In addition the portfolio has the ambition to:

- apply for professional accreditation for the Ms Landscape Planning and the MA European Landscape Architecture from the Landscape Institute and recognition from the European Foundation for Landscape Architecture, (which is an extension of the above diversification)

## UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATIONS

### DIPLOMA LANDSCAPE ARCHITECTURE

<b>1. Awarding Institution/Body:</b>  University of Greenwich	<b>2. Teaching Institution:</b>  University of Greenwich	<b>3. Accredited by:</b> Landscape Institute	<b>4. Final Award:</b> Diploma Landscape Architecture	<b>5. Programme Title/Department</b> Diploma Landscape Architecture	<b>6. UCAS Code:</b>	<b>7. QAA Benchmarking Gp(s):</b> Landscape Architecture	
<b>8. Educational Aims of the Programme: [Maximum Of 150 words]</b>  The primary aim of the programme is to complete the education of competent and imaginative professionals, who can proceed to associate membership of the Landscape Institute. This requires analytical rigour, technical skill, imaginative flair and a significant level of personal organisation.							
<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b>  <b>A Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul>				→	<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>  <b>A Teaching and learning:</b> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul>		
<b>B Intellectual skills:</b> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• The ability to initiate change on the basis of informed ideas and proposals.</li> <li>• The ability to identify and solve problems</li> </ul>				→	<b>B Teaching and learning</b> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul>		
				<b>B Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul>			

Arrows indicate entry, exit and progression points

**C Subject Practical skills:**

- Urban design
- advanced ability in landscape design and/or landscape planning and assessment
- be able to use advanced landscape techniques



**C Teaching and learning**

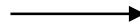
- Project work

**C Assessment Methods:**

- Studio presentations and critiques

**D Transferable/ key skills:**

- IT skills
- The ability to identify and solve problems
- The ability to work as part of a team
- The ability to communicate on a number of levels
- Interpersonal Skills



**D Teaching and learning**

- Projects

**D Assessment Methods:**

- Studio presentations and critiques

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

**TERM 1 COURSES**

**TERM 2/3 COURSES**

3

*Compulsory*

*Optional*

Urban Development Project TOWN 0041  
(15 credits)

Advanced Landscape Design 1, ENVT1055 (15 credits)  
or Landscape Assessment and Design NEW (15 credits)

2	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i> Theme Project ENVT 0047 (15 credits)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Optional</i> Advanced Landscape Design 2 ENVT 1022 (15 credits) <u>or</u> Techniques of Landscape Assessment NEW (15 Credits)</p>
1	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i> CAD/Visualisation ENVT 1023 (15 credits)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i> Landscape Professional Studies ARCT 0047 (15 credits)</p>
	<p><b>TERM 1 COURSES</b></p> <p><i>Optional</i> Advanced Planting Design ENV T0063 (15 credits) <i>Or</i> Urban and Landscape Context Studies (ULCS) TOWN0045 (15 credits) <i>Or</i> Art and Context ENVT 0039 (15 Credits) <i>Or</i> History and Philosophy of Garden Design ENVT 1038 (15 credits at level 3)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i> GIS for Landscape Planning ENVT 1019 (15 credits)</p>

**POSTGRADUATE CERTIFICATE IN LANDSCAPE DESIGN**

<b>1. Awarding Institution/Body:</b> University of Greenwich	<b>2. Teaching Institution:</b> University of Greenwich	<b>3. Accredited by:</b>	<b>4. Final Award:</b> Postgraduate Certificate	<b>5. Programme Title/Department:</b> Postgraduate Certificate in Landscape Design	<b>6. UCAS Code:</b>	<b>7. QAA Benchmarking Gp(s):</b> Landscape Architecture
---	--	--------------------------	--	---	----------------------	---

**8. Educational Aims of the Programme: [Maximum of 150 words]**

**Aims and objectives**

The aim is to take students with suitable degrees and give them the technical and design skills necessary for a Masters programme in landscape design or landscape planning and assessment. Students require skill in visual studies, basic design, landscape design, construction detailing and planting design. These subjects will be taught at levels 1, 2 and 3 but the programme also contains M level courses which form a culmination to the programme.

**9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]**

**A Knowledge and understanding of:**

- the history of garden design,
- the history of landscape architecture
- the processes which shape the outdoor landscape



**10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:**

**A Teaching and learning:**

- Formal lectures
- Seminar case studies
- Directed reading.

**A Assessment Methods:**

- Individual and group submissions, including seminar presentation

Arrows indicate entry, exit and progression points

**B Intellectual skills:**

- The ability to formulate original ideas and proposals based on individual experience and scholarship
- The ability to identify and solve problems



**B Teaching and learning**

- Through participation in individual and group project work.

**B Assessment Methods:**

- Both formative and summative assessment takes place.

**C Subject Practical skills:**

- skill in drawing, painting, composition and basic design
- be able to apply visual studies and basic design skills to the outdoor environment
- have the technical knowledge and skill for planting design and construction design



**C Teaching and learning**

- Project work

**C Assessment Methods:**

- Studio presentations and critiques

**D Transferable/ key skills:**

- operational knowledge of relevant IT (including 2-D design, 3-d design and image-editing)



**D Teaching and learning**

- Projects

**D Assessment Methods:**

- Studio presentations and critiques

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

**TERM 1 COURSES**

**TERM 2/3 COURSES**

*Compulsory*

*Compulsory*

Design & Communication1ARCT 1016 (15 credits at level 1)

Design with Nature ENVN 0028 (15 credits at level 2)

3

2	<b>TERM 1 COURSES</b> <i>Compulsory</i> Landscape Basic Design ENVT 1022 (15 credits at level 1)	<b>TERM 2/3 COURSES</b> <i>Compulsory</i> Site Design ENVT 1006 (15 credits at level 1)	
1	<b>TERM 1 and 2 COURSES</b> <i>Compulsory</i> Hard & Soft Materials (+3 Day Tech Drawing in September) ENVT 1002 (30 credits at level 1)		
	<i>Compulsory</i> Planting Design ENVT 0203 (15 credits at level 2)	<i>Compulsory</i> Landscape & Digital Design (Block course in January) ENVT 1016 (15 credits at level M)	

## MA LANDSCAPE ARCHITECTURE

<b>1. Awarding Institution/Body:</b> University of Greenwich	<b>2. Teaching Institution:</b> University of Greenwich	<b>3. Accredited by:</b> Landscape Institute	<b>4. Final Award:</b> MA	<b>5. Programme Title/Department</b> MA LANDSCAPE ARCHITECTURE (MLA)	<b>6. UCAS Code:</b>	<b>7. QAA Benchmarking Gp(s):</b> Landscape Institute			
<b>8. Educational Aims of the Programme: [Maximum Of 150 words]</b>									
<p>The MLA gives graduates from other disciplines the opportunity to use their previous academic and professional experience as a basis for studying a new discipline at a level which will allow them to enter the profession of landscape architecture. Together with the Postgraduate Certificate in Landscape Design, the programme provides a thorough grounding in design, fully supported by technical skills in construction and planting. Towards the end of the programme, students have the opportunity to select options in either Advanced Landscape Design or Landscape Planning and Environmental Assessment. These thesis project courses, which are compulsory, constitute a major element of independent study, which form a culmination to the programme. The standard will be of the professional level required to become associates of the Landscape Institute.</p>									
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b> <p><b>A Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul> <p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• the ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• the ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• the ability to initiate change on the basis of informed ideas and proposals.</li> <li>• the ability to identify and solve problems</li> <li>• the ability to engage in critical reflection on design precedents, theory and methodology</li> </ul> </td> <td style="width: 5%; text-align: center; vertical-align: middle;"> <p>→</p> <p>→</p> </td> <td style="width: 45%; vertical-align: top;"> <b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b> <p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul> <p><b>A Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <p><b>B Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul> </td> </tr> </table>							<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b> <p><b>A Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul> <p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• the ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• the ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• the ability to initiate change on the basis of informed ideas and proposals.</li> <li>• the ability to identify and solve problems</li> <li>• the ability to engage in critical reflection on design precedents, theory and methodology</li> </ul>	<p>→</p> <p>→</p>	<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b> <p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul> <p><b>A Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <p><b>B Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul>
<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b> <p><b>A Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul> <p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• the ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• the ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• the ability to initiate change on the basis of informed ideas and proposals.</li> <li>• the ability to identify and solve problems</li> <li>• the ability to engage in critical reflection on design precedents, theory and methodology</li> </ul>	<p>→</p> <p>→</p>	<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b> <p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul> <p><b>A Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <p><b>B Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul>							

**C Subject Practical skills:**

- urban design
- the generation of landscape designs at a competent professional level
- advanced technical skill in planting design and landscape engineering
- professional practice and contract



**C Teaching and learning**

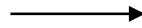
- Project work

**C Assessment Methods:**

- Studio presentations and critiques

**D Transferable/ key skills:**

- IT skills
- The ability to identify and solve problems
- The ability to work as part of a team
- The ability to communicate on a number of levels
- Interpersonal Skills



**D Teaching and learning**

- Projects

**D Assessment Methods:**

- Studio presentations and critiques

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

<b>M</b>	<b>TERM 1 COURSES</b>	<b>TERM 2/3 COURSES</b>	<b>TERM 4 COURSES</b>
	<p><i>Compulsory</i> Urban Development Project TOWN 0041 (15 credits)</p> <p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i> Theme Project ENVT 0047 (15 credits)</p>	<p><i>Optional</i></p> <p>Advanced Landscape Design 1 DESI 1110 (15 credits)</p> <p><i>or</i> Landscape Assessment and Design ENVT 1057 (15 credits)</p>	<p><i>Compulsory</i> Design Methodology ENVT 1043 (30 credits)</p>

*Masters*

s indicate entry, exit and progression points

	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i></p> <p>CAD/Visualisation ENVT 1023 (15 credits)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Optional</i></p> <p>Advanced Landscape Design 2 ENVT 1022 (15 credits)</p> <p><i>or</i> Techniques of Landscape Assessment NEW (15 credits)</p>	
	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i></p> <p>Landscape and Garden Precedents (inc. Block Course) ENVT 1015 (15 Credits)</p> <p><b>TERM 1 COURSES</b></p> <p><i>Optional</i></p> <p>Advanced Planting Design ENV T0063 (15 credits)</p> <p><i>Or</i> Urban and Landscape Context Studies (ULCS) TOWN 0045 (15 credits)</p> <p><i>Or</i> Art and Context ENVT 0039 (15 Credits)</p> <p><i>Or</i> History and Philosophy of Garden Design ENVT 1038 (15 credits at level 3)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i></p> <p>GIS for Landscape Planning ENVT 1019 (15 credits)</p>	
		<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i></p> <p>Landscape Professional Studies ARCT 0047 (15 credits)</p>	

## MA GARDEN DESIGN

<b>1. Awarding Institution/Body:</b>  University of Greenwich	<b>2. Teaching Institution:</b>  University of Greenwich	<b>3. Accredited by:</b>  n/a				<b>4. Final Award:</b>  Master of Arts	<b>5. Programme Title/Department</b>  Garden Design
<b>8. Educational Aims of the Programme: [Maximum of 150 words]</b>  <p>The programme aims to recruit graduates from a range of disciplines and provide them with a masters-level education in garden design. Students with a strong background in techniques and in design will be able to complete the programme in 1 year FT or 2 years PT. Students without this background will be able to take the existing Certificate in Landscape Design before commencing the MA. The initial courses are in design theory, design history, planting, construction, art and context. This leads to two major pieces of independent work: a case study (of a design, a designer or a design approach) and an advanced garden design. The programme provides the knowledge and skills for garden design.</p>							
<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b>  <b>A Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• History of garden design</li> <li>• Philosophy of garden design</li> </ul> <b>B Intellectual skills:</b> <ul style="list-style-type: none"> <li>• the ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• the ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• the ability to initiate change on the basis of informed ideas and proposals.</li> <li>• the ability to identify and solve problems</li> <li>• the ability to engage in critical reflection on design precedents, theory and methodology</li> </ul>				<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>  <b>A Teaching and learning:</b> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul> <b>A Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <b>B Teaching and learning</b> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <b>B Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul>			

**C Subject Practical skills:**

- Analyze a garden site with regard to natural processes, social processes and visual considerations
- Make a critical appraisal of a client brief
- Interpret and represent gardens using knowledge from a variety of sources
- Evaluation of plant material. Planting design skill.



