POSTGRADUATE MODULE DESCRIPTION

2014/15 ACADEMIC SESSION
CONTENTS

LSC 5010 - Urban Landscape Planning
LSC 5020 - Rural Landscape Planning
LSC 5030 - Urban Design Project
LSC 5210 - Habitat Management

LSC 6003 - Landscape Dissertation
LSC 6004 - Landscape Design and Art Practice
LSC 6005 - Special Project
LSC 6006 - Greenspace Management
LSC 6007 - Professional Practice, Law and Contracts

LSC 6008 - Greenspace Maintenance
LSC 6026 - Special Project Research and Development Study
LSC 6111 – Landscape Architecture: Nature, Design and People
LSC 6112 – Urban Ecological Design and Management
LSC 6113 – Landscape Planning
LSC 6114 – Landscape Urbanism and Design
LSC 6115 – Introduction to Landscape Research
LSC 6116 – Research Proposal and Dissertation Preparation
LSC 6140 - Landscape Research Dissertation
LSC 6150 - Appreciation of Landscape
Aims
This module will build on the material introduced by LSC 6240/6113, and aims to give students experience of urban landscape planning at different scales, ranging from strategic planning to physical masterplanning; and prepares them for the Planning-Design strand of the Special Project, undertaken in semester 2. Students are required to work in the challenging physical context of Parkwood Springs, and are encourage to develop a strong theoretical and conceptual basis for their approach, based on key texts introduced during the module.

Learning outcomes:
• Understanding the nature and scope of urban landscape planning and how it is related to urban/landscape design and management
• Awareness of current issues in urban landscape planning and how landscape plans can be informed by theory and case study, where relevant
• Developing skills in collecting, analysing and presenting relevant information about the site and its context
• Using GIS to analyse and present data
• Developing skills in strategic and spatial thinking and formulating and communicating a landscape plan
• Developing skills in masterplanning
• Gaining enhanced skills in group work
• Gaining visual, written and oral communication skills for urban landscape planning and masterplanning

Teaching and Learning Strategy:
The module consists of a series of lectures, seminars, workshops and site visits, during which theories, methodologies and case studies are introduced/discussed; accompanied by 3 computer based sessions focussing on GIS. Students are expected to utilise the knowledge and skills derived from these sessions to devise landscape proposals within a planning scenario on an actual site in the Sheffield area. Tutorials are organised to assist students in developing their proposals. The whole module is done in small groups.

Content:
- Research/review of some current issues and problems affecting urban development and the theoretical/policy context in which landscape planning is carried out
- Examination of case studies
- Methods of analysing urban areas
- Using ArcGIS to record, map, analyse and present data at planning scales
- Approaches to the formulation/articulation of strategies
- Communicating the strategic plan

Assessment method:
Oral presentation summarising findings from baseline data research
Oral presentation at theory seminar
Strategic plan in A3 report format
Oral presentation of strategic plan

Recommended reading:


Aims
Landscape planning has become a major area of interest and activity for landscape professionals. This module aims to provide a good understanding of current issues in landscape planning in the context of the growing emphasis on sustainability and future landscapes. It introduces some of the big issues of the day including the future of peri-urban and rural landscapes, meeting the demand for new housing, the urban-rural divide, new measures for energy, new woodland strategies and industrial development. It also aims to develop familiarity with key organisations involved in landscape and to develop practical experience of some of the practical approaches to landscape planning in current use.

Learning Objectives
By the end of this module students will

1. Have a broad understanding of the meaning of sustainability and its relevance to peri-urban and rural landscape planning;

2. Have gained knowledge and understanding of the range of organisations involved in landscape planning and of the roles that they play;

3. Have gained practical experience of applying current tools and techniques, such as landscape character assessment, to tackle real issues in landscape planning;

4. Have gained knowledge and understanding of the range of factors that are bringing about change in peri-urban and rural landscapes and of new initiatives to influence landscape change, with particular emphasis on renewable energy;

5. Have applied their skills and knowledge in an integrated and creative way to a large scale landscape planning project, of the type that will be encountered in both public and private practice;

6. Have developed skills and abilities in team working;

7. Have improved and applied their presentation skills, including both the integration of written and graphic material, and the use of verbal presentation.

Teaching and Learning Strategy
The module begins with a series of introductory seminar presentations/workshops and discussions. Guest contributors from outside organisations may contribute during the course of the module, depending on availability. It then focuses on a five week group project on a specific landscape planning project in the Sheffield fringe countryside to the west of the city on the edge of the Peak District National Park. The project will progress through a series of stages with regular group tutorials to provide advice and monitor progress. The project will involve a considerable amount of independent working by the group/s.

Content
- current thinking about sustainability and landscape planning;
• overview of rural and peri-urban landscape planning
  LSC 5020 cont.

• detailed examination of landscape planning issues and approaches including
  application of landscape character assessment, development of approaches to
  making judgements about landscape change and analysing factors that drive
  change

• detailed understanding of a specific land use change and its landscape
  implications, relating to climate change, renewable energy, landscape impacts and
  community perceptions

• working in teams, including team roles and the influence of different types of
  individual skills and approaches

• completion of a contemporary landscape planning project that simulates work
  conducted in the public and private sectors

Assessment Method

Each group’s presentation and presentation sheets will be marked by a review board
of the module leader, a second lecturer and an external reviewer. The module leader
will also mark the supplementary paper. All members of the group will receive the
same mark provided that there are no problems about individual contributions (see
policy on group work in your handbook and details circulated at the group work
session). In marking the work we will be guided by the general assessment criteria
set out in the section of the handbook on this topic, together with criteria specific to
this project.

Recommended Reading

management and conservation. Earthscan, London. (Especially Chapter 7 - Carys
Swanwick. The assessment of countryside and landscape character in England: An
Overview. (Information Commons 307.12 (C) and available as online resource via
StarPlus).

