UNDERGRADUATE MODULE DESCRIPTION

2014/2015 ACADEMIC SESSION
CONTENTS

LEVEL ONE MODULES
LSC 115 – Current Challenges in Planning Design and Management
LSC 116 – Space Making.
LSC 117 – Presentation, Communication & Research Skills
LSC 118 – Histories of Landscape Architecture
LSC 120 – The Dynamic Landscape

LEVEL TWO MODULES
LSC 230 – Landscape Ecology 1: Ecological Processes, Design and Management
LSC 231 – Materials of Landscape Architecture – Planting Design
LSC 232 – Sustainable Communities
LSC 233 – Materials of Landscape – Construction Design
LSC 234 – Landscape Design – Exploration and Intervention
LSC 235 – Landscape Ecology – Habitat Survey Techniques
LSC 236 – Landscape Planning, Law Policy and Governance

LEVEL THREE MODULES
LSC 330 – Site Planning for Sustainable Housing
LSC 331 – International Field Study – Landscape in Practice
LSC 332 – Integrated Urban Design Project
LSC 333 – Materials of Landscape – Detailed Design
LSC 334 – Green Infrastructure and Ecological Master Planning
LSC 335 – Landscape Ecology: Habitat Creation and Restoration
LSC 336 – Landscape Planning Toolkits
LSC 337 – Landscape Planning: Urban Regeneration
MODULE NUMBER: LSC 115
MODULE NAME: Current Challenges in Planning, Design and Management
COORDINATOR: Andy Clayden, Nicola Dempsey, Ross Cameron and James Hitchmough
SEMESTER TAUGHT: 1
CREDIT VALUE: 20 Credits

Aims
This module introduces students to the full scope and diversity of landscape architecture and the role of landscape architects in tackling contemporary social and environmental issues. Selected case studies, which illustrate the work of leading landscape practitioners will be used to introduce and develop an appreciation of the different strands of landscape architecture including: planning, design and management

Learning outcomes:
By the end of this module students will:

• Appreciate the scope and diversity of landscape architecture, spanning landscape planning, design and management;
• Have an understanding and appreciation of landscape architectural responses to contemporary social and environmental challenges;
• Have developed an understanding of the role of the Landscape profession and its relationship with other environment and design disciplines.
• Through selected case studies have developed an appreciation of some of the key trends in Landscape Architecture and the most influential practitioners.
• Apply this knowledge to the critical analysis of a contemporary landscape in Sheffield.

Teaching and Learning Strategy
This module will consist of a programme of 16 lectures delivered over eight weeks. The lectures are grouped into four themes each of which is delivered by a different member of staff. Where appropriate the course will focus on Sheffield and its surroundings with a view to developing an appreciation of the city and to enable students to apply the knowledge they have acquired to the analysis of a designed landscape in Sheffield. The lectures will be supported by small group tutorials to provide guidance and feedback on the module submission.

Content
• Andy Clayden. Landscape Design: Contemporary design trends, people and nature; Creativity, originality and community; Tabula rasa -reclaim and re-use; What are the challenges for students of Landscape Architecture?
• Dr, Nicola Dempsey. Landscape Planning: the responsibility of the landscape planner; Assessment in the planning process; Sustainable planning policy and practice; To plan or not to plan?
• Dr. Ross Cameron. Environmental Challenges: The Big Picture - Man & the Environment; Battling the Elements; Providing for Biodiversity; Landscapes for a Sustainable Future.
• Prof. James Hitchmough. Landscape management: Design through a 1000 cuts, Working with the existing, maintaining a vision when confronted by mundanity; The difficulties of funding an activity that has no end; identifying desirable outcomes for managed landscapes; Key landscape management issues in a sustainable world.

Assessment method
Students will be required to produce a 2500-3000 word Illustrated Case Study in Report Format of a selected landscape design project in the Sheffield area, demonstrating a critical analysis of the design and how specific aspects of planning, design and management have contributed to addressing social and environmental objectives. The report will also make recommendations as to how the design might be further develop in response to contemporary challenges considered in the lecture series. Precedent studies, will play an important role in identifying where and how contemporary design solutions have been applied to address these issues. Submission for LSC111 (Architecture and Landscape Duals) will be a reduced submission in line with the credit weighting and will focus on Landscape and Building relationships.

Recommended Reading:
Landscape Design Journals: TOPOS, JoLA (Journal of Landscape Architecture, Landscape Architecture (ASLA), Landscape Architecture (Beijing)
Aims
This module will develop an understanding of the dynamic qualities of landscape and how space is formed, manipulated and communicated. It aims to equip students with a range of skills that enable them to evaluate existing designed landscape and to explore and present new designs. It will provide a basic introduction to the materials of landscape including: vegetation, landform, built structures, water and how these can be used to shape different spatial experiences. It will also develop an appreciation of a design process, use of precedent and different approaches to creating original design solutions. A series of focused design projects will enable students to develop and apply a range of skills. These will include freehand and technical drawing, and model making and digital communication skills (InDesign, Photoshop and Illustrator). Students will also be required to develop knowledge of a limited pallet of native and non-native vegetation.

Learning outcomes
By the end of this module students will:

• have a basic understanding of a design process and how to refine and develop a design proposal
• an appreciation of the dynamic qualities of landscape space and specifically how landform and vegetation can be manipulated to create different spatial qualities and user experiences
• be able to communicate their design proposals using free hand and technical drawings, digital techniques and physical models
• have a basic knowledge of plant identification, the binomial system for naming plants, the broad categories of plant material and be able to identify approximately 10-15 species

Teaching and Learning Strategy:
This module is studio based. Each week there will be a series of workshops that will focus on the design studio but may also include site visits. Tutoring will be in small groups or pairs. There will be regular informal reviews sessions where students will be encouraged to critically evaluate and comment on each other’s work. Each student will be required to maintain a design journal throughout the module and to record tutorial feedback.

Content
• introduction to observational drawing; the use of sketch perspective to record the existing landscape and to develop student knowledge of the components of the built landscape through site visits
• design visualisation and communication; technical drawings; scaled drawings, plans, sections, elevations and axonometric drawings, and model making. It will also include, a basic introduction to working with landform
• design process & design creativity including: site analysis, brief writing, conceptual design, sketch design and design communication
• plant identification; the binomial naming system, plant categories and a limited plant palette.

**Assessment method**
Students will be required to submit an A1 portfolio which will contain all studio work and any additional exercises set during the module, including plant identification exercises and studio sketch books and personal design journal.

**Recommended Reading**


Dee, C (2001) Form and Fabric in Landscape Architecture E+F Spon

Hutchinson, E (2011) Drawing for Landscape Architecture: Sketch to Screen to Site, London: Thames and Hudson


Reid, G (1993) From concept to form in landscape design, Van Nostrand Reinhold


MODULE NUMBER: LSC 117
MODULE NAME: Communication, Presentation and Research Skills
COORDINATOR: Nicola Dempsey
SEMESTER TAUGHT: 1
CREDIT VALUE: 20 Credits

Introduction
Arriving at university is a new experience for all students. The module will explain and help you to understand some of the different teaching methods used in the Department of Landscape and what is expected of you as a reflective and critical learner. It will also introduce to you some of the tools you will need for academic and professional life.