**C Teaching and learning**

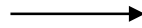
- Project work

**C Assessment Methods:**

- Studio presentations and critiques

**D Transferable/ key skills:**

- IT skills
  - The ability to identify and solve problems
  - The ability to work as part of a team
  - The ability to communicate on a number of levels
- Interpersonal Skills



**D Teaching and learning**

- Projects

**D Assessment Methods:**

- Studio presentations and critiques

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

		<b>TERM 2/3 COURSES</b>		<b>Term 4 Courses</b>  <i>Compulsory</i> Design Methodology ENVT1042 (60 credits)
<b>M</b>	<b>TERM 1 COURSES</b>	<i>Compulsory</i> Advanced Landscape and Garden Design 1 ENVT 1021 (15 credits)		
	<i>Compulsory</i> History and Philosophy of Garden Design 2 ENVT 1039 (30 credits)			
	<b>TERM 1 COURSES</b>	<i>Compulsory</i> Advanced Landscape and Garden Design 2 ENVT 1022 (15 credits)		
	<i>Compulsory</i> CAD/Visualisation ENVT 1023 (15 credits)			

rows indicate entry, exit and progression points

	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i> Art &amp; Context ENVT1039 (15 Credits)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i> Garden &amp; Landscape Study Tour ENVT 1046 (15 Credits)</p>
	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i> Advanced Planting Design ENVT 0063 (15 credits)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i> Landscape Engineering BUIL 0055 (15 Credits)</p>
	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i></p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i></p>

## MA GARDEN HISTORY

<b>1. Awarding Institution/Body:</b>  University of Greenwich	<b>2. Teaching Institution:</b>  University of Greenwich	<b>3. Accredited by:</b>  n/a				<b>4. Final Award:</b>  Master of Arts	<b>5. Programme Title/Department</b>  Garden History
<p style="text-align: center;"><b>8. Educational Aims of the Programme: [Maximum of 150 words]</b></p> <p>The programme aims to recruit graduates from a range of disciplines and provide them with a masters-level education in the history of garden design. Students will be able to complete the programme in 1 year full-time or 2 years part-time. The initial courses are in design theory, design history, planting, construction and research methods. This leads to two major pieces of independent work: a dissertation and a historic garden project (including a survey and a management plan). The programme provides the knowledge and skills for assessing historic gardens and taking policy decisions concerning their future care.</p>							
<p><b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b></p> <p><b>A Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• History of garden design</li> <li>• Philosophy of garden design</li> </ul> <p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• Garden appraisal with regard to natural processes, social processes, visual considerations and the nature of the original design concept</li> </ul>				<p><b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b></p> <p><b>A Teaching and learning:</b></p> <p>Lectures/seminars/open learning</p> <p><b>A Assessment Methods:</b></p> <p>Seminar presentations/essays Illustrated Notebook</p> <p><b>B Teaching and learning</b></p> <p>Lectures/seminars/open learning</p> <p><b>B Assessment Methods:</b></p> <p>Written work</p>			

**C Subject Practical skills:**

- Interpret and represent gardens using knowledge from a variety of sources
- Research on garden history
- Study of a historic garden.
- Preparation of conceptually founded garden management policies using the spoken word, text and plans



**C Teaching and learning**

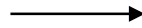
Lectures/seminars/open learning

**C Assessment Methods:**

Dissertation  
Management report

**D Transferable/ key skills:**

- Formulation of a precise investigative question
- Ability to write a dissertation
- Self direction and originality in tackling project work



**D Teaching and learning**

Tutorial guidance

**D Assessment Methods:**

Written work

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

M

**Stage 1 COURSES**

*Compulsory*

History and Philosophy of Garden Design 2  
ENVT 1039 (30 credits)

**Stage 2 COURSES**

*Compulsory*

Historic Garden Project ENVT 1044 (30 credits)

Dissertation Production  
ENVT 1045  
(30 Credits)

**Stage 1 COURSES**

*Compulsory*

Landscape and Garden Design Theory  
ENVT 1048 (30 credits)

**Stage 2 COURSES**

*Compulsory*

Garden & Landscape Study Tour  
ENVT1046 (15 Credits)

rows indicate entry, exit and progression points

**Stage 1 COURSES**

*Compulsory*

Critical Thinking  
BUIL 1048 (10 credits)

**Stage 2 COURSES**

*Compulsory*

Dissertation Research ENVT 1044 (30 credits)

**Stage 1 COURSES**

*Compulsory*

Research Methods  
BUIL 1017 (10 credits)

**Stage 2 COURSES**

*Compulsory*

## POSTGRADUATE CERTIFICATE GARDEN HISTORY

<b>1. Awarding Institution/Body:</b>  University of Greenwich	<b>2. Teaching Institution:</b>  University of Greenwich	<b>3. Accredited by:</b>  n/a	<b>4. Final Award:</b>  PG Certificate	<b>5. Programme Title/Department</b>  Garden History	<b>6. UCAS Code:</b>	<b>7. QAA Benchmarking Gp(s):</b>
<b>8. Educational Aims of the Programme: [Maximum of 150 words]</b>  <p>The programme aims to recruit graduates from a range of disciplines and provide them with a short masters-level programme in the history of garden design. Students will be able to complete the programme in 1 semester full-time or 1 years of part-time or distance learning study. The two courses are in the history of garden design and in the theory of garden design. Students who become interested in the subject will be able to proceed to a MA in Garden History</p>						
<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b>  <b>A Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• History and philosophy of garden design</li> <li>• Garden and landscape design theory</li> </ul> <b>B Intellectual skills:</b> <ul style="list-style-type: none"> <li>• A critical knowledge of the history, philosophy and theory of garden design</li> </ul>				<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>  <b>A Teaching and learning:</b> Lectures/seminars/open learning  <b>A Assessment Methods:</b> Essays Illustrated Notebook  <b>B Teaching and learning</b> Lectures/seminars/open learning  <b>B Assessment Methods:</b> Written work		

**C Subject Practical skills:**

- Interpret gardens using knowledge from a variety of sources



**C Teaching and learning**

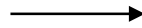
Lectures/seminars/open learning

**C Assessment Methods:**

Writing

**D Transferable/ key skills:**

- Investigation of historical sources
- Analysis and synthesis



**D Teaching and learning**

Tutorial guidance

**D Assessment Methods:**

Written work

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

<b>M</b>	History and Philosophy of Garden Design 2 ENVT 1039 (30 credits)	<b>MA</b>
	Landscape and Garden Design Theory ENVT 1048 (30 credits)	

rows indicate entry, exit and progression points

## MSc LANDSCAPE PLANNING AND ASSESSMENT

<b>1. Awarding Institution/Body:</b> University of Greenwich	<b>2. Teaching Institution:</b> University of Greenwich	<b>3. Accredited by:</b>	<b>4. Final Award:</b> MSc	<b>5. Programme Title/Department</b> <b>MA Landscape Planning and Assessment</b>	<b>6. UCAS Code:</b>	<b>7. QAA Benchmarking Gp(s):</b>
---	--	--------------------------	-------------------------------	---	----------------------	-----------------------------------

The programme is aimed at professional accreditation by the Landscape Institute (LI) and therefore seeks to cover the syllabus which will be set forth in the Landscape Institute *Notes for Schools Seeking Accreditation of Landscape Planning Courses* as follows:

### **Natural Processes and Human Influence on the Landscape**

Entrants will be expected to have covered these subjects, before joining the programme, through taking an undergraduate degree in a cognate discipline.

### **Design, Planning and the Development Process**

These subjects will be covered in courses on Urban Design and Environmental Assessment, Theme Project and Territorial Project

### **Information Technology**

The School of Architecture and Landscape has a policy of providing some IT-centred courses but also of including some relevant IT in almost all courses. The specialist IT course in this programme is the GIS course.

### **Planting and Construction**

Entrants who proceed to the Masters from a Certificate in Landscape Design or a Certificate in Landscape Management will be proficient in these subjects. Other applicants with a basic knowledge of the subjects, gained as workplace learning, may be asked to top up their knowledge by taking summer school courses provided by the School of Architecture and Landscape.

### **Social, Economic and Institutional Context**

Applicants will have gained a general knowledge of these subjects by taking undergraduate degrees in cognate disciplines. They will be able to take additional courses to make good any significant gaps in their knowledge. The programme includes specialised teaching in those aspects of the social, economic and institutional context which impinge on the professional practice of landscape planning and assessment.

9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]

**A Knowledge and understanding of:**

- **Knowledge of how the natural landscape is affected by human use.**
- Knowledge of landscape planning and urban design in the UK and other parts of Western Europe since 1945.
- Knowledge of landscape and environmental assessment as it has developed in America and Europe since 1970.
- Understanding of the design, planning and development process.
- Knowledge of plants, planting, landscape management and habitat creation.
- 

**B Intellectual skills:**

- the ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship
- the ability to formulate, on the basis of such reflection, original ideas and proposals
- the ability to initiate change on the basis of informed ideas and proposals.
- the ability to identify and solve problems
- the ability to engage in critical reflection on design precedents, theory and methodology

10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:

**A Teaching and learning:**

Lectures/seminars/open learning

**A Assessment Methods:**

Essays  
Illustrated Notebook

**B Teaching and learning**

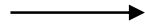
Lectures/seminars/open learning

**B Assessment Methods:**

Written work

**C Subject Practical skills:**

- Skill in relevant information technology
- Skill in the use of plans, elevations and sections to communicate information about development projects.
- Skill in survey, analysis, assessment, problem solving and the formulation of landscape proposals
- Skill in specific procedures and techniques used by landscape planners and assessors, in both the public and private sectors.
- 



**C Teaching and learning**

Lectures/seminars/open learning

**C Assessment Methods:**

Writing

**D Transferable/ key skills:**

- IT skills
- The ability to identify and solve problems
- The ability to work as part of a team
- The ability to communicate on a number of levels
- Interpersonal Skills



**D Teaching and learning**

Tutorial guidance

**D Assessment Methods:**

Written work

Arrows indicate entry, exit and progression points

11 Programme Structure, Levels, Modules and Credits			12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)
<b>M</b>	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i></p> <p>Urban Development Project TOWN 0041 (15 credits)</p> <p>Theme Project ENVT 0047 (15 credits)</p> <p>CAD/Visualisation ENVT 1023 (15 credits)</p> <p>Advanced Planting Design ENVT 0063 (15 Credits)</p> <p>TOWN 0045 Urban &amp; Landscape Contextual Studies (15 Credits)</p>	<p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i></p> <p>Landscape Assessment and Design ENVT 1057</p> <p>Landscape Professional Studies ARCT 0047</p> <p>Techniques of Landscape Assessment ENVT 1056 (15 Credits)</p> <p>GIS for Planning ENVT 1019</p> <p>Landscape Engineering BUIL 0055</p>	<p><b>TERM 4 COURSES</b></p> <p><i>Compulsory</i></p> <p>Design Methodology ENVT 1043 (30 credits)</p> <p><i>Masters</i></p>

## EUROPEAN MASTER OF LANDSCAPE ARCHITECTURE

<b>1. Awarding Institution/Body:</b> University of Greenwich	<b>2. Teaching Institution:</b> University of Greenwich	<b>3. Accredited by:</b>	<b>4. Final Award:</b> MA	<b>5. Programme Title/Department</b> MA European Landscape Architecture	<b>6. UCAS Code:</b>	<b>7. QAA Benchmarking Gp(s):</b>						
<b>8. Educational Aims of the Programme: [Maximum of 150 words]</b>  <p>The primary aim of the programme is to complete the education of competent and imaginative professionals, who can proceed to associate membership of the Landscape Institute. This requires analytical rigour, technical skill, imaginative flair and a significant level of personal organisation.. The secondary aim is to give students the professional and intellectual experience of studying in another European country. The benefits of this period of study are cultural, technical and professional.</p>												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b>   <b>A Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul> </td> <td style="width: 10%; text-align: center; vertical-align: middle; border: none;">           →         </td> <td style="width: 40%; vertical-align: top; border: none;"> <b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>   <b>A Teaching and learning:</b> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul> </td> </tr> <tr> <td style="vertical-align: top; border: none;"> <b>B Intellectual skills:</b> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• The ability to initiate change on the basis of informed ideas and proposals.</li> <li>• The ability to identify and solve problems</li> </ul> </td> <td style="text-align: center; vertical-align: middle; border: none;">           →         </td> <td style="vertical-align: top; border: none;"> <b>A Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <b>B Teaching and learning</b> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <b>B Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul> </td> </tr> </table>							<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b>  <b>A Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul>	→	<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>  <b>A Teaching and learning:</b> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul>	<b>B Intellectual skills:</b> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• The ability to initiate change on the basis of informed ideas and proposals.</li> <li>• The ability to identify and solve problems</li> </ul>	→	<b>A Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <b>B Teaching and learning</b> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <b>B Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul>
<b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b>  <b>A Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• the professional, technical and cultural context in which the landscape profession operates</li> <li>• legal and professional procedures</li> <li>• the imaginative and critical context in which landscape architecture takes place</li> </ul>	→	<b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>  <b>A Teaching and learning:</b> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Directed reading.</li> </ul>										
<b>B Intellectual skills:</b> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and proposals</li> <li>• The ability to initiate change on the basis of informed ideas and proposals.</li> <li>• The ability to identify and solve problems</li> </ul>	→	<b>A Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Individual and group submissions, including seminar presentation</li> </ul> <b>B Teaching and learning</b> <ul style="list-style-type: none"> <li>• Through participation in individual and group project work.</li> </ul> <b>B Assessment Methods:</b> <ul style="list-style-type: none"> <li>• Both formative and summative assessment takes place.</li> </ul>										

**C Subject Practical skills:**

- Urban design
- advanced ability in landscape design and/or landscape planning and assessment
- be able to use advanced landscape techniques



**C Teaching and learning**

- Project work

**C Assessment Methods:**

- Studio presentations and critiques

**D Transferable/ key skills:**

- IT skills
- The ability to identify and solve problems
- The ability to work as part of a team
- The ability to communicate on a number of levels
- Interpersonal Skills



**D Teaching and learning**

- Projects

**D Assessment Methods:**

- Studio presentations and critiques

**11 Programme Structure, Levels, Modules and Credits**

**12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)**

Arrows indicate entry, exit and progression points

	<b>TERM 1 COURSES</b>	<b>TERM 2/3 COURSES</b>	<b>TERM 4 COURSES</b>
<b>M</b>	<i>Compulsory</i>	<i>Compulsory</i>	<i>Compulsory</i>
	Urban Development Project TOWN 0041 (15 credits)	Advanced Landscape Design 1 NEW (15 credits) <i>or</i> Landscape Assessment and Design NEW (15 credits)	European Semester (60 credits)
	Theme Project ENVT 0047 (15 credits)	Advanced Landscape Design 2 ENVT1022 (15 credits) <i>or</i> Techniques of Landscape Assessment NEW (15Credits)	History and Philosophy of Garden Design 2 ENVT 1039 (30 credits)