Carys Swanwick and Land Use Consultants (2002). Landscape Character
Assessment - Guidance for England and Scotland CAX 84. Countryside Agency,
Cheltenham and Scottish Natural Heritage, Edinburgh. You can find a downloadable
version at
or view online at
asp

Library 718.0942 (F))

Routledge: Abingdon. (Information Commons and Western Bank Library 307.12 (S)
and available as online resource via StarPlus).
Aims
This module aims to provide an opportunity to further advance design skills within built context of urban design and their practical application for landscape professionals will be studied. The project emphasises socially sustainable and user-oriented approaches to urban design and regeneration; ("responsive design"). Building /landscape relationships and the role buildings play in shaping and influencing urban spaces and vice versa are studied through detailed and strategic design of landscapes that are primarily "built" (rather than planted). Opportunities to experience team work form an important part of the module as do the production of innovative visual presentations using digital and other media.

Learning Outcomes
By the end of this module students will:
1. Have analysed as part of a team a small urban district, and as an individual or pair a part of that district
2. Have developed urban landscape design skills and knowledge which demonstrate "responsive design" practices
3. Have selected independently the most appropriate media and images and produced an innovative visual presentation.
4. Have further developed understanding of building/landscape relationships
5. Played a critical role in developing their own and others learning approaches.

Teaching and Learning Strategy
The course is project based and involves lectures, seminars, crits, workshops and tutorials.

Assessment method
The project is assessed by an original, professional visual submission normally incorporating computer generated images. Within these guidelines students are required to select independently the most effective and appropriate media and image types for the submission.
This module aims to provide students with the theoretical and practical knowledge and skills to successfully create and manage wildlife habitats in designed landscapes. These skills and knowledge are imparted in the context of how urban dwellers respond to the nature like landscapes in urban places.

Learning Objectives
By the end of this module students will:
1. Appreciate how to undertake a thorough site survey of physical, social and ecological factors as basis for making appropriate judgements on habitat creation and management in designed landscapes
2. Be able to apply ecological theory to practice
3. Be able to research methods of habitat creation and management
4. Be able to produce a professional quality A4 habitat creation proposal for a real site

Teaching and Learning strategy
The module consists of a series of lectures and discussions in which principles are discussed. A project site will be identified at the beginning of the module, and a brief provided for the assignment. Students will be expected to work independently on the assignment supported by tutorials.

Content
• Introduction to Ecology in Landscape Architecture
• Key principles underpinning ecological landscapes
• Ecological theory in relation to habitat creation and management
• Woodland design and management
• Multifunctional wetlands
• Grassland design and management
• Greenways and green networks

Assessment Method
Students develop a habitat creation plan for a nominated urban site. This involves the production of an A4 report that is worth 100% of the assessment for this module.

Recommended Reading


Dunnett, N & Hitchmough, J. (2004) The Dynamic Landscape : ecology, design and
maintenance of urban naturalistic vegetations. E. & F. N Spon London


MODULE NUMBER: LSC 6003
MODULE NAME: Landscape Dissertation
COORDINATOR: Helen Woolley
SEMESTER TAUGHT: 2
CREDIT VALUE: 60

Aims:
This module provides students with the experience of undertaking research into an issue of significance to landscape design. It builds on the work undertaken in LSC 4120, and is available only to students taking the Dip/MA Landscape Studies and Landscape Management.

Learning outcomes:
By the end of this module students will be able to:
1. Demonstrate a systematic understanding and knowledge of current issues in a defined field of landscape and apply these to research enquiry
2. Correctly apply methods of enquiry applicable to the research
3. Structure, execute and complete an enquiry which produces new findings, insights and/or interventions
4. Communicate findings fluently and coherently according to the appropriate conventions of scientific, social scientific or artistic landscape research.

Teaching and Learning Strategy:
In consultation with the module tutor and advisor, students select a topic for independent enquiry. Usually, this is based on the research proposal arising from LSC 4120. Students have access to a dissertation advisor (a member of staff with expertise in the area of their research) whom they can discuss their work with during the vacation period.

Content:
This is an experiential module, and as such there is no formal content other than informal discussions with a research advisor. Information on approaches to research and dissertation formats have already been provided in previous modules

Assessment method:
Students produce a dissertation on their nominated research topic. Normally, this is 10,000 words in length but for certain topics a reduction in word length may be offset by other media. This dissertation constitutes 100% of the assessment for this module.

Recommended reading:


http://www.shef.ac.uk/library/libdocs/lit.html
Aims
The module combines the study of practices and ideas in late 20thC and recent art, with taking part in a live conceptual environmental art project. Unlike a typical landscape design module the project involves the making of art collectively in order to support and develop alternative thinking and approaches to conventional landscape architecture. The project emphasises working by hand on site and in the studio, low carbon practices, recycling of found materials, engagement with environmental ethics and the cultural, social and natural ecology of land in Sheffield. The aim of the course is to increase understanding of contemporary culture; to provide an opportunity for direct engagement with the social and environmental politics of land; and to provide skills and knowledge for future alternative and experimental approaches to landscape architecture practice. Normally a public exhibition and/or publication will arise from the project.

Learning Outcomes
By the end of this module students will:
• Have taken part in and contributed to a live environmental art project
• Have developed an increased knowledge and understanding of contemporary art practices and cultural issues, and more detailed knowledge of a specific artist
• Have developed practical skills in the organisation, manipulation and crafting of materials both conventional and unconventional to landscape architecture
• Have recycled materials and developed awareness of low carbon approaches to place and responsiveness to ecology of site
• Have gained experience of working co-operatively as part of a small and larger group where competition based on assessment is absent
• Reflected on the relationship between the work of artists and art approaches to landscape and environment and the potential for these ideas and practices to influence their own landscape architecture.

Teaching and Learning Strategy
The teaching and learning strategy is based on experiential learning. Learning takes place by engaging in live issues, events, practices and sites and reflecting on their relevance and potential to mainstream landscape architecture, and social and environmental politics. Lecture, talks, readings and exhibition trips provide information and a basis for discussion and action. Seminars involve individual or collective research. The art project is overseen and directed by the course coordinator and involves working in small groups collectively to organise and make site interventions and installations and exhibition.