Aims
The aims of the module are to:
• explore the transition to higher education in the UK;
• introduce the range of teaching and learning methods used within the Department;
• introduce the principles and use of academic and other types of literature;
• introduce the use of the University Library and other online resources;
• introduce a range of digital communication methods for landscape architecture;
• introduce principles of study skills and critical thinking;
• introduce the principles of correct referencing and avoiding plagiarism.

Learning Outcomes
By the end of the unit, a candidate will:
1. understand the range of teaching and learning methods used within the Department of Landscape;
2. have an increased understanding of group work, guided independent study and both formative and summative assessment;
3. have an improved understanding of academic and other forms of literature available;
4. understand the principles of correct referencing and academic issues such as plagiarism and collusion;
5. have an improved understanding of how to develop individual study skills;
6. have mastered a range of design softwares and applied them to a series of design questions;
7. be able to critically assess how well a particular drawing communicates information;
8. have reflected critically on their progress to date as part of ongoing self evaluation.

Teaching and Learning Strategies
Teaching and learning will take place in the undergraduate studio and computer room. Teaching methods will include staff presentations, workshops, studio, group work and guided independent study.

Content
The content will be focused around the following themes:
• Becoming a Sheffield Landscape Student
• Becoming a critical and reflective learner
• Studying in an academic environment
• Academic learning; Presentation skills; Research skills; IT skills.
• Design communication

Assessment
The module will be assessed in three parts using the following methods:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of total mark</th>
<th>Brief description</th>
<th>Hand-in date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30%</td>
<td>Verbal and visual presentation</td>
<td>Monday 27th October 2014</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
<td>Individual written report</td>
<td>Monday 17th November 2014</td>
</tr>
<tr>
<td>3</td>
<td>40%</td>
<td>A series of work in digital communication</td>
<td>Friday 30th January 2015</td>
</tr>
</tbody>
</table>

Staff Teaching on This Module
Module co-ordinator: Nicola Dempsey
Module tutors on Mondays: Jeff Sorrill, Claudia Martinez
Module tutors on Tuesdays: Kamni Gill, Paul Buck

Some Key Texts
Module No: LSC 118
Title: Histories of Landscape Architecture
Module Coordinator: Jan Woudstra and Sally O’Halloran
Semester: 2
Credit Value: 20 Credits

Course aims
This course is designed firstly to provide a broad introduction to the discipline of Landscape Architecture and develop an interest in the study of designed landscapes. In order to do this it aims to create awareness and promote a working knowledge of
1. the terminology defining landscape architecture, garden design and place making
2. the notion of field archaeology as a basis for exploring layers in the landscape
3. a basic chronology of the history of the profession

By the end of the module the student will be able to
• Distinguish various styles in designed landscapes
• Demonstrate how a particular style relates to a particular socio-political context
• Demonstrate an understanding of the historic development of landscape architecture
• Demonstrate critical understanding of a landscape or one of the main landscape proponents

Learning and teaching strategy
The module will be delivered with a range of different learning and teaching methods.
• Lectures will provide definitions and case studies in the history of the development of landscape architecture.
• Group tutorials will be used to encourage reading in garden history and provide support on essay writing.
• Field trips will provide practical examples of how layers may be distinguished as field archaeology, in buildings and in plants. It will also enable stylistic features to be explored.
• Independent study

Guidance and feedback
The seminars are used as a means of providing continuous guidance in reading and research, as well as feedback; essays will be marked with feedback sheets

Submission requirements
1. Group project on a landscape feature
2. Illustrated essay; 2000 words on a designer or a property

Group project (30%)
Each group will be assigned one of the following landscape features to analysis and evaluate. This work will be presented in your seminar group in Week 7.

Features:
• Kitchen gardens, orchards and vineyards
• Knots, labyrinths and parterres
• Trees, i.e. avenues, wildernesses, groves, shrubberies and parkland
• Greenhouses and orangeries, conservatory and stoves
• Water features, i.e. automata, fountains, cascades, canals and lakes

Format of submission
• An A3 Landscape illustrated report. Print single sided, stapled or bound.
• Submit digital copy on disk or USB (this will be returned to you).
• We expect to see included in your report a range of visual material which will include: OS maps, illustrations from contemporary sources and sketches. These will demonstrate your competence in a range of graphic techniques and software applications.

Assessment Criteria
• Evidence of literature review and wider reading in addition to course materials/readings and demonstration that you understand this material and can begin to position your own ideas in relation to this.
• Critical, reflective and discursive writing rather than descriptive approaches and clear use of evidence to support your views.
• Accurate and informative data on landscape, landscape architect, dates, etc.
• Good, clear use of illustrations, including plans, photographs, and other image types.
• Clear structure and development of discussion.
• Clear referencing of literature and sources.
• Clarity in verbal and visual presentation

Submission date Week 7: Tuesday 9 April 3-4.00pm to the Landscape Office.

Illustrated essay (70%)
You are to develop a written illustrated 2000-word critical essay on ONE of the following:
• a well-known designed landscape of any period
• the work of a well-known landscape architect

Using literature and material from the courses and additional sources including academic journals, books and professional journals, find out what other authors have written about your landscape, landscape architect or movement/period/ideas. You should use at least one other article from an academic journal in addition to the reading(s) given for the theory and history courses, but it is likely that you will use more than this.

The essay will combine critical and reflective writing and accurate, clearly researched information about your topic and literature review. Make sure you develop an 'argument' or perspective (environmental, social, philosophical, and aesthetic) in your critique and use evidence to support this. Merely describing the landscape is insufficient. Illustrations, plans, images etc can be used to support the text.
Format of submission
An A4 written and well-illustrated and essay. Ensure a clear structure and a proper referencing system. A further guidance note on referencing is given below. See also below for more detailed criteria of assessment on the submission.

Criteria for assessment
- Evidence of literature review and wider reading in addition to course materials/readings and demonstration that you understand this material and can begin to position your own ideas in relation to this.
- Critical, reflective and discursive writing rather than descriptive approaches and clear use of evidence to support your views.
- Accurate and informative data on landscape, landscape architect, dates, etc.
- Good, clear use of illustrations, including plans, photographs, and other image types.
- Clear structure and development of discussion.
- Clear referencing of literature and sources.

Submission date
Week 13: Friday 24 May 3-4.00pm to the Landscape Office

Available resources
Lectures will be made available on MOLE
The Western Bank library contains a magnificent collection of landscape books and journals, with further material in the IC. Many historic books can now be accessed online, through the library website, particularly the Eighteenth Century Collection Online and the Early English Books Online. In addition there are various collections; there is Google Books and for our topic the [http://www.biodiversitylibrary.org/](http://www.biodiversitylibrary.org/). Also do not forget the papers on the website of Dumbarton Oaks, the leading institution regarding garden history studies e.g.: [http://www.doaks.org/resources/publications/doaks-online-publications/garden-and-landscape-studies/environmentalism/coen?searchterm=landscape](http://www.doaks.org/resources/publications/doaks-online-publications/garden-and-landscape-studies/environmentalism/coen?searchterm=landscape)
Additionally there is JSTOR at [http://www.jstor.org/](http://www.jstor.org/) that provides access to many academic papers.
Ordnance Survey data at [http://digimap.edina.ac.uk/digimap/home](http://digimap.edina.ac.uk/digimap/home)

Guidance on referencing
The most common method of referencing in the humanities is with the full reference system; comprehensive advice on this is in the *MHRA Style Guide*, which you can download for free, or of which you can order a hard copy. [http://www.mhra.org.uk/Publications/Books/StyleGuide/index.html](http://www.mhra.org.uk/Publications/Books/StyleGuide/index.html)

Alternatively you can use the Harvard Referencing Guide accessed through the University of Sheffield at library support.