*Masters*

European Semester (60 credits)  
or  
Dissertation Semester ENVT 1018 (60 credits)

	Advanced Planting Design ENVT0063 (15 credits) <i>Or</i> Urban and Landscape Context Studies (ULCS) ARCT 1019 (15 credits) <i>Or</i> Art and Context ENVT 0039 (15 Credits)	Landscape Professional Studies ARCT 0047 (15 credits)	Landscape and Garden Design Theory ENVT 1048 (30 credits)
	CAD/Visualisation ENVT 1023 (15 credits)	GIS for Landscape Planning ENVT 1019 (15 credits)	

## MA LANDSCAPE STUDIES

<b>1. Awarding Institution/Body:</b> University of Greenwich	<b>2. Teaching Institution:</b> University of Greenwich	<b>3. Accredited by:</b>	<b>4. Final Award:</b> MA	<b>5. Programme Title/Department</b> MA LANDSCAPE STUDIES	<b>6. UCAS Code:</b>	
<p>The MA in Landscape Studies provides an opportunity to develop a personal specialism in an aspect of the subject which lies within the School's specialisms: landscape planning, landscape design, landscape art, landscape history, landscape management, urban design, information technology and military landscapes. It is a taught programme which aims to develop an informed, critical and imaginative approach to the subject. This demands a flexible approach and the development of both analytical and integrative skills. The enhanced understanding of the subject will assist students to become better working professionals. Masters level is considered to differ from first degree level with respect to the depth of analysis and understanding as well as the level of original and innovative thought.</p>						
<p><b>9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]</b></p> <p><b>A Knowledge and understanding of:</b> →</p> <ul style="list-style-type: none"> <li>the imaginative and critical context in which landscape architecture takes place</li> </ul> <p><b>B Intellectual skills:</b> →</p> <ul style="list-style-type: none"> <li>The ability to reflect on the significance and inter-relationships of knowledge derived from individual experience and scholarship</li> <li>The ability to identify and solve problems</li> </ul>				<p><b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b></p> <p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Directed reading.</li> </ul> <p><b>A Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>Individual and group submissions, including seminar presentation</li> </ul> <p><b>B Teaching and learning</b></p> <ul style="list-style-type: none"> <li>Individual investigation and research.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>Both formative and summative assessment takes place.</li> </ul>		

**C Subject Practical skills:**

- Landscape architecture



**C Teaching and learning**

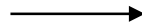
- Project work

**C Assessment Methods:**

- Presentations and critiques

**D Transferable/ key skills:**

- The ability to identify and solve problems
- The ability to communicate on a number of levels
- 



**D Teaching and learning**

- Projects

**D Assessment Methods:**

- Studio presentations and critiques

**11 Programme Structure, Levels, Modules and Credits**

Arrows indicate entry, exit and progression points

<b>11 Programme Structure, Levels, Modules and Credits</b>	
<b>M</b>	<p><b>TERM 1 COURSES</b></p> <p><i>Compulsory</i></p> <p>Diploma Landscape Architecture or equivalent qualification</p> <p><b>TERM 2/3 COURSES</b></p> <p><i>Compulsory</i></p> <p>Critical Thinking BUIL 1048 (10 credits)</p> <p>Research Methods BUIL 1017 (10 credits)</p> <p>Dissertation ENVT 1018 (60 credits)</p>

APPENDIX B

**COURSE SPECIFICATIONS**

## **LEVEL 1**

## **LEVEL 1**

**Design and Communication 1**  
**Hard and Soft Materials**  
**Landscape Basic Design**  
**Site Design**

---

## COURSE SPECIFICATION

---

**Code:** ARCT1016

**School:** Architecture & Construction

**Course Title:** Design & Communication 1

**Course Coordinator:** Gillian Daniell

**Level:** 1

**Credit:** 15

**Pre-requisites:** None

---

### 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:

- 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.

**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
- Lectures

**Assessment Details:**

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	TICK	%	100%	40%	N/A	Portfolio for workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebooks.

\*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 may not accept to 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
0500275823	Robert Hughes	Updated '91	The Shock of the New	T & H
0412-38390X	Faber Birren		Itten. The Elements of Color	Chapman & Hall
050023672	Nicolas De Oliveira, Nicola Oxley & Michael Petry with text by M.Archer	1994	Installation Art	T & H
0714824216	Norbert Lynton	2 <sup>nd</sup> Edition '89	The Story of Modern Art	Phaidon
1568982496	Kimberly Elam	2001	Geometry of Design	Princeton Architectural Press
0321321847	Adobe	2006	Adobe Photoshop CS2m (Classroom in a Book)	Adobe/Peachpit
	Web Sites:		www.newexhibitions.com. <a href="http://www.tate.org.uk">www.tate.org.uk</a>	

---

## COURSE SPECIFICATION

---

Code: *ENVT1002*

Course Title: **Hard and Soft Materials**

Level: 1

School: **Architecture and Construction**

Course Coordinator: **Kemal Mehdi**

Credit: **30**

Pre-requisites: **None**

---

### **Introduction and Rationale:**

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 design uses for plants and hard landscape materials.

### **Aims:**

- to develop an appreciation and knowledge of a basic range of landscape construction materials and woody plants.
- 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.
- understand the properties of materials and their use.
- understand the relationship between material, use and detailing.
- to be able to measure and draw to scale simple landscape elements.
- to be able to 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 woody plants.
- recognize 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.

### **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 woody plants.

### Learning and Teaching Activities:

Understanding and knowledge of hard and soft materials is delivered in a series of two x one 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	Please identify the LAST item of assessment that a student sits with a tick	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.

### Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0-58221923x	Everett, A.		Mitchells Building Series. Materials	
0-86288-161-7	Foster, .M.	1997	Architecture, style, structure and design.	Greenwich Editions
0-442234988	Ching, FDK,		Building Construction Illustrated.	
0-713133686	Reekie, F.		Draughtsmanship	
0-444012869	Landphair-Klatt,	1988	Landscape Architecture Construction	
0-0701-70398	Dines,N. et al	1998	Time-Saver Site Construction Details Manual	McGraw-Hill
0-0701-70274	Dines, N. Harris, C.	1997	Time-Saver Standards for Landscape Architects	McGraw-Hill
Soft materials books below are mainly for reference.				
0 7195 1790 7 0 7195 2256 0	Bean, W, J. Vol. 1	1988	Trees and Shrubs Hardy in the British Isles, 8 <sup>th</sup> Ed, 5 volumes inc Supplement.	John Murray

0 7195 2427 x 0-7195-2428-8 0-7195-4443-2	Vol.2 Vol. 3 Vol. 4 Supplement			
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, reprint 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, GS.	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, 2 <sup>nd</sup> Ed	Ashgate Publishing Ltd.
0-419-20490-3	Lovejoy, D.		Spon's Landscape Handbook.	
0-7195-5043-2	Thomas, GS.	1992	Ornamental Shrubs, Climbers and Bamboos.	John Murray

---

## COURSE DEFINITION

---

**Course Code:** ENVT0022

**Course Title:** LANDSCAPE BASIC DESIGN

**Course Coordinator:** Paula Garvey

**School:** Architecture & Construction

**Credit:** 15

**Level:** 1

---

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 designs 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.

### 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.

### 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 illustrate and annotated with reference to actual materials and elements.

Main Learning and Teaching Activities:

6 x 3 hrs. Design studios and tutorials

6 x 6 hrs. Design studios and tutorials

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

### Assessment Details:

Methods of Assessment	Word Length	Weighting	Outline Details
Portfolio	N/A	100%	A variety of drawings, models, diagrams, text, digital and analogue images and graphic media will be used.

### Specific Entry Requirements.

**Course is validated for:**

Programme Code	Title	Core/Option
1108	BA (Hons) Landscape Architecture Certificate in Landscape Design	Core Core

**Keytexts:**

ISBN Number	Author	Date	Title
0-807064764	Bachelard, G	1969	Poetics of Space
0-563122447	Berger, J	1981	Ways of Seeing
0-442215347	Ching, FDK	1979	Form, Space and Order
0-442017650	Went, T	1996	Plan and Section Drawing
b6423453	Pye, D	1969	The Nature of Design
0-906969204	de Dausmarez, M		Basic Design: The dynamics of Visual Form
0-442011490	Sullivan, C	1997	Drawing the Landscape
0-14055114x	Stevens, P S	1976	Patterns in Nature
0-408043180	Porter, T	1988	Design Printer

---

## COURSE SPECIFICATION

---

**Code: ENVT1006**  
**Course Title: Site Design**  
**Level: 1**

**School: Architecture and Construction**  
**Course Coordinator: Jamie Liversedge**  
**Credit: 15**

---

### **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.

### **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	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓		100	40%	N/A	Group work (background research, survey & analysis). Individual work (design development and proposals). Design diagrams, plans, sections, 3D drawings and/or models, and illustrations of materials and elements.
Crit review						Verbal presentation to a crit panel

**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0-444007660	Booth, N.K.		Basic Elements of Landscape Design	
0-442215347	Ching, FDK	1979	Form, Space and Order	
0-7506-20188	Cullen,G.	1994	Concise Townscape	Architectural Press
0-7645-3092-5	Finkelstein, Ellen	1998	The AutoCAD Bible	
0-41512168x	Hough,M.		City Form and Natural Processes	
0-500341702	Kiley,D. and Amidon,J.	1999	Dan Kiley in his own words	
0-2626-20014	Lynch,K.	1960	The Image of the City	MIT Press
0-8598-95807	Muir,R.	2000	Reading the Landscape	Exeter University press
1-854903039	Schaal, Hans Dieter		Landscape as Inspiration	
0-47129196x	Strom,S. & Nathan. K.	1998	Site Engineering For Landscape Architects	John Wiley & Sons Inc
0-442011490	Sullivan,C.	1997	Drawing the Landscape	
Further reading				
0-3405-66485	Hoskins WG	1993	The Making of the English Landscape	Hodder & Stoughton
0-2625-80217	Halprin,L	1972	Cities	MIT Press
2-8700-96518	Noberg-Schultz	1997	Genius Loci: Paysage, ambiance, architecture	Mardraga
0-8478-02361	Krier, R.	1993	Urban Space	Rizzoli

## **LEVEL 2**

## **Level 2**

Design with Nature  
Ecology and Conservation  
Planting Design

---

## COURSE DEFINITION

---

**Course Code:** ENVT 0028                      **School:** Architecture and Construction  
**Course Title:** DESIGN WITH NATURE  
**Course Co-ordinator:** Helen Brown  
**Level:** 2                      **Credit:** 15

---

### **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.

### **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 [ie 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.

### **Main 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:**

Method of Assessment	Weighting %	Outline Details
Portfolio	100	Survey and evaluation, landscape design, conservation and management proposals

**Specific Entry Requirements:** Ecology + Conservation**Course is validated for:**

Programme Code	Title	Core/Option
1108	BA (Hons) Landscape Architecture	Core
	BA (Hons) Landscape Architecture with Architecture	Core
	BA (Hons) Landscape Architecture with French	Core
	BA (Hons) Landscape Architecture with German	Core
	BA (Hons) Landscape Architecture with Spanish	Core
	Certificate in Landscape Design	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
	Buckley, G P	1989	<b>Biological Habitat Construction</b>	Belhaven Press
			Dry Stone Walling	BTCV
			Fencing	BTCV
	Brooks, A	1981	Footpaths	BTCV
			Waterways and Wetlands	BTCV
			Woodlands	BTCV
			Sand Dunes	BTCV
8350509		1993	Handbook for Phase 1 Habitat Survey	JNCC
0952998912	Dixie, G	1996	Recommendations for Wildflower & Orchid Planting in Grass and Woodlands	H V Horticulture
0952998920	Dixie, G	1996	Wildflower Specification Manual	H V Horticulture
0952998904	France, J	1996	Planting mixes based on the National Vegetation Classification System	H V Horticulture
0117103284	Hodge, S J	1992	Creating and Managing Woodlands around Towns Handbook No 11	HMSO
047111460X	McHarg, I L	1995	Design with Nature	John Wiley & Sons
	Sutherland, W J & Hill, D A (eds)		Managing Habitats for Conservation	

---

## COURSE DEFINITION

---

**Course Code:** ENVI0025

**School:** Architecture & Construction

**Course Title:** Ecology and Conservation **Credit:** 15

**Course Coordinator:** David Carey **Level:** 2

---

### 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, of 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.
- Appreciate the use of 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.
- Prepare proposals for seeding and planting that reflect ecological principles and aid the creation of valuable wildlife habitats.