Content
• Live environmental art project, working collectively on site and in studio and other venues, with conventional and unconventional materials, media and processes
• Lectures, talks and seminars, and studied readings/research
• A field trip to exhibitions and sites of contemporary art
• Organisation of public exhibition and or publication

Assessment method
Assessment is based on attendance, contribution to, and engagement with the collective art project, lectures and seminars and field trips only. Full marks are awarded for full
attendance/participation in each of the course components and partial marks for partial attendance/participation in proportion to time attended.

Course Literature
Excerpts and chapters will be provided from those books marked with asterisk (*).


Deutsche, Rosalyn. 1996 Evictions: Art and Spatial Politics Cambridge: MIT Press*


Kwon, Miwon. 2004 One Place after Another: Site Specific Art and Locational Identity Cambridge Massachusetts, London: MIT Press*


Serra, Richard. 1994 Writings, Interviews Chicago: University of Chicago Press*


Suderburg, Erika (2000) Space Site Intervention: Situating Installation Art University of Minnesota Press*

Wallis, Brian & Kastner Jeffrey (2005) Land and Environmental Art Phaidon

Aims
The Special Project aims to test your readiness to enter the landscape profession. It requires that you complete an independent project from start to finish to a professional standard. You will select a project covering different strands of landscape architecture, including planning, design, or management, or combinations of these. Whatever your choice, the aim is to demonstrate that you can integrate all the knowledge and skills that you have gained in the earlier parts of your programme and can apply them in an appropriate way to solve the problems posed by your chosen project. Working on your own initiative, with tutors acting as advisers and consultants, you are required to identify a site or study area, collect and evaluate relevant background information, carry out appropriate surveys, develop plans, strategies and designs at an appropriate level of detail and communicate your findings and proposals through appropriate outputs, including a public exhibition.

Learning Outcomes
By the end of the Special Project you will be able to demonstrate that you have reached the advanced level of knowledge, understanding and skills that is expected of someone about to enter the profession of landscape architecture. In particular you will be able to demonstrate, as relevant to your chosen project:

i) **appropriate and integrated knowledge and understanding of contextual factors, that is:**

   • the social, cultural and environmental values and ethical issues relevant to practise as a landscape architect, with particular emphasis on the role of sustainability
   • the physical, natural, social, economic and cultural factors that shape the landscape, and the interactions between them

Seven different workshops are available and students are required to attend five of the seven.

- GIS for landscape planners and managers
- Current awareness in Landscape Architecture
- Computer skills for landscape designers
- Computer skills for landscape planners and managers
- Landscape engineering
- Detailed planting
- Detailed construction

Content
The module supports the expansion, consolidation and integration of a wide range of theory and practice from previous design, planning or management parts of your course, including

• the theories and concepts underlying the practice of landscape architecture
• relevant procedures and materials used in landscape architecture

• the professional, legal, institutional and administrative context in which landscape architecture is practised

ii) coherent and creative approaches to tackling specific landscape challenges, that is:

• developing a brief (in LSC 6026) that may deal with both familiar and unfamiliar landscape issues

• locating, evaluating and applying appropriate data and information to support development of landscape proposals

• generating and developing appropriate landscape proposals, making appropriate use of precedents and research

• using relevant procedures and materials to implement solutions

• using appropriate visual, verbal and written communication skills to produce project outputs

iii) ability to work effectively, that is:

• working in a manner appropriate to professional practice

• communicating effectively, to develop and review your ideas, theories, findings, conclusions and proposals and present them to both professional and public audiences

• managing yourself, your time and your project tasks (e.g. being well prepared for meetings and tutorials)

• engaging in personal reflection on your work and responding constructively to comments from internal and external tutors in a critical and reflective way

• using relevant computer and information technology in appropriate ways.

Teaching and Learning Strategy
The Special Project allows students to demonstrate the learning outcomes described above by engagement in a self directed individual project and the learning and teaching strategy is designed to support this independent learning. The project is self directed. Students will be supported by a tutor team of two tutors (either two internal staff members or one internal staff member and one associate tutor) who between them will provide an agreed level of tutorial support throughout the project. In addition to this tutorial support each project strand will have its own set of written guidance notes for each stage of the project. These will be provided as hard copy at appropriate points in the module and will also be available on the web on MOLE. The special project will also be accompanied by a series of workshops. These are designed to support the further development of focussed skills and knowledge in digital and other communication skills, to provide additional knowledge and
understanding of issues related to planning, design or for professional employment as landscape architects. The Special Project allows students to pursue their interests in particular strands of landscape architecture (planning, design and management) usually in combination but, in some cases, as single specialist strands. The project is divided into two parts, and the following combinations are possible: Planning/Planning, Planning/Design, Planning/Management, Design/Design, Management/Management, Design/Management. These strands are briefly described below but the types of projects that might be undertaken in each of these combinations will be described in more detail in separate briefing notes. It is important to note that the strands are not mutually exclusive and there are overlaps – so for example the second stage of planning/planning projects may have much in common with the first stage of planning/design projects and the first stage of planning/planning and planning/management projects may have some common ground. Where this is the case there may be opportunities for shared tutorials at certain stages of the projects.

**Planning/Planning**
Projects in this category will be at a strategic level and a large scale and will tackle some of the major issues that will shape our future landscapes including: landscape degradation, climate change, sources of energy, the future of agriculture and forestry, future needs for housing, employment and transport and different models of urban expansion. The emphasis will be on finding sustainable solutions that will balance the retention of valued aspects of today’s landscapes with the creation of new landscapes for the future. This might mean accommodating new forms of development in a creative way or producing strategies for landscape enhancement and creation. The first phase of such projects might cover the whole or part of a sub-region or a district, usually working at a scale of 1:25,000 or 1:10,000 and involve problem definition, identification of a suitable study area, desk study and research, appropriate field survey, and development of strategic proposals – for example, a landscape improvement strategy, or identification of a range of suitable sites to accommodate housing in part of a district, or alternative options for urban expansion. The second stage could involve either: working up ideas for a specific area (such as the preferred site for development) to the conceptual plan stage and then assessing the likely effects of the proposal using suitable tools such as landscape and visual impact assessment; or developing suitable landscape policies and related design guidance; or developing a more detailed programme of enhancement schemes for the area.