Some recommended general histories:
• Hadfield, Miles, *A History of British Gardening* (London, 1979)
• Hobhouse, Penelope, *Plants in Garden History* (London, 1992)
Aims
This unit aims to:
• Introduce landscape and environmental planning as a means of intervening in landscape at the large scale
• Provide an understanding of landscape formation, change and the drivers of change
• Introduce the toolkit available to landscape planners
• Introduce the theory and technique of Landscape Character Assessment
• Develop report writing skills and visual literacy
• Introduce students to ArcGIS

Learning Outcomes
By the end of the module, students will be able to demonstrate understanding of/
proficiency in
• The influences and processes that shape landscape;
• The relationship between landscape planning and landscape policy;
• Sourcing and interpreting landscape information;
• Appreciating the (sometimes controversial) nature of landscape change;
• Landscape Character and Landscape Character Assessment at an introductory level;
• Capacity and sensitivity analysis at an introductory level;
• Communicating landscape data and analysis at a planning scale in a critical, imaginative and creative manner;
• Using ArcGIS at an introductory level.

Teaching and Learning Strategies
The module will be delivered by means of a combination of lectures, workshops, group tutorials and site visits. Students are expected to supplement this with their own individual research and study. Guidance on sources of information and approaches to personal study are provided.

Content
This module explores landscape formation and change at broader temporal and spatial scales: examining landscape's underlying formative processes and current drivers of change. It also examines the area of landscape practice known as landscape planning, including the links between planning policy and landscape change and the toolkit available to landscape planners. Students are introduced to the theory and techniques of the landscape planning tool known as Landscape Character Assessment at an introductory level, and to the software application ArcGIS- a Geographic Information System commonly used in landscape planning practice.
Assessment method
An illustrated report containing a Landscape Character Assessment of the Loxley Valley, a rural area to the north west of Sheffield.

Recommended Reading


Countryside Agency and Scottish Natural Heritage (2002) *Landscape Character Assessment - Guidance for England and Scotland*

Aims
This unit is designed to further develop the Landscape design skills and knowledge gained in the first semester. Based on a selection of 3 post-industrial, riverside sites on the urban/rural fringe in the Loxley Valley, students will work through all the stages of design development from site analysis through to final presentation. Students will visit all 3 (linked) sites and will then choose which one they want to work on. This module is closely linked to LSC 119 which runs parallel and which looks at the Loxley Valley as a whole, from a planning perspective. The module will run over 11 weeks and will be largely studio-based though there will be field trips and visits. In addition students will undertake self-directed study to build knowledge of the theoretical basis of the design approaches both to abandoned industrial sites, of precedent sites and of sustainable approaches to design – particularly water management. Graphic skill, freehand and technical – needed to convey ideas at both the design development and the presentation stage (essential to the landscape architect) will be developed along with further teaching in the area of digital design communication. Development of the knowledge of native vegetation, particularly native trees and their use and place in the landscape will take place through taught sessions, field study and individual research. Much of this work will be recorded in a Landscape Journal which will have been begun in LSC 116 in the 1st semester. Each of this year’s exercises was given an alternative title based on a piece of music which was then used to create a ‘soundtrack’ for the final exhibition of work in week 12.

Learning Outcomes
By the end of the unit, a candidate will be able to demonstrate the ability to:

1. Explore, analyse and respond creatively to a given site.
2. Respond to a given brief and expand it based on site analysis and further research into the broader debates in landscape architecture and with reference to precedent studies.
3. Conduct informed and reflective investigations which set a clear direction for design development.
4. Work, rework and resolve a design proposal that successfully responds to current and future characteristics of a site, including the use of interrelated drawings at a range of scales using appropriate and evocative range of visual media, supported by a verbal presentation.

Assessment
There will be a number of marked assignments through the module. The first of these will be the result of group site analysis which will be presented by that small group to the rest of the year. The rest of the work submitted will be individual work.
Following the site survey students will produce an A3 written and brief / inspiration sheet outlining their vision / aims for the site based on the survey and analysis and on further research and precedent study.
At the end of week 12 of the semester students will submit a portfolio containing :- all the studio exercises and design development work that has been done as part of this module – on site, in the studio, in groups and independently; their landscape journal; and 3 A1 presentation sheets. In week 13 students submit a ‘Nature guide’ for the vegetation of the Loxley Valley and a final, reflective self-assessment.

Recommended Reading
As per the 1st semester plus a number of other resources - library and online (both our own and via the wider internet.) More details in the brief.
Aims
This module introduces the principles and practice of landscape ecology and ecological design and their application in a variety of contexts. Key ecological concepts such as ‘biodiversity’ and ‘ecosystems services’ are introduced and the special nature of urban ecology and its relevance to the design of urban green spaces is explored. Through lectures and site visits the structure and functioning of key UK biotopes, their characteristics and application on the designed landscape are explained, and particular emphasis is placed on the creative application of these in order to deliver ecosystems services and biodiversity. Site based project work is used to allow students to develop their own ecologically inspired concepts and designs for multifunctional green infrastructure that benefits both people and wildlife and to demonstrate their ability to communicate their knowledge of ecological principles and design to different audiences.

Learning Outcomes
By the end of the module students will have:

1. Demonstrated their depth of knowledge of ecological concepts and processes as underlying principles in landscape architecture and the application of these in different contexts.

2. Surveyed an urban site and its context to identify the main habitats and biotopes and evaluated its ecological value and potential.

3. Develop ecologically informed design concepts, strategies and strategic proposals for the implementation of multi-functional green infrastructure that delivers benefits for biodiversity and people.

4. Demonstrated the ability to communicate ecological principles and design to different audiences using different techniques.

Teaching and Learning Strategy
A lecture series provides a framework for understanding the principles and practice of ecological design with an emphasis on the design and management of landscape biotopes and the creative application of ecological principles illustrated with case studies from different countries and contexts. Site visits and field work is used to practically illustrate ecological design principles and processes and to develop identification and site evaluation skills. Supervised individual and group studio-based sessions and tutorials aimed at developing ecological design strategies, concepts and proposals and communication of these. Guided independent study. Students will work independently and collaboratively to consolidate knowledge and skills developed in the studio, lectures and site visits.
Content
The following broad topics are explored in the lecture series, and the principles, concepts and techniques are applied through the assessed studio project.

- The key concepts in ecological design and management including the ‘dynamic landscape’ and the importance of ecological processes, the historical development of these ideas and application in different contexts and countries.

- The relevance and importance of vegetation and physical site survey and ecological site evaluation in relation to ecological design and the skills to undertake this.

- The main UK habitats and biotopes - woodlands, grasslands, wetlands: their characteristics and application in design landscapes.

- Delivering ‘Ecosystems Services’ and Biodiversity in designed landscapes.

- Urban ecology and nature in cities.