### Content:

- Concepts of ecology and conservation: concepts 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:

Method of Assessment	Weighting %	Minimum Pass Mark	Word Length	Outline Details
	50%	40%	2000	Habitat Phase 1 survey and report
	50%	40%	2500	Evaluation and Management plan for site

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
0521588022	Chapman, J.L., & Reiss, M.J.	1998	Ecology; principles and applications, 2 <sup>nd</sup> edition	Cambridge University Press
1559635142	Dramstad, W.E., Olson, J.D. & Forman, R.T.T.	1997	Landscape ecology: principles in landscape architecture and land use planning.	Island Press
0198549660	Gilbert, .O.L. and Anderson, P	1998	Habitat creation and repair	Oxford University Press
05210003286	Hambler, C	2004	Conservation	Cambridge University Press
0297833928	Rackham, O	1994	The illustrated history of the countryside	Weidenfeld & Nicholson
0753801736	Rackham, O	1995	The history of the countryside	Weidenfeld & Nicholson
0521447763	Sutherland, W.J. & Hill, D.A.	1995	Managing habitats for conservation	Cambridge University Press

---

## COURSE SPECIFICATION

---

**Code:** ENVT0203

**Course Title:** Planting Design

**Level:** 2

**School:** Architecture and Construction

**Course Coordinator:** Kemal Mehdi

**Credit:** 15

**Pre-requisites:** Hard & Soft Materials

---

### **Introduction and Rationale:**

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.

### **Aims:**

- 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 northwestern 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.

### **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	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Outline Details
Portfolio of Design Project Work	✓		75	40%	Site survey and analysis, planting strategy, detailed design, planting plan and schedule.
Plant Identification Test			25	40%	Series of three plant identification tests throughout the course.

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
07546 3035 8	Robinson.N.	2004	The Planting Design Handbook, 2 <sup>nd</sup> Ed	Ashgate Publishing Ltd.
0 419 17590 3	Bell, S.	1993	Elements of Visual Design in the Landscape	E & FN Spon
0-7506 1962 7	Clouston, B.ed.	1990	Landscape Design with Plants.	Butterworth-Heinemann Ltd.
0-632-05843-9	Hitchmough, J.Edited Fieldhouse,K.	2004	Plant Users Handbook	Blackwell Science Ltd.
<i>Reference texts below:</i>			<i>Includes many texts from Hard and Soft Materials reference lists.</i>	
0-711-22403-X	Thomas, G, S.	2005	Perennial Garden Plants, A Modern Florilegium	Frances Lincoln
052135194	Hansen, R & Stahl F	1993	Perennials and their Garden Habitats	Cambridge
0-88192-464-4	Darke, R.	1999	The Colour Encyclopaedia 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 and Charles
0 7153 1536 6	Rickard, M.	2000	The Plantfinder's Guide to Garden Ferns	David and Charles
			JCLI Plant Lists	
			National Building Specification for Landscape Plants	
<i>Wider Reading :</i>				
0 7112 1533 2	Lloyd, C.	1999	Christopher Lloyd's Gardening Year	Frances Lincoln
0 563 53739 6	Lloyd, C.	2001	Colour for Adventurous Gardeners	BBC Worldwide
1857936159	Hobhouse, P	1997	Natural Planting	Pavilion
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	Ward Lock

### **LEVEL 3**

### **LEVEL 3**

History and Philosophy of Garden Design 3  
Landscape Engineering

---

**COURSE SPECIFICATION**

---

**Code: ENVT 1051**  
**Course Title: History and Philosophy of Garden Design 3**  
**Level: 3**

**School: Architecture and Construction**  
**Course Coordinator: Tom Turner**  
**Credit: 15**      **Pre-requisites:**

---

**Aims:**

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 student's 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:

- 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;
- appreciate the range of the European tradition in garden design;
- employ a critical approach to gardens;
- explain projects using concepts derived from design philosophy and aesthetics.

**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	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written Project Garden History			50%	40%	1500	Researched critical Essay/seminar paper
Written Project Garden Philosophy	✓		50%	40%	1500	Illustrated notebook (5 topics)

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
	Carter G, Goode, P Laurie K	1983	Humphry Repton	V & A
	Hussey, C	1967	English Gardens and Landscapes 1700-1750	Country Life
	Lazzaro, C	1991	Italian Gardens	
	Turner, T	1986	English Garden Design since 1650	Antique Collectors Club
	Woodbridge, K van Zuylen, G et al	1986 1995	Princely Gardens Paradise on Earth: The Gardens of Western Europe	Thames & Hudson
0-415-31748-7	Turner, T.	2005	Garden History, Philosophy and Design 2000BC – 2000AD	Spon Press

---

## COURSE DEFINITION

---

**Course Code:** BUIL0055

**Course Title:** LANDSCAPE ENGINEERING

**Course Coordinator:** Jamie Liversedge

**School:** Architecture & Construction

**Credit:** 15

**Level:** 3

---

### Aims:

In order to work as landscape architects or garden designers, students require a sound knowledge of landform, earthworks and drainage 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.

Teaching will be shared with Landscape Science and Techniques, a level 2 course, delivered to BA Landscape Architecture students, however, this course will extend to include an application to the major thesis design site investigated in Site Appraisal.

### The course aims:

- To develop an understanding of contour and elevation;
- To develop a sound understanding of applied landform design including volumetric and drainage calculation;
- To evaluate both manual and digital techniques in site design;
- To develop the knowledge of relationship between hard and soft material use and site conditions.

### Learning Outcomes:

- Students will be able to: undertake detailed earth modelling and drainage exercises using both manual and digital techniques;
- Have developed a basic knowledge of Landcad and related programmes and their range of application;
- Understand the influence of soil, 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 techniques;
- Students will be able to represent their design intentions using both manual and digital techniques.

### Content:

Introduction to soils, geology, landform, drainage, cut and fill, retaining structures, reclamation and geoengineering presented as a series of integrated lectures and workshops.

Introduction to computer based terrain modelling and digital calculation techniques using relevant industry standard software such as Landcad.

### Learning and Teaching Activities:

1 x 3 hour drawing skills workshop

12 x 1 hour lectures

6 x 2 hour manual workshops

6 x 2 hour digital workshops

### Assessment Details:

Methods of Assessment	Grading Mode	Weighing %	Minimum Pass Mark	Word Length	Outline Details
Manual Portfolio		50%			
Digital Portfolio		50%			

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
047129196x	Strom,S. & Nathan. K.	1998	Site Engineering For Landscape Architects 3 <sup>rd</sup> Edition	John Wiley & Sons Inc
0070577099	Simonds,J.O.	1998	Landscape Architecture: A manual of site planning and design	McGraw-Hill
0434922277	Weddle,A.E.	1979	Landscape Techniques	Heinemann
0444012869	Landphair-Klatt	1988	Landscape Architecture Construction	Elsevier
0471140449	Kirkham,N		The Art of Landscape Detail	John Wiley & Sons
0471850330	Rubenstein, Harvey M		A Guide to Site and Environmental Planning	
0419250808	Benson,J	2000	Landscape and Sustainability	Spon Press
1853838977	Birkeland,J	2002	Design for Sustainability	Earthscan

### **LEVEL 3**

### **Level 3**

Advanced Landscape Design 1  
Advanced Landscape Design 2  
Advance Planting Design  
Applied Landscape Theory  
Critical Thinking  
Design and CAD / Visualisation  
Design Methodology  
Dissertation  
Dissertation Production  
Dissertation Research  
Garden and Landscape Study Tour  
GIS for Landscape Planning  
Historic Garden Project  
Landscape and Garden Design Precedents  
Landscape and Garden Design Theory  
Landscape Assessment and Design  
Landscape Digital Design  
Landscape Professional Studies – Block Course  
Research Methods (10 credit course)  
Research Methods (15 credit course)  
Research Methods DL (20 credit course)  
Site Appraisal  
Study Abroad  
Techniques of Landscape Assessment  
Theme Project  
Urban and Landscape Contextual Studies  
Urban Development Project



**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0881927406	Piet Oudolf, Noel Kingsbury	2005	Planting Design: Gardens in Time and Space	Timber Press
419204105	Holden, R	1996	International Landscape Design	Calmann King
	Cooper G & Taylor G	1996	Paradise Transformed	Monacelli Press
	Condon, PM et al (Eds.)	1990	The Avant-Garde and the Landscape	Landworks Press
	Vandermarliere		Het Landschap De Singel	
	Olin, L		Transforming the common place: selections from Laurie Olin's sketchbook	Princeton Architectural Press
	Turner, T	1995	City as Landscape	



**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
3764375078		2006	Fieldwork: Landscape Architecture Europe	Birkhauser Verlag AG
0874207304	Urban Land Institute	1992	Lakes and Ponds	ULI
071346922	Blanc, A	1996	Landscape Construction & Detailing	BT Batsford
0070574480	Landscape Architecture	1983	A Manual of Site Planning and Design	McGraw-Hill

---

## COURSE DEFINITION

---

**Course Code:** ENVT0063      **School:** Architecture & Construction  
**Course Title:** Advanced Planting Design      **Credit:** 15  
**Course Coordinator:** Kemal Mehdi      **Level:** M  
**Pre-requisites:** Planting Design (Level 2)

---

### Aims:

The study of planting design is a life-long learning experience for garden designers and landscape architects. Building on the knowledge base acquired at levels 1 and 2, this course develops the critical approach to planting design which is necessary for professional practice. The course aims to build theoretical and historical understanding, and confidence, while encouraging innovation and exploration.

### Learning Outcomes:

- Expertise in the evaluation of plant material (identification, forms, sites, management methods, plant combinations, ease of management)
- Knowledge of historical approaches to planting design
- Understanding of the characteristics of modern plant material, and technology, now available (as compared with earlier periods)
- Skill and creativity with regard to plant associations and combinations

### Content:

The focus of the course is on non-woody plants (herbaceous perennials, annuals, bulbs, ferns, grasses). This is because of the emphasis of the level 2 Planting Design course on woody plants. Individual plants are studied as components in different types of planting design eg for use in borders, shrub beds, woodlands and grasslands. The course will include the issues of plant introductions, market supply, styles (both historic and contemporary) and ideas of naturalism. The emphasis is on the critical evaluation of plant material: combinations, colour, form, soil requirements, shelter, light and maintenance techniques.

### Learning and Teaching Activities:

The course is taught by means of lectures, seminars and site visits. Students will make individual presentations (eg on historical styles and on named designers) and will undertake design project work in planting design.

### Assessment Details:

Methods of Assessment	Grading Mode	Weighing %	Minimum Pass Mark	Word Length	Outline Details
Plant profiles		25%	40%	n/a	
Illustrated essay		25%	40%	2,500	
Design project		50%	40%	n/a	

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
1850299579	Nori Pope, Sandra Pope	1998	<i>Colour by Design: Planting the Contemporary Garden</i>	Conran Octopus;
1899988513	Jane Taylor	1997	<i>Special Plants: Over 500 Outstanding Plants for the Discriminating Gardener</i>	Quadrille Publishing Ltd
0711208115	Tony Lord	2000	<i>Best Borders</i>	Frances Lincoln
0004140648	Beth Chatto	1999	<i>Beth Chatto's Green Tapestry: Perennial Plants for Your Garden</i>	Harper Collins
0711217920	Gertrude, Jekyll, Richard Bisgrove (Preface)	2001	<i>Colour Schemes for the Flower Garden</i>	Frances Lincoln
0679429476	James Van Sweden	1998	<i>Gardening with Nature</i>	Random House
088192606X	Piet Oudolf	2003	<i>Planting the Natural Garden</i>	Timber Press

---

## COURSE DEFINITION

---

**Course Code:** ENVT 0038                      **School:** Architecture and Construction  
**Course Title:**                      **APPLIED LANDSCAPE THEORY**  
**Course Co-ordinator:** Tom Turner  
**Level:**                      **M**                      **Credit:** 15

---

### Introduction and Rationale:

This course gives students an opportunity to crystallise the area of landscape theory in which they have specialised and to show how it can be applied to the practice of landscape architecture.

### Aims:

To show how an aspect of theory can be used to produce landscape plans and/or designs.

### Learning Outcomes:

- An ability to evaluate landscape projects from a conceptual point of view; and
- A specialised appreciation of the theoretical context to landscape design.

### Indicative Content:

Project(s) will be analysed with reference to the planning and design theories which led to their generation. Analytical drawings, charts and diagrams will be used to facilitate comparisons.

### Main Learning and Teaching Activities:

The course is taught by means of seminars and tutorials.

### Assessment Details:

Methods of Assessment	Word Length	Weighting %	Outline Details
Drawings and writing.		100	The assessment criteria will be: <ul style="list-style-type: none"><li>• quality of thought</li><li>• depth of analysis</li><li>• clarity of expression</li></ul>

### Keytexts:

ISBN Number	Author	Date	Title	Publisher
	Bourassa, S C	1991	The Aesthetics of Landscape	
	Connor, S C	1990	Postmodernist Culture; An Introduction to Theories of the Contemporary	
	Grabow, G	1983	Christopher Alexander: The Search for a New Paradigm in Architecture	
	Greenhalgh, P (ed)	1990	Modernism in Design, 1990	
	Jones, J C	1970	Design Methods	

---

## COURSE DEFINITION

---

**Course Code:** ENVT 0039

**School:** Architecture & Construction

**Course Title:** ART AND CONTEXT

**Course Co-ordinator:** Gillian Daniell

**Level:** M **Credit:** 15

---

### **Introduction and Rationale:**

There is an increasing interest in art which is related to its context. This can include work described as land art, environmental art, site-specific sculpture and public art. It is a subject which currently brings together artists, landscape designers, architects, urban designers, planners, developers and community groups in large and small-scale initiatives and commissions.

### **Aims:**

To give students the opportunity to study and to experience the design process of environmental art. To develop an understanding of the wide range of criteria involved in proposing, initiating, commissioning, funding, undertaking and organising environmental art.

### **Learning Outcomes:**

On completing the course the student will have:

- a broader understanding of the creative process;
- an appreciation of the aesthetic and professional relationships between art and the environment;
- further experience and skill in group-based learning.