**Planning/Design**
Projects in this category will involve both strategic planning and masterplanning components. They are likely to address issues of sustainable development in an urban, or peri-urban/rural setting, including, for example, the establishment of multi-functional green infrastructure, regeneration and new development. Projects may focus on specific problems facing urban areas, such as dealing with the impacts of climate change, reducing the urban ecological footprint, social exclusion or conserving and enhancing local identity. Projects in this strand are likely to deal with smaller areas than projects in the planning/planning category: typically the first stage of planning/design projects might be carried out at scales up to 1:10,000 scale and cover a substantial urban/peri-urban or rural landscape e.g. a river valley or a specific large site e.g. brownfield. This would be a strategic phase in which approaches/proposals are articulated by means of written aims, objectives and policies, illustrated in an appropriate visual format. This would be followed in the second stage by the development of a strategic/physical masterplan for all or part of the site. This is likely to include physical masterplanning of site proposals initially at a scale of 1:2,000 but continuing to a higher level of resolution at scales of 1:1,000 or 1:500.
Planning/Management
Projects in this strand will usually be urban and relate to the topical current agenda of green infrastructure and green space strategies. They are likely to combine management strategies for networks of different types of green space in a particular city, town or district with more detailed management proposals for a specific site within this network. They might encompass many different forms of green space, including woodlands and access land in peri-urban areas, informal urban green spaces, institutional land and parks and gardens. The first stage of such projects might typically involve the development of management strategies for the green spaces in a particular area at a large-scale (1:25,000 or 1:10,000) while the second stage will require a management plan for a site which has a key role in the achieving the overall strategy. This will aim to guide the development of the site over the next 10 years. As well as dealing with care and development of physical infrastructure in the broadest sense, the management plan would also fully address “invisible” aspects of site management and development, for example the development of educational programs, ranger services, marketing to maintain future visitor numbers and a viable income stream and training of staff. There may also be peri-urban or rural possibilities for projects involving masterplanning of large sites and development of management proposals to achieve the desired outcomes.

Design/Design
These projects require original approaches to landscape design that demonstrate intellectual, conceptual, aesthetic and technical competence in the development of ideas for the integrated form of a landscape. An understanding of how the physical form, processes and materials of landscape design respond to and influence social, ecological, and cultural dimensions will need to be clearly demonstrated. Professional landscape architectural knowledge, skills and procedures must be demonstrated, including survey, conceptual development, precise design proposals at large and detailed scale and the visualisation and communication of these. The sites for design/design projects will normally be relatively small scale and self-contained such as parks, institution grounds, public squares or gardens, cemeteries, waterside and waste ground, or may consist of a series of smaller linked sites such as streets and squares, pocket gardens etc. Sites must have substantial scope for design of new vegetation and structures or modification of the existing. Typical scales are 1:500 at A1 (or occasionally 1:1000) for the first stage and 1:100 for stage two: detailed design. There will be emphasis on full follow-through of detailed design to planting plans and construction details, with specification of both.

Design/Management
Projects in this category break down the artificial distinction between design as a creative process and management as the practical and implementation phase of that dictated design. Instead, both components are treated as essential strategic and creative elements in achieving successful and sustainable landscapes. Stage one of the project will involve the development of a design masterplan while stage two will examine the realities of implementing and developing the design in the short-medium term through management. In some cases strategies will be developed that cover a range of aspects of site management and development and which would form the basis of a management plan for the site. Other projects may involve the completion of a management plan (see design/management and management/management) to guide the development of the newly implemented design. This type of project is suitable for a very wide range of sites, but particularly those in which it is very difficult for the design phase by itself to achieve the stated vision and where vegetation development and natural processes play a key role and/or where the creation of
relationships between the managing agency, users and other stakeholders is vital for the site to be successful after design implementation.

Management/Management
Projects in this category will deal with situations in which to realise site potential. A Management plan and Maintenance plan are required. The Management plan addresses more strategic issues, for example, setting a vision to work towards, relationships within the management authority and with stakeholders and site users, obtaining funding and other resources for works, training, education and promotion. The management plan requires detailed survey and analysis of the site, discussions with existing managers and users. The Maintenance plan looks in much greater detail at how works that will achieve the vision are to be undertaken, to square to circle between the vision and its realisation in practice. The Management plan corresponds to stage 1 of Special project; the Maintenance plan to stage 2. A wide range of sites are suitable for a management/management project, from rural to urban, for example a rural nature reserve, through to an urban botanic garden, public park or University Campus.

Assessment method
The unit is assessed through project work which will combine analysis and evaluation of data, written reports and visual material as appropriate to the individual project. All projects across all strands will involve preparation of material for public exhibition. In Semester 2 there will be an interim review at the end of stage one. At the end of the project candidates will be required to present their work to the internal examiners, normally including one of their project tutors. This presentation will require students to respond to questions and participate in discussion of their work and to defend it against any criticisms that may be made. Marks will be awarded after this presentation but may be subsequently moderated by the external examiners.

Recommended Reading
As appropriate to individual strands, projects and sites.
Aims
This unit aims to introduce students to the contemporary management of greenspace. Students are familiarised with the nature and role of the various greenspace agencies and organisations that have developed over the past decade, and how these contribute to improved greenspace management. Many topical issues will be covered including the regeneration of C19th urban parks, the role of CABE Space and ‘Best Value’, Comprehensive Performance Assessment, Local Community Strategies, Local Planning Frameworks, Planning Policy Guidance, and major investment sources such as the National Lottery. Developing a strategic approach to greenspace is explored together with forms of organisation, plus sources of funding that can be exploited. Emphasis is placed on the need to address a broad range of social, cultural, and environmental issues and needs in greenspace management. The module will consider the ideal mechanisms for the long-term care of a wide range of landscapes, including the development of effective processes and procedures for the management of the people employed, and the people who gain benefit from them.