Assessment method
The module is assessed through the development of an ecologically informed design project for an urban site that aims to balance the needs of wildlife and people. The first part of the assessment - site survey and development of a vision for change will be undertaken in small groups. These are then developed individually into design strategies, illustrated design proposal for the site and detailed design for part of the site.

Recommended Reading
MODULE NUMBER: LSC 231
MODULE NAME: Materials of Landscape – Planting Design
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 2
CREDIT VALUE: 20 Credits

Aims
This module introduces students to plants used by landscape architects in urban and rural landscapes and how these can be used to develop effective planting design. Knowledge and skills developed will be built on in LSC 303 which students take the following year.

Objectives
By the end of this module students will:

1. be familiar with a basic palette of plants for use in design, their botanical names, visual and use characteristics
2. be familiar with key aesthetic, functional, and ecological principles underpinning planting design
3. have practised the basic principles of plant selection according to site conditions
4. have developed stimulating, creative, attractive and easily interpreted planting plans and sections-elevations based on colour, textural and structural characteristics
5. have evaluated the structural role of plants in defining landscape spaces at a range of scales

Teaching and Learning strategy
Although the bulk of the module takes place in Semester 1B, the program for this module commences with a lecture course at the beginning of Semester 1A in which students are introduced to basic plant nomenclature and means by which plants are identified. These are followed by a series of sessions on the principles of planting design. In Semester 1B the module consists of 6 lectures which provide a framework of ideas on planting design principles and practices which students apply in the workshops. The non-lecture component workshops which include a range of activities from plant identification walkabouts, site visits, analysis of existing plantings, through to simple planting design exercises in different contexts. Plant identification continues throughout Semester 1B.

Content:
• understanding basic plant nomenclature, and approaches to identifying plants
• review of the range and nature of contemporary planting design
• aesthetic, ecological and functional principles underpinning planting design.
• practising planting design on both small (intensive) and large scale.
• (extensive) sites.
• using plants to structure landscapes.

Assessment Method
Development of a planting strategy and detailed planting proposals for a selected site (90%). Remaining assessment (10%) is based on performance in the plant identification component of the module.

Recommended Reading

Journals and Periodicals

Landscape Design
Garden Illustrated
Horticulture week
Landscape Australia
Garten+Landschaft
Topos
The Garden

Texts (additional Specific Material will be introduced throughout):

Newnes.
Phillips R and Rix M (1979-) Range of volumes covering the following plant
groups; Annials, Bulbs, Perennials Vol 1, Perennials Vol. 2, Shrubs, Roses, Trees,
Vegetables, Herbs, all Pan
MODULE NUMBER: LSC 232  
MODULE NAME: Sustainable Communities  
COORDINATOR: Helen Woolley  
SEMESTER TAUGHT: 1  
CREDIT VALUE: 20

Aims
This module will provide the foundation for undergraduate students' understanding about planning, designing and managing landscapes for sustainable communities with a particular focus on the social aspects of this. Overall the aims of the module are to:
• undertake an analysis of a neighbourhood area with a specific focus on the social construction of the study area;
• understand who under-represented users of green and open spaces are, how they use these spaces and the barriers to their use of such spaces;
• develop an understanding of theories of engaging communities in the planning, design and management of green and open spaces. To learn from some examples;
• draw upon learning about who and how to engage with communities on a project with a real client;
• produce a design for a specific site.

Learning Outcomes
By the end of the module students will:

1. understand how to undertake a survey and analysis of a neighbourhood area using a framework to structure their work;
2. be able to demonstrate how to understand the community within a neighbourhood using a variety of data sets including census data;
3. understand who users and under-represented users of green and open spaces are;
4. be able to demonstrate their understanding of issues around the engagement of communities in the planning, design and management of green and open spaces;
5. be able to demonstrate their understanding of the community and context by developing a brief and design for the specified site.

Generic skills:
• Work as part of a team as part of professional development;
• Be able to access relevant literature;
• Reflect on the experiences of the module;
• Be able to provide information in a range of formats, as described in the project brief.

Teaching and Learning Strategy
This module uses a range of teaching methods including lectures, external visits to sites and studio tutorials to support students' independent guided study in groups. Lectures and workshops which will include the use of visual materials such as videos and web sites, together with studio tutorials will support the students' independent learning during the individual work.

Content
Re-affirmation of survey and analysis process; exploration of under-represented users of green and open spaces; working with real clients or their representatives; exploring
social and community engagement issues in the literature. Develop a design for a site using knowledge developed from the survey and analysis, reading of literature and meeting client or client representative.

Assessment methods

**Phase 1 Group work:** (25%)
Group Sustainability Appraisal and Survey and Analysis of neighbourhood and site

**Phase 2 Individual work:** (35%)
Research into a social topic, community involvement, attendance and presentation at seminar

**Phase 3 Individual work:** (40%)
Development of design aims, graphic concept, masterplan and attendance at final presentations

Initial references

**Sustainable cities**

**Survey and analysis**

**Involving communities in design and regeneration processes**
Wilcox, D. *The Guide to Effective Participation*
Aims
This module introduces the basic principles of landscape construction. It will demonstrate that construction is an integral component of the designed landscape creating its own design opportunities and constraints. Students will study the functional, aesthetic and technical properties of a range of different landscape components. They will undertake on-site observations and produce a range of contractual drawings for a small scale design project. Computer aided design will form an integral part of the project and will be used to produce a range of contractors drawings.

Learning outcomes:
By the end of this module students will:

- have a basic understanding of design and construction principles for a range of typical landscape structures including; steps, walls, surfaces, fences and railings
- be able to select appropriate materials in response to both functional and aesthetic requirements
- be able to produce working drawings which comply with standard landscape drawing conventions.
- Have an appreciation of the environmental consequence of their material selection and design detailing
- be able to use AutoCAD to produce 2D plans and technical drawings and use SketchUp to model simple structures

Teaching and Learning Strategy
This module will consist of a programme of lectures that will introduce both technical and theoretical knowledge for a range of landscape structures. Studio workshops will include guided walks, presentations on construction graphics and detailing an introduction to working AutoCAD. Small group tutorials will be used to assist with the practical application of skills and knowledge presented in the lecture course and group workshops. Tutorials will be integrated with the studio design project. Surgery help session will provide additional technical support in developing CAD literacy.

Content
- Introduction to construction design and detailing and its impact on the aesthetic, functional and long-term sustainability of the built landscape
- Introduction to a range of different construction methods which cover a gradient from low impact ‘green’ structures through to more intensive structures. Lecture will cover the following range of details and different approaches to integrating these into the landscape:
  - surfacing, edges and drainage
  - freestanding walls, fences and railings
  - steps and ramps
  - retaining structures; water and waters edge
  - furnishings and lighting
• AutoCAD and SketchUp

**Assessment method**
Students will be required to submit a sequence of design and technical drawings produced using AutoCAD which illustrate a design and accompanying construction details, clearly set out title blocks and cross referenced details and at least one detail completed using CAD. They will also be required to submit a construction journal that records their own on-site construction observations and outline 3D sketchUp proposals and materials research.