### **Indicative Content:**

The work falls into two main parts:

- research, analysis, investigation of an aspect of current work and thought in environmental art;
- a creative response, synthesising the conclusions of the study and forming a presentation.

Subject areas may include: Art & Politics; Culture, Earth & Nature; Community Art; Light, Wind & Sound; Healing Landscapes; Temporary Events and Installations; Growth & Time; Aspects of Place; Narrative; Memory. In each case, issues concerning the commissioning and implementation process will be considered.

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

The course will be taught through a series of seminars and critiques. Students will work in small groups, selected to bring together subjects of personal interest. Members of the group will research and investigate a chosen subject area, both through reading and through contact with artists and practitioners in the field, visiting and appraising sites and examples of work and including creative work which relates to the group subject. Seminar sessions in the first half of the teaching period will address the working methods, findings and ideas of the groups. Later seminars will take the form of presentations by the groups to the whole class and to tutors.

### **Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
Project		100	<p>The results of the study will be presented in a form, established and agreed during seminar sessions, which is appropriate to the nature of the project (eg illustrated reports, models or videos). The assessment criteria will be:</p> <ul style="list-style-type: none"><li>• depth and quality of research</li><li>• quality of thought</li><li>• originality of conception</li><li>• quality of presentation</li></ul>

**Specific Entry Requirements:** None

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0500284512	Beardsley, J	1989	Earthworks and Beyond	Thames and Hudson Ltd
	Jonathan Crary (Foreword), Nicolas De Oliveira, Nicola Oxley, Michael Petry	2004	Installation Art in the New Millennium: The Empire of the Senses	
026261202 X	Miwon Kwon	2004	One Place After Another: Site-specific Art and Locational Identity	MIT Press
	Jones, S ed	1992	Art in Public	
	Krauss, R E	1985	The Originality of the Avant Garde and other Modernist Myths	
	Lippard, L R	1983	Overlay: Contemporary Art and the Art of Pre-History	
	Martin, R	1990	The Sculptured Forest	
	Matilsky, B C	1992	Fragile Ecologies	
	Miles, M	1989	Art for Public Places	
	Mitchell, W J T ed	1992	Art and the Public Sphere	
	Arts Council	1991	Percent for Art: A Review	
	Senie, H	1992	Contemporary Public Sculpture	
	Wines, J	1987	De-Architecture	

---

## COURSE SPECIFICATION

---

**Code:** BUIL1052

**School:** Architecture & Construction

**Course Title:** Critical Thinking

**Course Coordinator:**

**Level:** M

**Credit:** 10

**Pre-requisites:** None

---

### Introduction and Rationale:

This course on critical thinking is designed to introduce students to principles behind critical thinking and prepare them for the level of work they will be expected to undertake whilst studying for an MSc. The course will introduce students to a range of techniques that can be used to analyse and synthesise arguments in the context of postgraduate study.

### Aims:

- (a) To introduce students to the concept of critical thinking and to its role in clarifying and improving understanding of complex situations.
- (c) To equip the student with strategies and techniques to critically analyse and evaluate the work of others.
- (d) To equip students with techniques for drawing inferences and constructing arguments from secondary and incomplete data sources.

### Learning Outcomes:

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

- (a) to identify and analyse a diverse range of appropriate sources in support of a piece of critical evaluation;
- (b) to present the results of their analysis in a concise and informed manner.

### Indicative Content:

The basis of reasoning (logic, deduction, induction, syllogism, hypotheses, statistical, proof, truth & fact)  
Analysis and analytical thinking (underlying assumptions, critical questioning, critical debate)  
Identifying and sourcing secondary data (literature searches, referencing, dealing with surrogate data sets)  
Interpreting secondary data (source quality, synthesis, conflict, rational and non-rational arguments)  
Identifying alternative explanations (brainstorming, scenario setting, lateral thinking)  
Formulating solutions (advanced problem solving, games theory, constructing arguments)  
Presenting arguments (writing position papers, referenced essays, debating)

### Main Learning and Teaching Activities:

The subject will be delivered by a combination of formal lectures, workshops and presentations. During the workshops students will be required to complete a series of formative tasks which will feed directly into the summative assessments.

### Assessment Details:

Methods of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Individual Assignment	Numeric	70%	40%	N/A	To undertake a piece of critical analysis
Presentation	Numeric	29.99%		N/A	Prepare and deliver a structured argument within a debating context
Formative Tasks	Pass/Fail	0.01%		N/A	Complete all formative tasks

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0395432472	Chaffee, J	1994	Thinking Critically	Houghton Miffle
0631170030	Garnham, A & Oakhill J	1997	Thinking and Reasoning	Blackwell
1555423566	Brookfield, S	1995	Developing critical thinkers	Open Uni Press
B0000C0F1K	Phelan P & Reynolds P	1995	Argument & Evidence: critical analysis for social science	Routledge

---

## COURSE DEFINITION

---

<b>Course Code:</b>	<b>ENVT 1023</b>	<b>School:</b>	<b>Architecture &amp; Construction</b>
<b>Course Title:</b>			<b>DESIGN AND CAD/VISUALISATION</b>
<b>Course Co-ordinator:</b>			<b>David Watson</b>
<b>Level:</b>	<b>M</b>	<b>Credit:</b>	<b>15</b>

---

### Introduction and Rationale:

Computers can stimulate the imagination, assist in the design process and help in the visual presentation of design projects. This course gives students knowledge and experience of advanced computer techniques which can help with these tasks .

### Aims:

- To produce a conceptual design.
- To explore several modelling packages which can be used at various stages from conceptual sketch to detailed presentation.
- To experiment in presentation techniques which involve the exchange of data between software packages.

### Learning Outcomes:

On completing the course the student will have:

- an understanding of the capabilities of computer based design, 3-D modelling, rendering and image editing techniques;
- an ability to produce conceptual designs using computer techniques;
- an understanding of software functionality and its application at a senior level in project teams.

### Indicative Content:

One or more projects will be set which develop competence in the use of computer modelling software and require analytical and design skill in the creation and manipulation of conceptual ideas. Studies will be made of 3D co-ordinate systems; spatial database design; the principles of visualisation and rendering; the numerical analysis of models; image editing and the transfer of models between 2D and 3D.

### Main Learning and Teaching Activities:

The course will be taught by lectures, workshops and seminars.

### Assessment Details:

Methods of Assessment	Word Length	Weighting %	Outline Details
Design Project		100	Assessed from a conceptual design project which is wholly computer modelled. The assessment criteria will be: <ul style="list-style-type: none"><li>• imaginativeness of design concept;</li><li>• ingenuity in the use of appropriate software;</li><li>• clarity and applicability of visual presentation</li></ul>

**Specific Entry Requirements:** Pre-requisite - Level 2 CAD

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0071357459	Stephen M. Ervin, Hope H. Hasbrouck, Wendy Lochner (Editor)	2001	Landscape Modeling: Computational Techniques for Landscape Design, Planning and Simulation (Professional Architecture S.)	McGraw-Hill Education
	Mitchell, W J	1990	The Logic of Architecture	MIT
	Todd, S Latham, W	1992	Evolutionary Art and Computers	
			Software manuals and guides for: Autocad, 3D Studio, Photoshop	
	Spalter, A M	1999	The Computer in the Visual Arts	Addison Wesley

---

## COURSE SPECIFICATION

---

**Code: ENVT 1043**

**Course Title: Design Methodology**

**Level: M**

**Pre-requisites: Advanced landscape and garden design or assessment**

**School: Architecture and Construction**

**Course Coordinator: Robert Holden**

**Credit: 30**

**Aims:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

This course is the summative item of work for masters level programmes. It aims to deepen and consolidate an the student's a knowledge and skill in design methodology. This is both a practical and a theoretical discipline. Before starting the course, students must have undertaken a major design (or assessment and design) project which can is then critically analysed in relation to a body of design theory and design precedents.

**Learning Outcomes:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

- critical understanding of the masterplanning design process,
- practical knowledge of design methods and applied theory
- close familiarity with the work of named theorists

### **Content:**

The course starts with a major project which is surveyed and then developed in the Advanced Landscape Design 1 and 2 or Landscape Assessment and Design or Techniques of Landscape Assessment.. The process of developing the project is analysed and represented as a set of before and after diagrams in order to focus on design methods and sources. The design process is then critically reviewed in relation to the work of three named theorists (publications must be available for at least two of the theorists and the student must have had personal contact, in a lecture or interview situation, with at least one of the theorists). Conclusions will be drawn and explained in a Methodology Study which must be well-illustrated and conventionally referenced.

**Learning and Teaching Activities:** *(these should reflect the learning outcomes and how they may be achieved)*

Seminars

Colloquium

Flexible learning (attendance at public lectures and web-based learning)

### **Assessment Details:**

Methods of Assessment	Grading Mode	Last item of assessment	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Seminar presentation	%		25%	40%		Digital Presentation
Methodology Study		TICK	75%		5,500	Illustrated report

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
0631227083	Charles Harrison (Editor)	2002	Art in Theory 1900-2000: An Anthology of Changing Ideas	Blackwell Publishers
1870673158	Baljion, Lodewijk	1995	Designing parks : an examination of contemporary approaches to design in landscape-,	Architectura & Natura
0720118956	M Vroom	1990	Learning from Rotterdam : investigating the process of urban park design	London : Mansell
0262200929		1993	Modern landscape architecture : a critical, -	MIT Press
0711222169	Marc Treib	2003	Charles Jencks The Garden of Cosmic Speculation	Frances Lincoln Limited
0823013480	Michel Desvigne, Christine Dalnoky	1997	The Return of the Landscape	Whitney Library of Design
050051044X	Desvigne & Dalnoky			Thames & Hudson
050028427X	Kathryn E. Gustafson Jane Amidon	2001	Radical Landscapes: Reinventing Outdoor Space	
	Jellicoe, Sir Geoffrey	1983	<i>L'invention du parc concours international Paris,:</i>	Graphite
3764303352	Steenbergen, Clemens and Wouter Rich		<i>Guelph Lectures on Landscape Design:</i>	Birkhauser
3791317202	Enric Miralles, Benedetta Tagliabue		<i>Architecture and Landscape The Design Experiment of the Great European Gardens and Landscapes</i> Munich,	Prestel Verlag
			<i>El Croquis</i> : Special issue. Enric Miralles, Benedetta Tagliabue 1996-2000: mapas para una cartografia [Enric Miralles, Benedetta Tagliabue 1996-2000: maps for a cartography] no. 2/3 (100/101), 2000, p. 4-312.	
0714832812	Anatxu Zabalbeascoa	1996	Igalada cemetery : Enric Miralles and Carme Pinos / London :	Phaidon

---

## COURSE SPECIFICATION

---

<b>Course Code:</b> ENVT 1018	<b>School:</b> Architecture & Construction
<b>Course Title:</b> DISSERTATION	
<b>Course Co-ordinator:</b> Patrick Goode	
<b>Level:</b> M	<b>Credit:</b> 60

---

### Introduction/Aims:

The Dissertation is a significant intellectual component of the programme. The aim is to give students the opportunity of carrying out original research, using both primary and secondary sources. The subject matter of the Dissertation is landscape architecture broadly defined, but the emphasis must include reflection on texts (books and articles).

The key feature which differentiates the 60 credit Dissertation from the 30 credit Dissertation is the focus on context, comparison and generalisation. The strong commitment of the School to investigating the theoretical and practical aspects of landscape architecture considered in its broadest sense will be central to the development of the programme.

The Dissertation is supervised through individual tutorials, which are a major locus of student-centred learning.

### Learning Outcomes:

On completing the course the student will be able to:

- devise a hypothesis and understand how to test it;
- carry out research, using primary and secondary sources;
- make a *critical* analysis of the assembled research material;
- structure ideas in a logical argument;
- draw valid conclusions relevant to the hypothesis.

### Indicative Content:

The student is required to choose a subject which relates to area of landscape architecture. Thus it may involve an analysis of architectural, ecological or planning issues, insofar as they have a bearing on landscape architecture. The subject may be a historical, theoretical or practical, but the overall emphasis must be on reflective practice.

The subject studied should either be:

closely related to an area in which the student has been previously engaged, in earlier design or project work, or in his/her general intellectual development

OR

derived from a new area of study, relating to the general development of ideas about design, possibly from an apparently unrelated discipline.

Most importantly, the student should demonstrate the ability to generalise and to make a critical assessment.

### Main Learning and Teaching Activities:

Full support and tuition will be given to the processes of initial investigation, the production of outlines, and the completion of the final work. Each student is assigned an individual tutor with specialist practical knowledge of the selected topic, as well as a general tutor who is conversant with the field and controls overall standards.

**Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
	10,000 – 12,000	100	<p>The core of the Dissertation is a coherent argument, which aims to analyse, criticise and synthesis the arguments presented for different points of view. Where necessary it should be supported by illustrations and appendices which give a critical appraisal of the sources used. The usual form of presentation will be that of a written report, but provided that the basic standards of argument, structure, and the provision of evidence are met, students may also present their Dissertation in the form of a website.</p> <p>The subject must be approved by the supervising tutor, after discussion with the student concerned and related either to the student's work on the MA programme, or to the student's professional experience.</p> <p>The criteria of assessment of the Dissertation are primarily relevance of subject and approach to the development of the profession of landscape architecture. In particular, the Dissertation will be assessed for its evidence of ability at:</p> <ul style="list-style-type: none"> <li>• analysing primary and secondary sources;             <ul style="list-style-type: none"> <li>• showing a clear rationale for the assembly of the factual material being investigated;</li> <li>• demonstrating logical rigour in analysis of patterns and trends, as a basis for specific conclusions;</li> </ul> </li> <li>• presenting a clear and readable text;</li> <li>• supporting the argument, where necessary, by relevant and striking illustrations.</li> </ul>

**Specific Entry Requirements:** None

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
	Turabian, K L	1982	A Manual for Writers of Research Papers, Theses and Dissertations	
	MHRA	1981	Style Book	
	Fowler, H W	1983	Modern English Usage	
	Gowers, E	1989	Complete Plain Words	

---

## COURSE SPECIFICATION

---

**Code: ENVT 1045**

**School: Architecture and Construction**

**Course Title: Dissertation Production Course Coordinator: Tom Turner**

**Level: M**

**Credit: 30**

**Pre-requisites: Research Methods, Dissertation Research**

---

**Aims:** *(these should be long-term and strategic and identify the overall purpose of the course)*

This course completes the sequence of writing a dissertation which begins with its pre-requisite courses. Students take the conclusions from their Dissertation Research and produce a structured dissertation, relating to a literature review, the collection of evidence and critical analysis. This information is used to formulate a logical argument leading to well-supported conclusions with appropriate bibliographic apparatus and graphic presentation. Where relevant there will be illustrative material with due acknowledgement of its sources.

**Learning Outcomes:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

- Writing skills
- Critical analysis
- Editorial skills
- Layout skills

**Content:**

Taking the work of the courses in Research Methods and Dissertation Research, students will produce a dissertation which will constitute a major component of independent work. The preparation of a dissertation enables students to use a range of skills that have been developed throughout the programme. It takes enterprise and initiative to carry through a thorough investigation of the chosen topic. The work requires motivation and the time management skills necessary to produce a substantive and organised piece of written work. Students learn the habit of critical thinking and the ability to synthesise complex information. They use these skills to organise a body of information and critical analysis in traditional dissertation form.

**Learning and Teaching Activities:** *(these should reflect the learning outcomes and how they may be achieved)*

The course will be taught by seminars and tutorials, both face-to-face and mediated by information and communications technology (ICT). There will be a first supervisor, a second supervisor and contact with other researchers.

**Assessment Details:**

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written submission		100%	40%	10,000	Submission of bound dissertation suitable for library use

**Indicative Texts:** *(list information in the table)*

ISBN Number	Author	Date	Title	Publisher
075062906	Naoums	1998	Dissertation Research & Writing	Butterworth-Heinemann
0582803128	Lindsay D	1997	A Guide to Scientific Writing	Longman

---

**COURSE SPECIFICATION**

---

**Code: ENVT 1044****School: Architecture and Construction****Course Title: Dissertation Research** **Course Coordinator: Tom Turner****Level: M****Credit: 30****Dept: Design****Pre-requisites: Research Methods**

---

**Aims:** *(these should be long-term and strategic and identify the overall purpose of the course)*

This course provides an intermediate step between the course in Research Methods and the course in Dissertation Production. It can be taken by students writing dissertations on a range of subjects. The aim is to progress a research topic, as identified in the Research Methods course, from the literature review stage to the research stage. This will involve the assembly of evidence, critical analysis of the research question and writing a report on the findings. The report will take the form of a journal article.

**Learning Outcomes:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

- Research skills
- Skill in critical analysis
- Writing skills

**Content:**

Taking the topic and the methodological approach identified in the Research Methods course, students will research the topic, analyse the evidence, draw conclusions and write a report on their research.

For a research topic involving hypothesis formulation and testing the research work will include data collection and analysis.

For a research topic involving discourse analysis, the evidence is likely to come from books, articles and other publications (online and offline). The course will be assessed from a research report taking the form of a journal article suitable for submission to an academic or professional publication.

**Learning and Teaching Activities:** *(these should reflect the learning outcomes and how they may be achieved)*

The course will be taught by seminars and tutorials, both face-to-face and mediated by information and communications technology (ICT). There will be a first supervisor, a second supervisor and contact with other researchers.

**Assessment Details:**

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written report		100%	40%	4,000	Illustrated report in the form of a journal article

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
075062906	Naoums	1998	Dissertation Research & Writing	Butterworth-Heinemann
0582803128	Lindsay D	1997	A Guide to Scientific Writing	Longman



**Indicative Texts:** *(list information in the table)*

ISBN Number	Author	Date	Title	Publisher
0198604408	P Goode et al		Oxford Companion to gardens	OUP
0415317487	T Turner	2004		Taylor and Francis Francis Lincoln
0711222622	P King	2004	Garden History, Philosophy and Design	National Geographic Society
0792271521	M Z Jenkins	1998	The good gardens guide	Princeton Architectural P
1568981619	B Segall	1999	America's Public Gardens	Princeton Architectural P
1568981317	C Quest- Ritson			Cassel
1844030792	P Hobhouse	1998	The garden lover's guide to Spain and Portugal	Actes Sud
2742733582	Michel Racine	2003	Gardens of Germany	Hudsons
1904387012	Hudson	2001 4e éd	Gardens of Persia	
		édition	Jardins en France. Guide illustré de	
		annual	Guide to Houses and Gardens Open to the Public	

---

**COURSE DEFINITION**

---

**Course Code: ENVT 1019****SCHOOL: Architecture & Construction****Course Title:****GIS FOR LANDSCAPE PLANNING****Course Coordinator: Tom Turner****Level: M****Credit: 15**

---

**Introduction and Rationale:**

Geographical Information Systems (GIS) have become increasingly important for the management of and analysis of geographical information for landscape planning in urban and rural areas. This course gives an introduction to the use of GIS in landscape planning and environmental management.

**Aims:**

To introduce students to the use of Geographical Information Systems in landscape planning.

**Learning Outcomes:**

On completing the course the student will:

- Understand the key concepts in GIS
- Be able to use GIS functions, including data capture, map display, data analysis and data presentation.
- Have a working familiarity with one or more software packages

**Indicative Content:**

Introduction to GIS; vectors and rasters; points, lines and polygons; data acquisition, representation and analysis; use of aerial photography,

**Main Learning and Teaching Activities:**

The course will be taught by demonstrations and workshops.

**Assessment Details:**

Methods of Assessment	Words Length	Weighting %	Outline Details
Coursework	N/a	100%	GIS Project

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
1589480740	William E. Huxhold	2004	ArcGIS and the Digital City	ESRI Press
1879102641	Hanna, Karen C	2000	GIS for landscape architects	ESRI Press
1879102463	Environmental Systems Research Institute	1999	Getting to know ArcView GIS : the geographic information system (GIS)	ESRI
1861661002	Turner, Tom; Bowen, B	1998	Public open space : planning & management with GIS	University of Greenwich
185728321x	Turner, Tom	1998	Landscape planning and environmental impact design	UCL Press

## COURSE DEFINITION

**Course Code:** ENVT1047

**School:** Architecture & Construction

**Course Title:** Historic Garden Project

**Credit:** 30

**Course Coordinator:** Helen Brown

**Level:** M

**Pre-requisites:** None

### Aims:

The world has a heritage of historic gardens, which is increasingly recognised by governments. There is a desire to conserve the historic character of gardens and yet it is also the case that much new design work takes place within their boundaries. For the purposes of both conservation and design, it is necessary to have an art-historical appreciation of what it is important to conserve in historic gardens. The course aims:

- To integrate previous learning in garden history, and a previous survey of a historical garden, in the development of a management plan
- To develop the ability to prepare a comprehensive strategy for the conservation and use of an historic garden or landscape
- To explore the inter-relationships between categories of survey data and management objectives
- To develop management policies for a historic garden, in relation to a full range of objectives, relating to conservation, finance, functions, etc)

### Learning Outcomes:

On completing this unit students will be able to:

- Develop and evaluate options
- Prepare a conservation plan
- Justify policy recommendations with reasoned arguments

### Content:

Students will choose an historical garden, park or designed landscape. It may be anywhere in the world but, before starting work, students must provide evidence that sufficient documentation is available and that they can read the necessary language (s). Using the GIS data assembled as part of the Historic Garden Survey course, the garden will be presented as a set of layered diagrammatic maps, using both chronological and thematic layers. Specific policies will be developed for the layers and these policies will be integrated to produce a management strategy. The strategy will be presented in the form of an illustrated and referenced policy and management report.

### Learning and Teaching Activities:

The teaching and learning activities will include: site visits, visits to libraries and record offices, individual tuition, group discussions, critiques of student

### Assessment Details:

Methods of Assessment	Grading Mode	Weighing %	Minimum Pass Mark	Word Length	Outline Details
Management Report		100%		5000	Illustrated Historic Garden Report

### Indicative Texts: (list information in the table)

ISBN Number	Author	Date	Title	Publisher
0 19 866123 1	Goode, Petel	1986	Oxford Companion to Gardens	OUP
0 7478 0439 7	Symes, M	2000	A glossary of garden history	Shire Publications
0 85263 952x	Harvey, J	1988	Restoring period gardens	Shire Publications
0 7478 0439 7	Symes, M	2000	A glossary of garden history	Shire Publications

---

## COURSE DEFINITION

---

**Course Code:** ENVT 1015                      **School:** Architecture & Construction  
**Course Title:** LANDSCAPE AND GARDEN DESIGN PRECEDENTS  
**Course Co-ordinator:** Patrick Goode  
**Level:** M                                      **Credit:** 15

---

### Introduction and Rationale:

Graduate entrants from related or unrelated disciplines are given 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;
- make an analytical appraisal of current trends in landscape design theory and practice, based on an appreciation of precedents;
- gain an insight into the relationship between landscape architecture garden design and closely allied design disciplines.

### Learning Outcomes:

Students will be able to :

- make a critical and synthetic evaluation of precedents in 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).

### Main Learning and Teaching Activities:

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

### Assessment Details:

Methods of Assessment	Weighting %	Word Length	Outline Details
Seminar	50%		
Written Project	50%	3000 words	

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
1856690857	R Holden	1996	International Landscape Design	Laurence King
	M Treib	1993	Modern Landscape Architecture	
	Topos		(a journal : all issues)	Callwey Verlag
90 56662 133 5	H van Blerck and J Dettmar	1999	Young Dutch Landscape Architects	Rotterdam NAI
on order	James Corner (ed)	1999	Essays in Contemporary Landscape Theory	Princeton

---

## COURSE DEFINITION

---

**Course Code: ENVT1048**

**School: Architecture & Construction**

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

**Course Coordinator: Tom Turner      Credit: 30**

**Pre-requisites: None**

**Level: M**

---

### **Aims:**

This course deals with current and historic theories of landscape garden and design. A theory is understood as a 'supposition or system of ideas explaining something, esp. one based on general principles' (OED). The 'something' to be explained is the principles which have influenced designers at different points in history to create designed gardens and landscapes. The course aims to:

- To consider the extent to which theories have been implicit and explicit
- To review the links between the theories which have influenced designers and the results which they have produced
- To give particular attention to current theories relating to the design and management of gardens and landscapes

### **Learning Outcomes:**

On completing this unit students will be able to:

- Explain the theoretical approaches employed at various periods in history
- Relate current theories to their historical context

### **Content:**

The relation between theory and practice will be considered at a number of points in history. This might include:

- Ancient Egypt
- The Graeco-Roman World
- The Medieval World
- The Renaissance and Baroque Period
- The Neoclassical and Romantic Period
- The Modern and Post-Modern Period

For each period studied, connections will be made between the physical form of designed space and the ideas (religious, philosophical, social, scientific etc) on which designs were based. Particular attention will be given to the working methods used by designers (eg craft-design, paper-based-design, computer-aided-design)

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

Seminar presentations and discussion

A Distance Learning mode is also available.

### **Assessment Details:**

Methods of Assessment	Grading Mode	Weighing %	Minimum Pass Mark	Word Length	Outline Details
Presentation		100%		3000	Design Theory Study

**Indicative Texts: (list information in the table)**

ISBN Number	Author	Date	Title	Publisher
0419 20410 5	Turner, T	1998	City as Landscape	Spon Press
	J Christopher Jones	1970	Design Methods	
	Vitruvius, Trans. Morris Hicky Morgan, in 1914	1914	Ten Books on Architecture	
	Hanno-Walter Kruft	1994	History of Architectural Theory From Vitruvius to the Present	
09542306-0-4	Turner,T	2004	Garden History Reference Encyclopaedia CD	Gardenvisit.com
	Turner,T	2004	Garden History, Philosophy and Design	Taylor & Francis

---

**COURSE DEFINITION**

---

**Course Code:** ENVT 1057      **SCHOOL:** Architecture & Construction  
**Course Title:** LANDSCAPE ASSESSMENT AND DESIGN  
**Course Coordinator:** Tom Turner  
**Level:** M      **Credit:** 15  
**Linked Course:** Landscape Assessment Techniques, Advanced Landscape Design 2

---

**Introduction and Rationale:**

Since the EC Directive on Environmental Assessment was agreed in 1985, the assessment of major development proposals has become an important and specialised skill in both the public and private sectors. This course deals with landscape assessment, mitigation and design for major projects with significant landscape impact.

**Aims:**

To teach students how to assess the landscape implications of a development proposal and to make proposals for the mitigation/design of its impact on the landscape.

**Learning Outcomes:**

On completing the course the student will:

- be able to carry out a scoping study and baseline studies
- assess specific categories of impact
- prepare specific mitigation/design proposals
- Propose a revised landscape design, responding to the assessment

**Indicative Content:**

Students will select a major development proposal, with staff advice. They will then work through the relevant landscape assessment techniques order to prepare a mitigated landscape design.