Learning Outcomes
By the end of this module students will;

• Understand the nature and role of agencies and organisations involved in greenspace management
• Appreciate the range of current funding opportunities and how these can be accessed
• Be able to develop a landscape strategy for a nominated area of greenspace
• Be aware of different approaches both within and outside the UK to the successful management of greenspace
• Be able to critically assess/review a recent park restoration project
• Be able to develop a professional management plan to guide the medium term management of a greenspace
• Appreciate approaches to minimise/resolve conflicts between the different viewpoints of greenspace stakeholders.

Teaching and Learning Strategy
The unit uses a mix of interactive lectures and student seminars-discussions to impart background knowledge and understanding of greenspace management principles and practices. Running in parallel with these from the second week are a series of tutorials to support the two projects by which the unit is assessed. As the module proceeds the balance between lectures and tutorials change, with project orientated tutorials becoming the dominant form of learning. Lectures, seminars and tutorials involve a teaching team of 3, one of whom is a consultant practitioner at the leading edge of the subject in practice.

Content
This unit develops understanding of the strategic management of greenspace. It deals with assessing the needs of greenspace users, and other stakeholders and developing strategies to prioritise and satisfy these needs, and to obtain the resources required to do
this. The unit also considers the maximising the effectiveness of operational management of greenspace through the development of management plans.

**Assessment method**

**Project 1 Develop an outline greenspace strategy**

This will be undertaken initially in small groups on nominated areas of greenspace and will involve students developing a Strategy for the future development which takes into account the existing policies of the authority, plus the needs of residents and other stakeholders. The brief for the strategy will be given to students in week 1 of the unit. This strategy will be presented as a powerpoint presentation in the 4th week of the module.

**Project 2a. Critically review a major park restoration project undertaken within the past 10 years**

This will involve assessing the success of a project funded by the Heritage Lottery against the stated aims and objectives of the restoration and the current needs of users and stakeholders. The brief for this project will be given to students in week 2 of the module and completed in week 5 of the module.

**Project 2b Develop management plan to guide future development of the park reviewed in 2a above.**

This will be undertaken in the context established by the greenspace strategy and the critical review. This plan will assess management needs for a five year period and deal with more local issues than the greenspace strategy. The brief for this project will be given to students in week 2 of the unit and the A4 plan will be submitted in the assessment period.

**Recommended Reading**

Benson, J and Roe, M (2000) Landscape and Sustainability, Spon

Dunnett et al. (2002) Improving urban parks, play areas and green spaces. Office of Deputy Prime Minister. London


Aims
The aim of this module is to provide students with an introduction to elements of the landscape profession that they will require to understand in order to become practising Landscape Architects and, in time, Chartered Members of the Landscape Institute. Three subject areas are covered: Professional Practice, Landscape and Environmental Law and Landscape Contracts. These will touch upon issues relating to being a professional landscape architect, relevant landscape and environmental law and contract law as it applies to the practice of landscape architecture and the nature, forms and use of contracts used in the landscape profession.

Learning Outcomes
By the end of the module students will:

• Have an appreciation of what it means to be a professional landscape architect, the responsibilities of being a landscape professional and the process involved in the Pathway to Chartership, the route to becoming a Member of the Landscape Institute;
• Developed the ability to reflect on their own practice as a landscape professional;
• Demonstrated their ability to work in a multi-disciplinary team to deliver a project brief;
• Have an overview of the legislation relevant to the landscape profession;
• Be aware of the nature and components of contracts, and different forms of agreement available for the landscape industry.

Teaching and Learning Strategy
Much of the material is factual and mostly delivered through lectures, handouts and MOLE although more interactive approaches are employed where appropriate. There will be input from visiting practitioners from different types of practice in order to give an ‘in practice’ perspective on the subject themes and on a breadth of professional practice. The multidisciplinary component will be undertaken as group work with students from Engineering.

Content
Professional practice
• the changing nature and role of the LI, the expectations on Members, and the process involved in P2C and becoming a Member of the LI,
• the landscape architect’s responsibilities and different work stages involved in a landscape project,
• the differing situations where landscape professionals may work, including the running of a landscape practice,

Landscape and environmental law
• the way in which relevant legislation relates to issues likely to be encountered by landscape professionals
• land use planning legislation
• the law relating to the protection of the environment.
Landscape contracts and specifications

- the nature and components of contracts, and different forms of agreement available for the landscape industry,
- the tendering system, and the selection and appointment of contractors.

Alongside these specific skills you will have the opportunity to practice transferrable skills including; team work, presentation – verbal and graphic and reflection.

Assessment method

Three items of coursework will be set that require students to demonstrate their understanding of the factual elements of the course as well as their own development as a landscape professional.

Submission 1: This will be approximately 1500 words in length. It will address different aspects of a contract with respect to a small site, with a scenario which a Landscape Architect might encounter.

Submission 2: This will be the production and professional presentation of a development ‘vision’ for a site, working in groups with students from the departments of architecture and mechanical engineering.

Submission 3: This will be approximately 1500 words in length and form a structured reflection on an aspect of the student’s professional development, drawing on their work experience or as a landscape student.

Recommended Reading

Additional reading relevant to each section will be given throughout the module.

Aims
This module aims to develop student understanding of the maintenance and management of greenspace. The relationship between management and maintenance are discussed and the consequences of failure to integrate these. Current management approaches to care of landscapes are discussed, and how best value can be delivered on the ground through innovative practice. All of the major types of greenspace vegetation are discussed and their maintenance management reviewed from a contemporary needs perspective. The unit adopts a multidisciplinary approach and in addition to technical issues, also aims to address the underlying ideas and philosophies, which currently impinge, both positively and negatively upon the care and development of greenspace.

Learning Outcomes
By the end of this module students will;

- Understand the historical origins of current greenspace management and maintenance philosophy and practice
- Appreciate the prevailing cultures of greenspace organisations and how this effects practice
- Understand how ecological approaches can be integrated into greenspace practice to improve quality of delivery and enhance biodiversity
- Be able to respond to social context when considering greenspace management and maintenance
- Be able to approach maintenance of a wide range of greenspace vegetation types from a reflective, first principles perspective
- Appreciate current approaches to organising landscape maintenance in practice
- Understand the legal, ethical and technical requirements of managing unwanted vegetation in greenspace.