**Recommended Reading**
The core text for this module is Holden and Liversedge (2011)


MODULE NUMBER: LSC 234  
MODULE NAME: Landscape Design – Exploration and intervention  
COORDINATOR: Clare Rishbeth  
SEMESTER TAUGHT: 2  
CREDIT VALUE: 20 Credits

Aims
Successful design of shared places demands innovative thinking to respond to shifting contexts and actions in a world of increasing complexity and diversity. This module focuses on approaches for generating original site-specific concepts and resolving these at a range of planning and design scales. An urban area is thoroughly explored, critiqued and communicated through on-site and multi-media activities. Students research and adapt precedent studies in art practice, urban realm interventions and emergent placemaking, and actively reflect on their own design process. These inform aims for regeneration and public engagement, the design of an urban square, and detailed design integrating hard and soft landscape materials.

Learning Outcomes

1. To critically explore public urban places with regard to diversity of use, temporal activities and qualities, landscape form and materiality.
2. To develop innovative approaches and concepts that inform interventions at planning, design stages and to communicate these through a range of media, visual and verbal presentations.
3. To resolve the form and materials of an urban square at both design and detail design scales.
4. To research broader contexts of landscape architecture and actively reflect on students own influences and practice.

Teaching and Learning Strategy
This module will consist of two studio sessions a week. Staff support will be in the form of workshops focusing on key issues, plus individual and group tutorials.

Content

- Short design exercises which will explore a number of key concepts relating to design process.
- Task of urban exploration which to be recorded and communicated, working on a theme in small groups.
- Planning and Design project in which students address issues relating to intervention in a series of urban spaces.
- Students will work individually at a detail scale to address one area of their proposals with regard to integration of hard and soft materials (linked to LSC233 Materials of Landscape)
- Each student will produce a reflective design journal of their experience of the project.
Assessment Method
Formative assessment will be provided at key stages at the module by module tutors and peers. Summative assessment will be by submissions of design and written work. Students who work together will receive equal marks for the relevant project stages.

Architecture and Landscape journals. For example: Topos, Landscape, Landscape Architecture, Blueprint.

Place as Precedent web-resource on google sites.

Books:
MODULE NUMBER: LSC 235
MODULE NAME: Habitat Survey Techniques
COORDINATOR: Ross Cameron, Zoe Dunsiger
SEMESTER TAUGHT: 2b
CREDIT VALUE: 20

Aims

This module will allow students to

1. Introduce students to a range of ecological survey techniques.
2. Improve their identifications skills & knowledge of UK flora and fauna.
3. Provide an opportunity for students to synthesis field data, review published science data and formulate a professional report.

Learning Outcomes

By the end of the unit, students should be able to demonstrate the ability to:

• Apply basic ecological survey techniques: Phase 1 and Phase 2 habitat surveys.
• Understand the importance of plant, bird, badger and bat surveys, and the use of key indicators.
• Identify advantages / constraints of different surveying approaches.
• Develop field craft skills
• Appraise the ecological value of a particular site.
• Provide a concise scientifically-documented report on the ecological value of one of the sites surveyed.
• Understand conservation measures and related management approaches

Teaching and Learning Strategy

Teaching comprises a short lecture series with group tutorials and a number of key site visits. Attendance for external visits is compulsory unless there is a medical reason. Please inform the module tutor of any health issues for Health and Safety reasons.

Content

• Site visits/information relating to a range of regional habitats including woodland, grassland and wetland.
• Introduction to vegetation survey techniques and analysis
• Introduction to bird survey techniques and analysis
• Practical field survey
Output from the module

Assessment

1. You will develop **identification skills for UK bird species** and complete a 'mini'-visual test. (20%)
2. You will conduct a **vegetation survey** (in groups) and report on the vegetation community found in a particular site. You will assess the ecological significance of this community and its relevance to an ecological assessment of the site in a **short report (5-6 pages)**. (50%)
3. You will identify an **animal / plant species** of your choice (does not need to be UK based), and provide a **short review** of its typical habitat requirements and how this habitat needs to be managed to promote the conservation of the species. (30%)

Both reports should be A4 documents, with A3 inserts as appropriate. Students should look to use the scientific literature to underpin points in their reports and to cite these correctly.

Timetabling

**Tuesdays at 10-5 pm in Arts Tower Floor 11 Undergraduate 3 Studio TBC**

**Details and Provisional timetable of site visits and exercises to undertaken**

- **Week 1**: Lectures on Survey techniques and data handling – Tutorial on bird ID
- **Week 2**: Visit to Old Moor (Dearne Valley) – bird identification skills and introduction to Nature Improvement Area
- **Week 3**: Lectures on plant survey techniques and tutorials on floral keys and planting establishment
- **Week 4**: Bird ID test – Vegetation survey skills – Ponderosa
- **Week 5**: Tour of local habitats and phase 1 assessments
- **Week 6-7**: Survey of vegetation at Cressbrook Dale
- **Week 8**: Lectures on Bat and Badger surveying
- **Week 9-12**: Data analyses and Report writing

**Submission date: 24 May 2014 (TBC)**

**Equipment required**

Because many sessions are based in the field, the following equipment and materials are essential and useful:

1. Good outdoor clothing and footwear to suit predicted weather conditions
2. Floras and guidebooks to UK plants (see Rose) under recommended texts below.
3. UK Bird guidebook – various see below.
5. Hand lens – to be provided
6. Binoculars (but only if students possess them already!)
7. Notebooks, cameras etc.
8. Snacks, water, lunch.
9. Quadrats (provided).
NB 1: Students come equipped to the Introductory Session with a suitable Wildflower key. You will need these and we cannot supply books for everyone.

NB 2: If feasible, students should bring field glasses / binoculars for the bird survey session.

Recommended Texts


Introduction
This module explores the relationship between landscape, planning, law, policy and governance at different scales and in different contexts. This range from European legal and policy frameworks down to individual development sites in different contexts along the urban-rural continuum. Students will learn about the impact of law and policy on landscape and vice versa, and explore the role of landscape planning tools, techniques and methodologies within the wider planning framework. The module will examine how decisions about landscape are made and how this affects development from a strategic to a site-specific level.

This module aims to:
• Develop student’s understanding of the interaction between landscape, law and policy
• Develop students’ knowledge and understanding of relevant law and policy at a European, national and local level in urban, rural and peri-urban contexts
• Familiarise students with the use of landscape planning tools (techniques and methodologies) within the wider planning processes
• Further develop students’ knowledge and understanding of decision making processes involving landscape at both strategic and site-based levels
• Enable students to become proficient in interpreting and articulating landscape concepts in the context of different policy and decision-making scenarios

Learning Outcomes
On completing this module, students will:
• have developed an understanding of different interactions between landscape and planning
• be aware of the way that landscape issues are dealt with in law and policy
• understand the relationship between landscape and planning policy at strategic and local levels and have experience of how policies are interpreted on the ground
• have gained skills and confidence in expressing sometimes difficult landscape concepts in clear written form for a professional audience
• have developed skills in group working and in presenting landscape ideas in a clear and simple way

Teaching and Learning Strategies
Teaching and learning will mainly take place in the undergraduate studio. Teaching methods will include staff presentations, workshops, studio, group work, site visits and guided independent study.
Initial reading
Aims
This module will introduce the context and requirements of sustainable housing provision with a particular emphasis on how this might be achieved through a holistic landscape vision. It will provide the opportunity to explore different approaches to the sustainable development of a housing site, socially, ecologically and economically.