**Main Learning and Teaching Activities:**

The course will be taught by workshops and studio seminars.

**Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
Coursework		100%	Landscape assessment and design project

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
041535790 X	David Banister	2005	Unsustainable Transport: The Transport Crisis (Transport, Development & Sustainability S.)	Taylor & Francis
041523185 X	Landscape Institute	2001	Guidelines for landscape and visual impact assessment	Spon
0419236104	Thompson, Ian H.	1999	Ecology, community and delight : sources of values in landscape architecture	E. & F. N. Spon
1841420026	Glasson, John.	1999	Introduction to environmental impact assessment : principles and procedures	UCL Press
185728321x	Turner,T	1998	Landscape planning and environmental impact design	UCL Press

---

**COURSE DEFINITION**

---

**Course Code:** ENVT 1016                      **School:** Architecture & Construction  
**Course Title:** LANDSCAPE DIGITAL DESIGN  
**Course Co-ordinator:** David Watson  
**Level:** M                      **Credit:** 15

---

**Introduction and Rationale:**

Landscape Architects need an ability to explore contemporary ideas, concepts and methods related to the use of Information and Communication Technology.

This course employs industry standard software tools and develops software skills through design project work. The course also introduces and encourages the use of new digital design methodologies and provides students with a tool for experimentation using digital presentation techniques.

**Aims:**

- To develop an understanding of the contemporary ideas and concepts relating to the use of ICT within the landscape profession.
- To develop three-dimensional cognition both in the real world and in virtual worlds.
- To develop and test design proposals using digital tools.
- To introduce digital design methodologies including iterative and narrative processes.

**Learning Outcomes:**

On completing the course, students will be able to:-

- Understand current thinking and trends related to ICT within the landscape profession.
- Explore three-dimensional concepts within the context of computer modelling.
- Design landscapes using 3D digital tools and photomontage.
- Communicate ideas through digital imagery.
- Present design proposals using digital tools.

**Indicative Content:**

The course will include a site visit, with recording and analysis, project based computer workshops, digital design workshops and presentation seminars.

**Main Learning and Teaching Activities:**

The main teaching and learning activities will be site visits, lectures, workshops and seminars and offered as a block course.

**Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
Design Project		25	50% peer assessed & 50% tutor assessed
Digital Technique		75	50% peer assessed & 50% tutor assessed

**Specific Entry Requirements:** None

**Course is validated for:**

Programme Code	Title	Core/Option
	Certificate in Landscape Design External clients and University members of staff	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0-7645-3092-5	Finkelstein, Ellen	1998		IDG Books
0-2405-1519-6	Evening, Martin	1998	AutoCAD 14 Bible	
1-57231-324-2	Sagman, Stephen W	1997	Adobe Photoshop 5 for Photographers Running Microsoft PowerPoint 97	Focal Press Microsoft Press



**Environmental and conservation policies:** outlined.

**Environmental, conservation and construction controls:** outlined.

**Contract law:** introduction to the law of contract; meaning and essentials of a valid contract.

### **Project Management**

**Briefing:** defining and meeting the needs of developers, funders, owners and users.

**Contracts:** different types of contract; an outline of standard forms, contract documents.

**Project documentation and administration:** the Plan of Work in different procurement modes.

### **Economics**

**Landscape economics:** an introduction to the mechanisms and economics of development; sources of cost data and their application; methods of approximate estimating and analysis; cost planning and controls; the effect of design factors on cost; costing as a design tool.

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

Lectures and workshops, group work, role play and a series of exercises eg fee bidding, site development and 'value for money'. The course is taught by specialist internal staff and invited practitioners.

### **Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
Written Examination		100	

**Specific Entry Requirements:** None

### **Course is validated for:**

Programme Code	Title	Core/Option
PO1112	Diploma Landscape Architecture	Core
	MA European Landscape Architecture	Core
P10045	MSc Landscape Planning and Assessment	Core
PO1125	MA Landscape Architecture	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0750648 18X	Rachel Tennant, et al	2001	Guide to Professional Practice for Landscape Architects	Architectural Press
	Clamp, H	1999	Landscape Professional Practice	Gower
	Duffy, F	1998	Architectural Knowledge	Spon
	Johnson, T	1972	Professions and Power	Macmillan
	Knox, P ed	1988	The Design Professions and the Built Environment	
	Lovejoy ed	1997	Spon's Landscape Handbook	Spon
	Sharp, D	1991	The Business of Architectural Practice	
	Lovejoy ed		Current Spon's Landscape and External Works Price Book	Spon
	RIBA	1995	Architect's Job Book	RIBA

---

**COURSE SPECIFICATION**

---

**Code: RESE1008****Course Title: Research Methods****Level: M****Pre-requisites: None****School: Architecture & Construction****Course Coordinator: K Jones****Credit: 10**

---

**Introduction and Rationale:**

This course on research methods is designed to introduce students to the range of research methodologies and techniques of data collection and presentation that may be in an MSc dissertation.

**Aims:**

- (a) To introduce a range of research methods and to examine their use, advantages and disadvantages in the context of an MSc dissertation.
- (c) To equip the student with sufficient expertise to adopt and use an appropriate research strategy to approach their dissertation.
- (d) To study the techniques necessary for collecting presenting, synthesising and analysing data.

**Learning Outcomes:**

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

- (a) be able to recognise the use, advantages and disadvantages of the different research methodologies as a means of solving a research hypothesis;
- (b) have developed a research proposal, identified a suitable research methodology and outlined a programme of work for their dissertation.

**Indicative Content:**

Introduction to a range of quantitative and qualitative research methodologies suitable for application to dissertations in the fields of social science, history, architecture and design, management, technology and economics as related to the built environment.

Analysis and synthesis techniques for quantitative and qualitative data sets.

Drawing conclusions and presenting research findings.

**Main Learning and Teaching Activities:**

The subject will be delivered by a combination of formal lectures and tutorials over an intensive 3 week period at the beginning of Term 3.

**Assessment Details:**

Methods of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Assignment 01	Numeric	100%	40%	1500	Individual Research Proposal

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0335203884	Bell, J.	1993	Doing Your Research Project	Open University
0761924426	Creswell, J	2003	Research Design Qualitative, Quantitative, and Mixed Methods Approaches	Sage
0632042443	Fellows, R & Liu, A	2003	Research Methods for Construction 2 <sup>nd</sup> Edition	Blackwell
0340806567	Greenfield, T.	2002	Research Methods for Postgraduates	Arnold



**Course is validated for:**

Programme Code	Title	Core/Option
PO1122	MA European Landscape Architecture MA Landscape Studies	Option Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
	Bell, J	1987	Doing your Research Project. A Guide for First-Time Researchers in Education and Social Science	London
	Kane, E	1985	Doing Your Research	New York
	Phillips, E M & Pugh, D S	1987	How to Get a PhD: A Handbook for Students and their Supervisors	Open University Press
			Style Book	Modern Humanities Research Association (MHRA)

---

## COURSE SPECIFICATION

---

**Course Code:** BUIL 1017 **School:** Architecture and Construction  
**Course Title:** RESEARCH METHODS [DL]  
**Level:** M **Credit:** 20

---

### **Introduction and Rationale:**

This course on research methods is designed to introduce students to the range of research methodologies and techniques of data collection and presentation that may be used to explore a given research topic. It is an essential course for a student to complete in order to write a dissertation.

### **Aims:**

The course aims to enable students to:

- a) to develop an understanding of scientific research method;
- b) to introduce a range of research methods and to examine their use, advantages and disadvantages;
- c) to equip the student with sufficient expertise to adopt and use an appropriate research strategy to approach their dissertation;
- d) to study the techniques necessary for collecting presenting, synthesising and analysing data in order to test a research hypothesis.

### **Learning Outcomes:**

At the end of the course, the student will:

- a) to recognise the use, advantages and disadvantages of the different research methodologies as a means of solving a research hypothesis;
- b) to identify and experience some of the research processes and activities involved in research work;
- c) to transfer some of the theory of scientific method into practice;
- d) to begin to develop a research proposal, suitable methodology and programme to enable initiation of their dissertation.

### **Indicative Content**

The history of science and the development of scientific research method.

Research methodologies suitable for application to dissertations in the fields of social science, history, architecture and design, management, technology and economics as related to the built environment.

Questionnaire design, quantitative data collection, sampling, data presentation and statistical analysis.

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

The course will be taught by distance learning materials comprising textbooks, a study guide and local tutor support. This will be supplemented by a contact weekends.

The contact weekends will comprise lectures and studio. Lectures will provide the structure and context for the learning. The studio programme will underpin and develop the learning established in the lecture programmes by project based work and coursework. Studio sessions will apply theories and issues developed within the programme in practical situations in a property development or investment context.

Studio will include:

- workshops on practical issues;
- discussion groups/seminars on key themes;
- student led presentations;
- project orientated work;
- tutorials; and,
- case studies.

**Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
Written report		100	Individual written report on the application of research methodology to the student's proposed dissertation

**Specific Entry Requirements:** None

**Course is validated for:**

Programme Code	Title	Core/Option
P10492	MSc Real Estate (HK)	Core
P10493	MSc Construction Project Management (HK)	Core
P10496	MSc Facilities Management (HK)	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
	Bell, J	1987	<b>Doing your Research Project. A Guide for First-time Researchers in Education &amp; Social Science</b>	London, Oxford University Press
	Dunleavy, P	1986	Studying for a Degree	London, Macmillan
	Kane, E	1985	Doing your Research	New York, Boyars
	Parsons, C	1973	Theses and Project Work	London, Allen and Unwin
	Phillips, E M & Pugh, D S	1987	How to get a PhD: A Handbook for Students and their Supervisors	Open University Press

---

## COURSE SPECIFICATION

---

**Course Code:** **School: Architecture and Construction**  
**Course Title:** **SITE APPRAISAL**  
**Course Co-ordinator:** **Robert Holden**  
**Level: M Credit: 15**

---

### Introduction and Rationale:

This course gives experience of site survey and data collection techniques for landscape architecture. The site will be appraised with regard to a full range of landscape considerations relating to the natural environment, the man-made environment, aesthetic character and social use. The course is preparatory to Advanced Landscape Design 1 and Landscape Design and Assessment.

### Aims:

- To give students experience of survey techniques appropriate to the data collection for landscape architecture.
- To assemble knowledge of a particular geographic area which will form the basis for a planning/design project.
- To develop an understanding of the relationships between the natural environment and its adaptation for human use.

### Learning Outcomes:

On completing the course, the student will:

- Have an ability to survey and analyse a territory
- Formulate a brief for landscape change
- Appreciate the inter-relationships between historical and current data

### Indicative Content:

Students will identify a site and carry out data collection from:

- Local libraries and history collections
- Map libraries
- Aerial photographs
- Measurement
- Ecological survey
- Photographic survey
- Drawing

### Main Learning and Teaching Activities:

The course will be taught by seminars, workshops and site visits including a trimester 1 block course. It will involve a study of a trial territory and be followed by a study of the thesis design site.

### Assessment Details:

Methods of Assessment	Word Length	Weighting %	Outline Details
Coursework		100	The course will be assessed through critiques of project work and portfolio examinations. The assessment criteria will be: depth of analysis, quality of imagination; clarity of presentation.  Territorial Project

**Specific Entry Requirements:**

Certificate in Landscape Design courses in architecture, landscape architecture or a related discipline.

**Course is validated for:**

Programme Code	Title	Core/Option
PO1125	MA Landscape Architecture	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
	McHarg, I		Design with nature	
	Whyte, W H		Social Life of Small Urban Spaces	
	Kaplan, R Kaplan, S Ryan, R L	1998	With People in Mind: Design and Management of Everyday Nature	Island Press Washington DC
	Bell, Simon	1999	Landscape Pattern, Perception and Process	E&FN Spon
	Potteiger, M	1998	Landscape Narratives: Design Practices for Telling Stories	John Wiley & Sons
	Appleton, Jay	1996	The Experience of Landscape	Wiley
	Ibid	1990	The Symbolism of Habitat	University of Washington
	Jackson, John Brinckerhoff	1994	A Sense of Time, A Sense of Place	Yale University Press
	Landphair, Harlow L	1985	Site Reconnaissance and Engineering	Prentice Hall
	Jackson, John Brinckerhoff	1984	Discovering the Vernacular Landscape	Yale University Press
	Simonds, John Ormsbee	1998	Landscape Architecture: A Manual of Site Planning and Design	McGraw Hill

---

## COURSE SPECIFICATION

---

**Course Code:** ENVT 1013                      **School:** Architecture & Construction  
**Course Title:**                                      **STUDY ABROAD (Postgraduate)**  
**Course Coordinator:** Roger Seijo  
**Level:** M    **Credit:** 60 (ECTS 30)  
**Donor Teaching Partners:**                      **Socrates Partner Institutions**                      **Donor School:** ELEE / Socrates

---

### **Introduction and Rationale:**

Landscape professionals, practices, projects, competitions and clients are becoming increasingly international. The single European market is creating new opportunities and outlets. Ambitious young designers are looking further afield for work, and graduates must be better prepared to compete within this expanding market. There are opportunities to study abroad for a whole semester at both undergraduate and postgraduate level. Whilst there are common denominators in both these courses the main difference at M level is that the experience is more about specialisation and the development of innovative approaches which can be of value in future practice and employment. Schools within the ELEE (European Landscape Education Exchanges) network are developing specialist semesters at M level which will address subjects and skills in which they excel or which are unique – these courses may be offered to incoming students from overseas.