Teaching and Learning Strategy
The main formal teaching methods used in the module are “interactive lectures”, delivered to small groups in an informal “round the table” environment. The aim of the lectures is to impart knowledge and understanding of the underpinning tenets of the discipline, and also to raise issues of particular contemporary concern. The understanding and awareness gained through lectures will then be added to by the students’ own learning that takes place through set projects and seminars. Some students undertaking the unit will have some professional experience of landscape design or management in practice and this provides an important opportunity for students to interact with both one another and the lecturer during lectures and tutorials. This sharing of information between students and staff is an important part of the module and is encouraged by the module leader. Input into teaching is made by an experienced external practitioner.

Content
The module introduces students to the principles and practices of managing and maintaining greenspace. Particular attention is paid to the wide range of vegetation found within these landscapes. Maintenance and management is addressed within the major social, ecological, political and economic issues of the current day, for example sustainability, social inclusion, climatic change, and biodiversity.
**Assessment method**

Two assessment devices are employed in the module; a series of Critique seminars, and secondly a self directed student project with tutorial support.

The critique seminars involve students being assigned to undertake a critique of a number of existing greenspace landscapes. Students initially work in a group and then present their own element of the critique to the rest of the class via a powerpoint presentation. The aim of the seminar is to get students to think critically about good and bad practice, and present this analysis in a thoughtful professional manner. The seminars cover a wide range of landscape and vegetation types allowing students to reinforce and extend their technical understanding gained through lectures.

**Self directed landscape maintenance plan**

Students are provided with a detailed assignment brief for an important nominated area of greenspace which embodies significant conflicts of ideas, for example, personal security versus maximal biodiversity provision. Students work initially in teams to undertake a resource inventory, but then work independently on their own plan. Students explore how the major conflicts inherent in the site can be resolved without destroying the qualities which makes the landscape special in the first place. Actions are presented as a series of costed recommendations and detailed specifications of the technical maintenance of component parts of the chosen site as a professionally produced A4 report. A series of tutorials assist students in evaluating their own proposals and ideas as the project develops.

**Recommended Reading**


Introduction
This module is directly linked to the special project (LSC 6005) and provides the basis for the successful completion of the special project.

Aims
The aim of the module is to produce a brief for the Special Project (LSC6005). The project brief describes and defines the site/district and proposed development or regeneration, its context and issues; establishes a clear design/planning/management brief, rationale and approach for the Special Project; and forms the basis for independent critique of the proposal. The brief requires to be underpinned by well-documented research – both of a) underlying science, policy and theory, where appropriate and b) precedent studies of comparable real-world projects.

This unit aims to ensure that students a) have produced a viable proposal for their Special Project that is clear and comprehensible to an independent reviewer and b) have researched their Special Project in terms of relevant knowledge, policy and practice.

Function
The project brief has several functions:
• it describes and defines the site/district and proposed development or regeneration, its context and issues
• it establishes a clear design/planning/management brief, rationale and approach for you to work to.

The brief will be made available to external examiners to provide them with an initial understanding of your project.

Teaching method
The Project Brief is mainly produced by independent study. Individual or group tutorials are arranged, and students are required to identify a site for their Special Project, and conduct preliminary surveys and assessments of it. Formative feedback is provided at tutorials.

Learning outcomes
By the end of the unit, a candidate will be able to demonstrate the ability to:
• identify a site or area suitable for a major project in landscape design, planning or management
• produce a clear and structured brief for a complex project
• communicate their ideas clearly to independent reviewers in written format
• research and critically review evidence and knowledge relevant to their Special Project
• select and interpret precedent studies that exemplify design, planning and management issues associated with their Special Project
Output
The project brief should be presented as a document not exceeding A4 format (not more than 3000 words, as well as maps and illustrations). The document should be not less than 200mm on any side.
In addition, you need to provide a concise summary on no more than one page. Text and illustrative material should explain the site/district and development in its context, summarizing the main aspects, problems and issues of the site/district and its context; physical, cultural, aesthetic, ecological, sociopolitical, etc. It should also indicate any distinctive issues or approaches and methods you might take for the project.

In particular, the following aspects should be clearly identified:

• Project title
• Summary (no more than one page)
• A brief introduction and aims for the project
• The location, nature and extent of the site or district and its context and issues
• Exploration of precedent studies that exemplify design, planning and management issues associated with the Special Project.
• The nature of the proposed development/regeneration/changes for your selected site, their context and the role of the landscape designer, planner or manager in this, and including specific problems and opportunities identified at this stage.
• The immediate client (actual or proposed) and wider community/users involved
• Relevant authorities or developers or other parties, and sources of information
• Any other proposals or restrictions known to affect site or surroundings
• The design or planning or management philosophy, approaches and aims should be identified: What particular themes, ideas, research or theories underpin your project?

Plans which clearly show the site/district to scale and its context / location must be provided. Photographs indicating existing site/district character/conditions are also recommended. Plans and section/elevations of any structures involved must be provided (generally not for Management projects) or an indication of how you propose to obtain them in time for site appraisal during Semester One assessment period.

General guidance on how to write a bibliography and how to reference your sources correctly: http://www.shef.ac.uk/library/libdocs/lit.html

Assessment methods
The Brief will assess all the learning outcomes. Specifically, students produce a brief that provides sufficient insight on specified topics for an independent reviewer to provide constructive criticism.

Assessment criteria

• Ability to summarise the relevant site characteristics, e.g. access, topography, etc.
• Ability to communicate a clear and concise assessment of the underlying context, e.g. addressing relevant science and policy
• Selection and evaluation of appropriate precedent studies
• Ability to demonstrate an understanding and awareness of the literature and theoretical discourse relevant to the project
• Clarity of verbal and graphical communication, including format, structure and use of appropriate illustrations.
Outline

The course provides an introduction to the discipline and core methods, concepts and contexts for contemporary landscape architecture at the scale of design. Through an integrated project, and intensive theory/methods courses, this unit introduces rigorous approaches to survey, strategic, and site-specific design, vegetation, topographic, water and construction design, analytical and creative processes, and the use of media and tools for landscape architectural communication. Theory and methods strands are delivered through an intensive series of lectures, workshops and seminars introducing distinctive ('Sheffield') approaches to landscape architecture and providing an initial grounding in ecological, social, ethical, arts and cultural theory and history in landscape architecture. The project addresses an urban greenspace: designing with topography, vegetation, structures and water to create a sustainable community resource. The course is assessed through the design project together with a theory/methods reflective journal, which are combined in a single portfolio submission.