Learning Objectives
By the end of this module students will be able to demonstrate:

- an understanding as to how different housing theories and typologies affect sustainability.
- an awareness of the political and financial issues surrounding the provision of housing
- their ability to challenge conventional ideas about living and housing.
- how a specific layout contributes to social, economical and ecological sustainability
- an understanding of the design process from writing a brief to masterplanning, and skills in communicating design proposals

Teaching and Learning Strategy
A series of lectures, presentations and workshops will introduce students to the recent developments of housing and the different approaches, which can be taken to the layout of housing areas. Theoretical principles related to housing will be introduced as well as design precedents towards achieving sustainable living. The site characteristics and constraints will be explored in groups while individual work will include the generation of a site layout informed by a brief, concept plan and model. Group and individual tutorials will be undertaken in the studio.

Content
The lectures, presentations and workshops will explore issues related to sustainable housing including:

- recent developments and history of housing in the United Kingdom in relation to the European context
- difficulties in achieving sustainable housing
- the design team and the role of the landscape professional in that team
- sustainability features including drainage, solar gain and wind harvest, pedestrian and cycling provision including parking requirements.
- the impact of highway requirements for house in the last 30 years
- design matters relating to boundaries and access, hard and soft materials
- the importance of play opportunities

Assessment method and requirements:
Group work: full appraisal of the site and graphic and verbal presentation of the work including and analysis of sustainability opportunities on the site. This will be assessed through a power point presentation.
**Individual work:** formulate a vision for the site by means of a brief and rationale underpinned by the housing theories and precedents introduced in the lectures and workshops. Produce a concept plan and model illustrating a specific approach to site planning for housing responding to issues related to the characteristics of the site and the sustainable living agenda. Develop of a sketch masterplan for the site with complementary drawings to illustrate the design proposals. The final submission will be presented orally before being assessed.

**Recommended Reading**
Introduction
The main component of this course is a field trip to Europe led by staff from the Department of Landscape, in which we will explore and critique contemporary issues related to landscape architecture projects. The aim is to expose students directly to current practices in Landscape Architecture and Planning through inquiry-based learning. This module gives students the opportunity to engage in decision-making processes and independent learning through dialogue with staffs and regular feedback.

Aims
• To develop students’ understanding of contemporary issues and key challenges in European landscape architecture and planning practice
• To develop a better understanding of how general trends and developments in landscape architecture have been used in specific cultural and spatial contexts
• To enable students to undertake and independent research project focused on an on-site case study
• To support students in preparing for professional practice across Europe

Learning Objectives
By the end of the module, students will be able to:
• Develop skills to collect data, review literature and analyse information that bridge academic and professional practice outputs;
• Analyse existing landscape projects and reflect on the challenges of contemporary landscape architecture practice in Europe;
• Experiment with techniques for project research, analysis, synthesis and evaluation through a range of written and visual media to be handed in digitally;
• Develop professional working practices through oral presentations and production of a digital portfolio consisting of original visual material.

Teaching and Learning Strategy
The module is mainly delivered through inquiry based learning and guided independent studies. Staffs will provide tutorials and guidance during the field trip.

Seminars will take place to identify suitable destinations through informed presentations by the students and prepare the fieldtrip. Students will work individually or in pairs to facilitate and present a lunchtime seminar(s) disseminating their learning to other students in the Department of Landscape.

Tutorials will take place before, during and after the field trip to provide guidance and feedback on students work including their research and their digital portfolio.

Assessment:
1. Independent research document (2 A4 single sided, PDF format)
   This assignment will include various research exercises. Some students will undertake research on general issues related to the urban context that we will be
visiting including historic and urban developments, existing planning strategies, infrastructures, social data, etc... Others will research individually specific sites located in the European city to be visited during the field trip.

Assessment one will be assessed on the basis of the following criteria:

- The quality of the research carried out on the general issues and specific sites related to the destination of the field trip.
- The extent to which you are able to communicate the key aspects of the topic using visual material
- The standard of graphic communication including layout of the 2 A4 pages.
- Appropriate referencing; source material that isn’t original, including images and all material obtained from the Internet, must be properly referenced using the Harvard referencing system. See the Harvard Referencing Guide on MOLE.

2. Digital field trip portfolio including original visual materials produced in situ. This should include

- scan of your sketch book,
- annotated drawings (plans, sections, perspectives),
- social analysis with observation drawings focusing on ‘people’ and the use of the places visited.
- Analytical drawings related to scale, texture, light and shade, thresholds;
- Evaluation, thoughts and personal reflections in sketch format

Assessment two will be assessed on the basis of the following criteria:

- The quality of the analysis and discussion of the sites visited during the field trip
- The extent to which your sketches translate the specific character of the places visited including social aspects (life within these spaces)
- The standard of graphic communication including layout

3. Power point presentation to students in the department, Pecha Kucha 1 style (2 minutes, 4 slides)

Assessment three will be assessed on the basis of the following criteria:

- The choice of the material presented to convey the character of the place(s) to the audience
- The quality of the oral presentation

The weighting of each assignment and the submission dates are as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research document</td>
<td>40%</td>
</tr>
<tr>
<td>Digital field trip portfolio</td>
<td>40%</td>
</tr>
<tr>
<td>Power Point  Pecha Kucha</td>
<td>20%</td>
</tr>
</tbody>
</table>

1 Pecha Kucha, the Japanese term for the sound of conversation (“chit chat”) began in Tokyo, back in 2003. Conceived by Astrid Klein and Mark Dytham, their original goal was to create a space where designers could share their ideas/passions with others. http://avoision.com/pechakucha


Aims
The urban design project provides an opportunity to develop proposals for an area of urban regeneration from the initial planning strategies through to the design of urban spaces. The module explores a range of concept, theories, methodologies and practices related to the urban environment focusing on the spaces between buildings and urban greenspaces. The aim of this module is to equip student with the skills and knowledge needed to undertake urban design projects and communicate design ideas.

Learning Objectives
By the end of this module students will:

- Have developed their knowledge and skills in developing a conceptual framework to address the design challenge and will be able to apply appropriate theories and practices related to urban design and urban regeneration schemes;
- Will have developed a greater awareness and understanding of the range of factors and complex design frameworks that contribute to urban design quality and sustainability;
- Developed skills to produce a fully integrated design proposal, which will include site and user exploration, strategic planning, master planning and design of urban spaces including hard and soft landscape elements;
- Further develop skills in design communication and presentation.

Teaching and Learning Strategy
This module is fully integrated with specialist options in Planning (LSC337) and Ecology (LSC338) and Materials of Landscape- Detailed Design (LSC333). Students will initially be required to work in small groups in order to collect, evaluate and then disseminate information about the site. Each student must then develop their own design programme and strategic and conceptual design framework in response to the project brief. Formative feedback will be provided through weekly tutorials and interim project reviews. Studio seminar/lectures will develop the theoretical knowledge to underpin the project in relation to the contemporary challenges facing the regeneration of Urban environments and the social and environmental challenges they must address. Workshops will help to develop skills in design practice. They will then work independently but will receive a programme of individual tutorials and interim project reviews that will include formative feedback.