The study abroad will be undertaken within the framework of the Socrates Student Mobility (OMS) Programme and credits will be applied according to ECTS (European Credit Transfer System) regulations. Students who are EU nationals will be eligible for a grant award but only one award is possible – therefore study abroad at both undergraduate and postgraduate level cannot be financially supported in both instances.

### **Aims:**

- To enable students to develop specialisms by studying in countries and institutions which excel in, or offer unique, areas of study.
- To encourage innovation - finding new ways of approaching design by comparing and synthesising the methods used in different countries.
- To provide insights into the practice and profession of landscape architecture in another country.
- To encourage students to develop language and communication skills through living and in another country.
- To prepare students wishing to undertake further study within the EMLA (European Master of Landscape Architecture) programme

### **Learning Outcomes:**

On completing the course students will be able to :

- Employ new and different methods and approaches to landscape design and planning.
- Offer unique skills, knowledge, insights and opportunities to/for future employers.
- Be capable of working in practices and on projects based in other countries.
- Communicate in a different language / understanding specialist vocabularies \*

### **Indicative Content:**

This will vary according to the country and host institution. Students will however be required to confirm their actual programme of study prior to departure (ECTS – Learning Agreement). Students must identify specialist areas, subjects or skills, which they want to develop and select the host institutions accordingly. A minimum of 50 % of the assessment must be project based.

**Practice Audit :** Additional to the work undertaken within the host institution students will be required to liaise with and regularly visit a landscape office abroad, and prepare a report on the work and the organisation of the office.

**Main Learning and Teaching Activities:**

Various.

**Assessment Details:**

Methods of Assessment	Word Length	Weighting %	Outline Details
Undertaken by Host Institution (subject to review and moderation by UoG examiners)	N/A	85	A minimum of 50% of the assessment must be based on DPW . * The host institution will break this down according to actual courses undertaken and assessed.
Course Work	2,500	15	Practice Audit - Report on a landscape office in the host country – types of work, approach, personnel and management of the office. Relationship with Prof. Assoc.

**Specific Entry Requirements.****Course is validated for:**

Programme Code	Title	Core/Option
	European Master of Landscape Architecture	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
1891197355	Robert Fishman	2005	New Urbanism	University of Michigan
ISSN 0966-2081	Editor : K.Fieldhouse	1992 - 97	Landscape Architecture Europe (Journal) 5 editions	Landscape Design Trust
	K.Fieldhouse / S.Harvey	1992	Landscape Design an International Survey	Laurence King
n/a	n/a	n/a	Study Guides / Prospectuses – Socrates Partner Schools (various).	n/a
n/a	n/a	n/a	ELASA (European Landscape Architecture Students Association) Yearbook	n/a

---

## COURSE SPECIFICATION

---

**Course Code:** ENVT 1056      **SCHOOL:** Architecture & Construction  
**Course Title:**                      **TECHNIQUES OF LANDSCAPE ASSESSMENT**  
**Course Coordinator:** Benz Kotzen  
**Level:**                      M                      **Credit:**      15  
**Linked Course:**                      **Landscape Assessment and Design**

---

### Introduction and Rationale:

In order to contribute to environmental assessment and landscape planning projects, it is necessary to have knowledge of specialised landscape assessment techniques. This requires a good understanding of techniques for assessing the impact of development projects on surface water management, designated areas, habitats, landscape character, scenic quality,

### Aims:

To give students an understanding of landscape assessment techniques and experience of applying the knowledge to a landscape assessment and planning project.

### Learning Outcomes:

On completing the course, the student will:

- understand the techniques of landscape assessment
- be familiar with their use of assessment projects
- appreciate the relationship between assessment, mitigation and design

### Indicative Content:

The course covers Interaction Matrices; Intervisibility and Zones of Visual Influence; Official Designations; Landscape Character Mapping; Scenic Quality Assessment; Hydrological Assessment; Habitat Assessment; Carrying Capacity; Colour and Materials Assessment; Use of Aerial Photographs; and involves assessment of landscapes relative to a development type.

### Main Learning and Teaching Activities:

Lectures, Workshops and Seminars

### Assessment Details:

Methods of Assessment	Words Length	Weighting %	Outline Details
Coursework		100%	Assessment project work

### Specific Entry Requirements.

### Course is validated for:

Programme Code	Title	Core/Option
PO1112	Diploma Landscape Architecture	Option
PO1122	MA European Landscape Architecture	Option
P10045	MA Landscape Studies	Option
PO1125	MSc Landscape Planning and Assessment	Core
	MA Landscape Architecture	Option

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
	Countryside Agency	2002	"Landscape Character Assessment - Guidance for England and Scotland"	Countryside Agency
041523185x	Landscape Institute	2001	Guidelines for landscape and visual impact assessment	Spon
0419231803	Kotzen, B., English, C.,	1999	Environmental noise barriers : a guide to their acoustic and visual design	Spon
0415338379	John Glasson, Riki Therivel, Andrew Chadwick Taylor & Francis	2005	Introduction to Environmental Impact Assessment (Natural & Built Environment S.)	Taylor & Francis

---

**COURSE SPECIFICATION**

---

**Course Code:** ENVT 0047                      **SCHOOL:** Architecture & Construction  
**Course Title:**                                      **THEME PROJECT**  
**Course Coordinator:**                      **Tom Turner**  
**Level:**    **Credit: 15**

---

**Introduction and Rationale:**

This course gives students an understanding of landscape planning and design themes in relation to a range of specific land uses. It deals with the adaptation of land use practices to conserve and create public goods, including scenic quality, outdoor recreation and nature conservation.

**Aims:**

- To understand the issues involved in landscape planning and design for wide range of land uses
- To gain in-depth experience of landscape planning and design for a few land uses

**Learning Outcomes:**

On completing the course the student will:

- Understand the theory of landscape planning
- Have knowledge of landscape planning and design for specific land uses, including forestry, transport, flood control, mineral extraction, agriculture, urbanisation and public open space,
- Have experience of formulating proposals for planning-scale projects

**Indicative Content:**

After the introductory lectures, students will make individual seminar presentations followed by proposals for the landscape planning and design for the chosen land use

**Main Learning and Teaching Activities:**

Lectures, seminar presentations and coursework.

**Assessment Details:**

Methods of Assessment	Words Length	Weighting %	Outline Details
Seminar Paper	2,500	25%	Paper on specific land use
Project		75%	Land use project

**Specific Entry Requirements.**

Level 1 and 2 courses in landscape architecture, or equivalent qualification

**Course is validated for:**

Programme Code	Title	Core/Option
PO1112	Diploma Landscape Architecture	Core
PO1122	MA European Landscape Architecture	Core
P10045	MA Landscape Studies	Option
PO1125	MSc Landscape Planning and Assessment	Core
	MA Landscape Architecture	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0415338379	John Glasson, Riki Therivel, Andrew Chadwick	2005	Introduction to Environmental Impact Assessment (Natural & Built Environment S.)	Taylor & Francis
	Chris Johnson	2004	Greening cities – landscaping the urban fabric	Thames & Hudson Australia
0415043905	Hough, Michael.	1989	City form and natural process : towards a new urban vernacular.	Routledge
0471242071	Marsh, William M	3rd ed 1998	Landscape planning : environmental	Wiley
0471557978	McHarg, Ian	1992	Design with nature	Wiley
185728321x	Turner, Tom	1998	Landscape planning and environmental impact design	UCL Press

---

## COURSE SPECIFICATION

---

**Code:** TOWN0045                      **School:** Architecture & Construction  
**Course Title:** URBAN AND LANDSCAPE CONTEXTUAL STUDIES  
**Course Coordinator:** Ed Frith  
**Level:** M                                      **Credit:** 15  
**Department:**                              **Design Pre-requisites**

---

This course deals with the essential theoretical and historical background to urban design and landscape planning, as these subjects are understood by architects, landscape designers and town planners.

**Aims:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

- To outline the historical and theoretical background to urban design and landscape planning.
- To make students familiar with particular approaches to urban and landscape analysis.
- To study significant projects as precedents for current planning design projects.

**Learning Outcomes:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

On completing the course, the student will:

- Understand urban and rural areas in relation to historic approaches to urban design and landscape planning, including social influences and historic synergies driving development
- Understand the theoretical background to current urban design and landscape planning.
- Be able to discuss the inter-relationship between planning and design.
- Understand the complexity or stakeholder interests acting upon urban planning and decision making.
- Understand the urban economic context and property industry context for urban planning decisions.

### **Content:**

#### Planning Studies

The types of plan which are prepared to guide the control and development of modern cities.

#### Urban Studies

Current theories of urban design.

#### Landscape Studies

Current theories of landscape planning.

#### Urban Design history

Analysis of different types of town plan current today, together with their historical origins, European, American and Asian approaches may also be covered.

#### Landscape design history

Contemporary approaches to the design of outdoor space.

#### Property and Economics

Current thinking on economics and the current mechanisms for property development in private and public property contexts.

**Learning and Teaching Activities:** *(these should reflect the learning outcomes and how they may be achieved)*

The course will be taught by means of lectures. The subject is considered from an interdisciplinary point of view, including historians, theoreticians, planners, architects, landscape architects, economists, property professionals and advanced practitioners.

**Assessment Details:**

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Seminar Presentation	Numeric	50%	40%	3,500	The course will be assessed by written paper, peer assessed at a seminar presentation and moderated by staff.
Written Coursework	Numeric	50%			

**Indicative Texts:** *(list information in the table)*

ISBN Number	Author	Date	Title
0375508732	Jacobs, J	1972	The Death and Life of Great American Cities
849569218X	Krier, R	1979	Urban Space
0262620014	Lynch, K	1960	The Image of the City
0521367840	Hillier, B	1984	Social Logic of Space
0195019199	Alexander, C	1977	A Pattern Language
	Forman R T Godron	1986	Landscape Ecology
185293297X	Hass-Klau C	1990	The Pedestrian and City Traffic
0262120852	Lynch, A	1981	A Theory of Good City Form
047111460X	McHarg I	1071	Design with Nature
	Turner, T	1987	Landscape Planning
0631238524	Hall, P	1988	Cities of Tomorrow
0300028709	Olsen, J	1986	The City as a Work of Art
0262530848	Cranz, G	1982	The Politics of Park Design
0500280339	Lyll S	1991	Designing the New Landscape
			Form Follows Finance

**Course Code:** TOWN 0041      **ASC:**      **SCHOOL:** Architecture  
**& Construction**  
**Course Title:** URBAN DEVELOPMENT PROJECT  
**Course Coordinator:** Duncan Berntsen  
**Level:** M      **Credit:** 15      **Subject Group:** Landscape

---

**Introduction and Rationale:**

This course gives experience of analysing an area of land (a ‘territory’) where a synthesis must be achieved between a range of different planning, design and environmental objectives. The site will include an urban area where change is desirable and students will normally work in inter-disciplinary teams. Within these groups, with the tutor’s agreement, they can chose to structure their work around one of more aspects of design and/or planning .

**Aims:**

- To give students experience of working on an important design and planning project of current significance
- To gain a deeper experience of the role of design and planning professionals on urban design projects
- To develop skills in group working
- To give students experience of survey, of analysis and of developing agendas for change
- To develop an understanding of the relationships between urban morphology and behaviour.

**Learning Outcomes:**

On completing the course, the student will:

- Be able to make a significant contribution to a major project
- Have an ability to survey and analyse a territory and present proposals for change
- Have a broad understanding of the way in which different interests must be integrated in order to formulate proposals for change
- Be able to present an imaginative proposal verbally, graphically and in writing
- Understand the relationship between urban morphology and behaviour

**Indicative Content:**

Working individually and in groups, students will identify projects and proceed to the formulation of design and/or planning proposals for a defined territory. Depending on the programme, students will be able to focus on particular aspects of the environment. There will be opportunities for joint work between the professions so that students can become closely involved with other environmental disciplines.

**Main Learning and Teaching Activities:**

The course will be taught by studio seminars, workshops, sketch designs, tutorials and project reviews.

**Assessment Details:**

The course will be assessed through critiques of project work and portfolio examinations. The assessment criteria will be: depth of analysis, quality of imagination; clarity of presentation.

Methods of Assessment	Word Length	Weighting %	Outline Details
Coursework		100%	Territorial Project

**Specific Entry Requirements.**

Level 3 courses in architecture, landscape architecture or a related discipline.

**Course is validated for:**

Programme Code	Title	Core/Option
PO1112	Diploma Landscape Architecture	Core
P10045	MA European Landscape Architecture	Core
	MSc Landscape Planning and Assessment	Core

**Keytexts:**

ISBN Number	Author	Date	Title	Publisher
0750661429	Rachel Tennant, Nicola Garmory	2005	Spaced Out: A Guide to Best Contemporary Urban Spaces in the UK	Architectural Press
0631232524	Peter Hall	2002	Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century	Blackwell Publishers
0195019199	Alexander, Christopher	1977	A pattern language : towns, buildings, construction	Oxford University Press
050027133x	Bacon, Edmund N.	1975	Design of cities.	Thames and Hudson
0521233658	Hillier, Bill, Hanson, J.	1984	The social logic of space	Cambridge University Press
0419204105	Turner, Tom	1996	City as landscape : a post-postmodern view of design and planning	Spon

The School of Architecture and Construction  
The University of Greenwich  
Mansion site  
Bexley Road  
Eltham  
London  
SE9 2PQ