Aims

1. To introduce in an integrated way: methods and procedures of landscape architectural design including survey, evaluation and contextual studies, and strategic, conceptual and site-specific design approaches.
2. To introduce media, tools and sources relevant to landscape architectural design practice and research, including visual, written, and three-dimensional.
3. To introduce theoretical bases and contexts underpinning and informing contemporary landscape architecture, including ecological, social and ethical, arts, cultural and historical aspects and how they are brought into relation and integrated in landscape architectural practice.

Learning Outcomes

1. The development of skill in use of methods and procedures in the material and spatial adaption, conservation, employment and integration, of: water, topography, vegetation and structures to meet specific function
2. The development of skill in applying media and tools to accurately generate and convey landscape architectural design proposals and resolution.
3. The development of understanding in, and the ability to critically evaluate and begin to apply and relate theoretical material and ideas to contemporary landscape architecture practice including: ecological, social and ethical and arts, cultural and historic aspects.

Teaching and Learning Approaches

• STUDIO MEMBERSHIP: the shared learning through formal and informal discourse that goes on in the culture of practices within the shared physical environment of the studio, and the project activities.
• PROJECT: Learning through doing: the practices and procedures of landscape architecture introduced and advanced through:
• REVIEW AND CRITIQUE of project development from peers, tutors and visitors.
• DESIGN WORKSHOPS: Learning specific practices and ideas through doing.
• TUTORIALS: In groups and individually to tailor understanding and skill development
• KEEPING A JOURNAL: Independent, experimental and reflective study to enhance understanding and promote critical approaches to, and participation in ideas.
• LECTURES: An intensive and compact system providing contexts and ideas in inspiring visual and verbal format, often combined with:
• SEMINARS: for shared discussion and presentation of your own perspectives on course material and issues.
• SITE & FIELD VISITS: Independent and in groups: being in and studying the landscape an essential and enduring aspect of landscape architecture practice.

Project
(Clare Rishbeth +)

The project addresses the significant redesign of a neighbourhood park primarily by working with structural vegetation; manipulating landform; and by introducing large scale water bodies. Students will analyze the historic, spatial, contextual, social and ecological qualities of the site, before defining their own working brief for the masterplan and detail design stages. At the end of the project students will exhibit their work including sketch masterplan (1:1000), detail design proposals (1:200) and a topographic model. Delivery of the module focuses on two contact days a week, which include tutorials with a dedicated studio tutor, site visits, group work and guided independent study.

Assessed:
Design/Drawing Sheet(s) showing Sketch Masterplan at 1:1000
Design /Drawing Sheet(s) showing Detail Design Proposals at 1:200
Topographic Model showing design proposals
Entries to the Theory/methods journal associated with the project

Theory and Methods of Landscape Architectural Design
(Catherine Dee and Clare Rishbeth)

The lecture course aims to provide students with a critical guide to the how and why of landscape architectural design. The course introduces key content from Form and Fabric in Landscape Architecture textbook. These ideas and approaches are aligned to the work on the project site by discussing a wide range of methods for developing and communicating each stage of the design process. In particular, we focus on good studio and on-site practice which will be relevant to further design work in the course.

Key readings
Assessment – Project and Journal

Topographic, Water & Construction Studies
(Clare Rishbeth and Catherine Dee)

This course aims to inspire students with the potential of topography and water as means of sculpting space and enriching landscape experience. Two lectures focus on international case studies that demonstrate innovative use of landform and the integration of water bodies at both large and detailed scales of design. Three studio based sessions use observation, drawing and modelling techniques to allow students to respond to these ideas and develop their own landscape morphologies, directly informing work on the studio project. Complementing these sessions are two technical workshops, also studio based, which focus on skills relating to identifying and drawing contours, calculating gradients, and introducing principles of landform manipulation.

Key readings
Dee Catherine (2012) To Design Landscape Art Nature and Utility

Assessment – Project and Journal

Ecology, Vegetation & Management Studies
(James Hitchmough and Sally O’Halloran)

Lectures provide an Introduction to Planting Design. In the first series we commence with a discussion of why planting design is important in the context of the sustainability, climate change and biodiversity in the C21st. Subsequent lectures examine: the effect of scale on the conceptualisation of planting design; a review of the design levers available to planting designers to create different experiences; the differing psychological impacts of planting design on human beings and; the value of vegetation for delivering ecosystem services. The lecture course concludes with a review of planting design in practice from around the world.

Key readings

Assessment - Journal

Media, Tools & Communication Studies
(Clare Rishbeth +)

This course aims to support development of students’ drawing skills, whether they are already experienced in visual arts or relative novices. A series of focused visual
exercises lead students through experimenting with a range of different drawing approaches applicable to landscape architectural design processes: technical, observational and presentational. Students will gain experience in a range of media, and drawing techniques, which they will use to explore: survey, design development, and their end of module exhibition work. Sessions will usually be introduced in a lecture hall followed by fieldwork exercises.

**Key readings**
Corner, James (1992) *Drawing and Disclosure* Landscape Architecture
Dee, Catherine (2005) *Poetic-critical Drawing* Topos

**Assessment – Project and Journal**

**Arts & Cultural Studies**
( Laurence Pattacini +)

The cultural lectures, presentations and discussions are concerned with exploring the history, forms and meanings of designed landscape. The main objective is to provide inspiration and motivation for both the intellectual and creative facets of your design activities in the studio. The insight into landscape culture and practices will provide the basis on which to develop thought patterns and solutions to landscape issues.

1. **The profession**
In this course we provide a foundation to understanding the profession of landscape architecture; what practitioners get involved with and do: where the challenges lie for the profession and some inspirational solutions to problems. You will also be introduced to some of the key figures in landscape design and their individual responses to landscape.