Content
- site investigation, work to be undertaken in small groups, special emphasis will be placed on collecting detailed information about the site history, and a detailed vegetation and habitat survey
- dissemination of site investigation and evaluation, identification of site opportunities and constraints and development of the design brief
- development of conceptual and strategic thinking which explores how the landscape will develop over time. Emphasis will be placed on strategies relating to the use of
vegetation, landform, built form and circulation to create spatial structure and sequence
• Research of relevent design theory and precedent
• Creation of a site masterplan and detailed design proposals and supporting design policy

Assessment method
The students will be assessed through two submissions:
A project portfolio which will include presentation drawings suitable for exhibition (total output 2 x A1 or equivalent) and supporting models, animations etc. Outputs will cover a range of scales from strategic design and planning (1:5000 - 1:1000) through to detailed design 1:200 – 1:50)
1. A Design Journal demonstrating students’ understanding and application of a range of urban design theories and practices, their awareness of the range of factors contributing to urban design quality and sustainability, their ability to review and evaluate the urban environment, as well as demonstrating their understanding of the design process and design development. The journal will also record feedback from tutorials and reviews and actions taken.

Recommended Reading
Readings are adjusted each year to suit the nature of the project site chosen and associated issues.


Llewelyn-Davies (2000) Making People Friendly Towns, Spon

MODULE NUMBER:  LSC 333  
MODULE NAME:  Materials of Landscape – Detailed Design  
COORDINATOR:  Kamni Gill and Sally O’Halloran  
SEMESTER:  2  
CREDIT VALUE:  20

AIMS  
This module aims to further develop knowledge and skills in detailed landscape design. It focuses on developing the ability in students to demonstrate appreciation and knowledge of landscape materiality and the integration of organic and inorganic elements. It will enable students to:

• produce several drawings which appropriately communicate a detailed planting design;
• determine a planting and materials strategy in response to site conditions and design framework;
• demonstrate an understanding of plant production and establishment techniques.
• demonstrate technical and design proficiency in the grading, drainage, surfaces and material assembly for a detailed area of the site through the production of models, diagrams and construction documents.

LEARNING OUTCOMES  
By the end of the unit, a student will be able to demonstrate the ability to:

1. Develop detailed landscape designs using appropriate hard and soft materials, plant production and establishment techniques and construction methods;
2. Select and integrate appropriate hard and soft landscape elements in response to site conditions and design framework;
3. Produce working drawings, which appropriately communicate the detailed design of soft and hard elements.
4. Develop design and technical proficiency in topography and surface, the movement of water and material assembly.
5. Analyse the potential for materiality to affect both large and small-scale design decisions.
6. Research and examine both standard construction methods and innovative precedents and creatively apply them to their own studio project.

TEACHING AND LEARNING STRATEGY  
The 5 week planting lecture series commences by developing understanding of how plants are viewed and used in urban societies and the various issues inherent in this at a time of biodiversity, sustainability and climate change. It then focuses on the nature of the nursery product, and how to select appropriate plant products from the multiplicity available from nurseries. Mid way through the module there is a full day field trip to a wholesale nursery to look at the production of plants for use in landscapes. Best practice approaches to establishment and initial maintenance and management on landscape sites are also discussed.

Lectures in construction enable you to think about the composition and construction of the built environment from the bottom up and to make connections between material palette and qualities of place. It mediates between technical performance and creative expression; between the wider scale of the site and the tactile scale of a person moving through it. Case studies and practitioner lectures will take place each week.
For 6 weeks, students work on an integrated design project in supervised studio sessions and group tutorial sessions. These tutorials will provide students with more focused guidance and support at each stage of the design process. Reviews will provide an opportunity for students to present their work, and receive formative feedback, enabling them to further develop and refine their work prior to final submission.

**ASSESSMENT METHOD**

Two A1 sheets will demonstrate students’ ability to produce a planting concept drawing and a working drawing communicating the detail design of soft elements. Remaining assessment is based on performance in the plant identification component of the module, plus a previously undertaken planting journal.

Assessment in the construction component will take place through a series of iterative and adaptive drawings and models to explore materials, their assembly and their impact on function and human experience. Students will submit a project package consisting of drawings and model documentation that demonstrate the students’ technical and design proficiency. The final format of the drawings should not exceed the equivalent of 2 A1 sheets, excluding model documentation. A design development journal will be used for precedent analysis and materials research and to show evidence of an active design process.

**MODULE NUMBER:** LSC 334  
**MODULE NAME:** Green Infrastructure and Ecological Masterplanning  
**COORDINATOR:** Nigel Dunnett  
**SEMESTER TAUGHT:** 1  
**CREDIT VALUE:** 20

This module aims, through a site-based project, to apply the principles of ecological design and sustainable landscape management to a medium-large unit of urban greenspace. The integration of scientific ecological knowledge with creative design skills is central to the module. Emphasis is placed on enhancing biodiversity and developing appropriate vegetation types, while at the same time catering for the needs of site users. The importance of urban green networks and green links is stressed. Emphasis is placed on the use of locally appropriate species and habitats. The module will introduce students to knowledge and techniques applicable to specified topics within landscape ecology, ecological design, and ecological landscape management and enable students to undertake independent research into specified topics and apply their findings to tightly defined design or management scenarios. Specific focus is given to environmental engineering topics such as green roofs and water sensitive design, and their relationship with urban biodiversity.

**Learning Outcomes**

By the end of this module students will:

1. Have an understanding of the potential of ecological design to promote more sustainable urban habitats  
2. Undertaken an ecological survey and assessment of a complex site  
3. Developed an understanding of the value of ecological connectivity and urban green networks

**Teaching and Learning Strategy**

The module is taught through a mix of whole group sessions, small group tutorials and one-to-one advice sessions. At the start of each studio period (twice a week) a general...
'surgery session is held which focuses on a particular aspect of ecological design. The first two weeks of the project are spent in small groups undertaking a detailed ecological site survey. The remainder of the time is spent producing masterplan and detailed design proposals. An important part of the module is frequent visits to local habitats and ecological design sites.

**Content**
- Site survey
- Research projects and seminars
- Production of site masterplan
- Production of detailed habitat creation and management proposals for a specified habitat type
- Production of visual and verbal presentation

**Assessment method**
Site-based design project

**Recommended Reading**
Aims

- This module will introduce students to the theory and practice of restoration ecology and vegetation management. It will provide the rationale as to why certain landscapes become degraded and require restoration. Students will develop an awareness of habitat creation and the appropriate design / management strategies that can be employed to enhance the value of a site for wildlife. It additionally aims to provide students with the practical knowledge and skills to optimise landscape management for biodiversity and provides experience in developing a fully integrated Management Plan.

Learning Outcomes

By the end of this module students will:

- Understand and apply a range of appropriate restoration techniques to different habitat types.

- Appreciate the historical legacy surrounding key landscape / habitat types.

- Identify the factors that constitute a degraded landscape (heavy metal contamination, indicator species loss etc.).

- Identify key characteristics that define 'high-value biodiversity' habitats.

- Implement designs that promote ecological function and habitat creation.

- Devise management plans that complement the design objectives, and ensure the on-going improvement of the site/s for wildlife and other key agreed objectives.

- Put into practice a number of important habitat management techniques.

Teaching and Learning Strategy
Teaching comprises lectures, group tutorials, research reviews and site visits. Problem solving classes and independent learning will enable students to design and provide management plans for sites with enhanced ecological value. Students will gain understanding of ecological restoration through group seminars on chosen topics / sites. Attendance for external visits is compulsory unless there is a medical reason. Please inform the module tutor of any health issues for Health and Safety reasons.

Content

Students will develop skills aligned with restoring degraded landscapes and creating new habitats for wildlife. They will gain an understanding of how landscapes have evolved historically and their relationship with wider cultural processes. Students will become familiar with the concepts underpinning restoration ecology, as well as develop skills associated with landscape assessment and management (covering a diverse range of habitat types including calcareous grasslands, woodlands, coastal habitats etc.). The topic of Management Plans will be introduced and students will design new landscapes to meet biodiversity objectives and develop associated management plans for these. Exploration of effective restoration and management strategies will be reviewed through the student-led seminar series within the module.

Output from the module

Students will produce a simple management plan for a specified 'semi-natural' site that will focus on vegetation establishment and management for developing or optimising biodiversity.

The outcome of the module is a management plan for part of the integrated design project site

Assessment

Student presentation (40%): The student led seminars will demonstrate the student’s ability to present and interpret scientific data and critically examine information derived from field visits. They will also provide opportunities to develop key skills such as timing, presentational skills / style and responding to questioning from peers. The tutor will allocate marks for content, factual accuracy and effective delivery.

Topics will be chosen to reflect different landscapes / habitats and restoration approaches, e.g. ex mining sites, agri-environmental restoration, coastal and wetland pollution contamination, urban brownfields, peat bogs, restoring degraded arid / semi-arid landscapes etc. For each topic / case study, students will provide information on historical context, problems associated with the landscape (ecological and other), aims and approaches that are / might be adopted and cite reasons for success / failure.

A Management Plan Report (60%) will test the student’s ability to understand and interpret a brief and respond to it in a coherent and logical manner. It will bring together skills in site surveying, ‘ecologically sensitive’ design, understanding of ecological as well as the student’s ability to anticipate the consequences of their design / management regime. A clear written presentation of a report to an external client, with appropriate graphics or maps is required.
The report should be well presented in a convenient desk-sized document (A4 or similar), although maps or drawings may fold out. Colour printing is permitted but not essential.

**Submission immediately after Easter, to be confirmed after discussion with other tutors**

Proposed schedule:

**Week 1** Introduction to the brief - Theory and Principles of Restoration Ecology - Introduction to Management Plans – Seminar topics  
**Week 2** Lecture Biomes – Ecological factors and restoration  
**Week 3** Visit site for management plan  
**Week 4** Student seminars  
**Week 5** Student seminars  
**Week 6** Management plan updates  
**Week 7** Student seminars  
**Week 8** Student seminars  
**Week 9** Development of Management Plan & Tutorials  
**Week 10** Development of Management Plan  
**Week 11** Development of Management Plan  
**Week 12** Development of Management Plan

**Background Reading**

Books:

Green, B., Countryside Conservation, Wiley, Cambridge, 1981 - Good overview of the situation in UK.  


Papers:


Aims
Recent local and (inter-) national policy shifts sparked an increased interest for approaches at the “landscape scale”. At the same time, landscape planning is under increasing political and economic pressure. This module responds to these trends by providing an overview of different landscape planning tools. A particularly important area for landscape professionals is Environmental Assessment (often now referred to as Environmental Impact Assessment EIA). Therefore, the focus will be on the EIA process: The module introduces the nature and scope of the EIA process, the role of landscape and visual considerations within the process, and practical aspects of its use.

Learning Outcomes
On completing this module students will:
1. have gained an overview of contemporary landscape planning tools;
2. be aware of the legislative basis to environmental impact assessment and the circumstances in which it is likely to take place;
3. understand the scope of the process and the steps that are involved, distinguishing between the assessment process itself and the environmental statement;
4. have gained knowledge and understanding of the range of environmental topics covered in environmental impact assessment and the techniques involved;
5. have understood the place that considerations of landscape and visual impact play in the process;
6. have gained practical experience of assessing the landscape and visual impacts of a development scheme;
7. understand some of the methods of presenting information on landscape and visual impacts in an environmental statement.

Teaching and Learning Strategy
The module is new in 2014 but continues and expands some of the content of the former module LSC301 “Environmental Impact Assessment”. There will be eight lectures over the period of the module, providing theoretical and practical information about environmental impact assessment and illustrating its application through case studies. The lectures will be accompanied by an eleven week project, involving site visits, studio work and tutorials, in which students will prepare the landscape and visual impact component of an environmental statement for a development project as will as briefly reviewing the scope of other environmental effects.

Content
- the origins of environmental impact assessment and its place in environmental planning;
- stages in environmental impact assessment, focusing on landscape and visual impact assessment, and the nature of an environmental statement;
- dealing with individual topics, including a detailed review of issues relating to landscape and visual impact and a shorter overview of ecology, heritage, people and communities, land use and resources;
- insight into what makes a good environmental statement;
- case studies of environmental impact assessment in practice;
- evolution of the approach and new directions in environmental impact assessment.
Assessment method
Students will work individually to carry out an assessment of the landscape and visual impact of a development proposal and will prepare an illustrated written report suitable to form a contribution to an environmental statement.

Essential Reading

Recommended Reading


AIMS
Urban regeneration is playing an increasingly important part in enhancing environmental quality and quality of life in cities around the world. This module addresses the patterns and processes of urban development, examining theories and typologies of urban form, the drivers of urban change and urban regeneration. It investigates the relationship between urban form and urban greenspace and the implications for green infrastructure. Students are expected to research and present case studies illustrating examples of particular urban forms and theoretical perspectives; and to devise a masterplan for a previously developed site in Sheffield, drawing on their understanding of history and theory of urban development and using precedent to inform their approach. The course uses a mixture of lectures, field work, workshops and studio based independent study to provide insight into planning and design approaches and languages relevant to successful urban regeneration. It aims to give students knowledge and understanding of the complex planning and design frameworks within which different aspects of urban regeneration takes place.

LEARNING OUTCOMES
By the end of the module students will be able to demonstrate:

1. Knowledge and understanding of relevant theories and typologies of urban form, the drivers of urban change, urban regeneration and the contemporary development process.
2. Critical understanding and evaluation of the relationship between urban form and urban greenspace and the implications for green infrastructure.
3. Skills in masterplanning having regard to the wider context of urban development and change, and to the use of precedent to inform their approach
4. Skills in group work, research, case study and oral and visual presentation

TEACHING AND LEARNING STRATEGY
Teaching methods comprise lectures, tutorials, site visits, workshops, group work presentations and reviews. The lectures will introduce students to the overall theoretical context for urban development, regeneration and change. Site visits will provide real-life case studies illustrating different urban typologies and will provide material for students to analyse as part of their group work. Group work presentation will provide an opportunity for students to share information about such typologies and theoretical perspectives. Workshops will help students practice and develop skills and techniques in masterplanning. Tutorials will provide students with more focused guidance and support at each stage of the project. Reviews will provide an opportunity for students to present their masterplans, and receive formative feedback, enabling them to further develop and refine their work prior to final submission.

ASSESSMENT METHOD
Students will be required to work in groups to spatially analyse a particular urban typology and/or theoretical perspective and present this as a case study to other members of the class in an oral presentation, supported by appropriate visual media. Working individually,
students are then required to produce a masterplan for a new urban quarter, demonstrating their skills in masterplanning and their ability to apply relevant theory and precedent studied earlier in the module and to communicate this effectively in a visual format.