**Key readings**

**Assessed:** Journal

**Social Studies**
(Helen Woolley +)

This lecture series provides an Introduction to Social Studies for Landscape Architects. It opens with an exploration of the meaning of some key terms such as ‘Open Space’ and ‘Greenspace’, with specific reference to the urban context. This then leads to an overview of the academic evidence base concerning the benefits of green space and natural elements for the health of people and cities. The final lectures will discuss the application of such theory to urban theory, restorative environments and children’s outdoor environments.
Key readings

Assessed: Journal
Outline

This module extends landscape architectural knowledge and skills initiated in LSC6111 and focuses on a distinctive ecological vegetation design and management approach to urban landscapes. The project and associated theory/methods provides a technical background on the application of ecological ideas and theory in landscape architecture at all scales, but focusing on site-specific design. The theory is applied in a clearly urban context, and introduces concepts of 'ecological urbanism' and the provision of 'ecosystem services' as a means of integrating ecological processes with human environments and built development. An ecological design methodology is followed in the project that can be applied widely in different world regions and localities. Theory and methods strands are delivered through an intensive series of lectures, workshops and field visits introducing distinctive ('Sheffield') approaches to 'ecological design' and providing a further grounding in topographic, water and construction design, in media and tools, and in social, ethical, arts and cultural theory and history in landscape architecture: with focus on ecological approaches and ideas. The course is assessed through the ecological design project together with a theory/methods reflective journal, which are combined in a single portfolio submission.

Aims

1. Introduce specific knowledge, methods and procedures of urban ecological design and management, and further develop construction knowledge and methods.
2. Develop further the use of media, tools and sources relevant to landscape architectural design practice with specific focus on ecological design and management. Introduce theoretical bases and contexts underpinning and informing urban ecological design with vegetation, and including theory in social and ethical, arts, culture and history theory of ecological ideas and practices in landscape architecture.

Learning Outcomes

1. The development of skill in use of concepts, methods and procedures in urban ecological design and management, and in construction design.
2. The development of skill in applying media and tools to accurately generate and convey urban ecological design and management proposals, and construction.
3. The development of understanding in, and the ability to critically evaluate and begin to apply and relate theoretical material and ideas to urban ecological design and management.
Teaching and Learning Approaches

• **STUDIO MEMBERSHIP:** the shared learning through formal and informal discourse that goes on in the culture of practices within the shared physical environment of the studio, and the project activities.

• **PROJECT:** Learning through doing: the practices and procedures of ecological design introduced and advanced through:

• **REVIEW AND CRITIQUE** of project development from peers, tutors and visitors.

• **DESIGN WORKSHOPS:** Learning specific practices and ideas through doing.

• **TUTORIALS:** In groups and individually to tailor understanding and skill development

• **KEEPING A JOURNAL:** Independent, experimental and reflective study to enhance understanding and promote critical approaches to, and participation in ideas.

• **LECTURES:** An intensive and compact system providing contexts and ideas in inspiring visual and verbal format, often combined with:

• **SEMINARS:** for shared discussion and presentation of your own perspectives on course material and issues.

SITE & FIELD VISITS: Independent and in groups: being in and studying the landscape an essential and enduring aspect of landscape architecture practice.

**Project**

(Nigel Dunnett +)

The project applies ecological theory to an urban design site. This is a ‘live project’, interacting with site stakeholders on a real area within Sheffield’s emerging city centre masterplan, and highlights emerging discussions and debates regarding the future of our cities. Site survey and evaluation consists of ecological auditing of existing and potential value, and new design proposals consist both of ‘retrofitting’ ecological functions into existing structures, and to creating new ecological possibilities. Emphasis is placed on effective communication and visualisation of ecological design concepts, as well as demonstrating technical understanding. Crucially, ecological function is integrated with human uses and social and cultural aspects.

**Assessed:**
The project includes several intensive and focused workshops, and the outputs are recorded in the journal, together with evidence of background research and visual records of the several site and field visits within the module. Project output is a ‘competition entry’ style series of visualisations, technical details and conceptual masterplan.

**Theory and Methods of Urban Ecological Design & Management**

(Nigel Dunnett +)

This lecture series gives an overview of the application of ecological principles, theory, ideas and concepts in landscape architecture at a range of scales, from landscape planning through to detailed and small-scale site design. The functioning, application, design and management of key vegetation types and biotopes is discussed: meadows, woodlands and wetlands. A key aspect is the enhancement of biodiversity; the application of green infrastructure and the generation of ecosystem services in the urban context. Specific focus is given to water-sensitive design,
vegetation technology such as green roofs and living walls, and the use of novel urban ecosystems.

**Key readings**

**Assessed**: Project and Journal

**Topographic, Water & Construction Studies**
(Andy Clayden+)

This course introduces different approaches to constructing a range of landscape details and includes: steps, retaining structures, walls/fences and surfaces. It will explore different approaches to how each of these components are designed and built in response to context, cost and environmental sustainability. The module is integrated and assessed through the studio project- Urban Ecological Design and Management and Media Tools and Communication Studies. The course will be delivered by lectures and small group tutorials that are integrated with the studio project.

**Key readings**

**Assessed**: Project and Journal

**Ecology, Vegetation & Management Studies**
(James Hitchmough and Sally O’Halloran)

The theory and practice of planting design is further developed from LSC6111, by exploring the role of naturalistic planting in an urban setting. Through a series of lectures it examines how planting can be used to respond to the ecological conditions prevailing on a site and the character and distribution of species can relate at least in part to the rhythms and patterns inherent in semi-natural vegetation. Of equal importance, it emphasizes that the planting also responds to cultural needs for order and beauty. Through plant walks and workshops students will become familiar with a palette of plants for use in design and apply understanding of plant selection for a specific site.

**Key readings**

**Assessed**: Project and Journal
Media, Tools & Communication Studies
(Thom White, Mel Burton Kamni Gill)

The course provides an introduction to use of digital media for landscape architectural design and communication, through a series of hands-on workshops in a variety of software. The course includes an introduction to AutoCAD that will enable students to produce construction details and other digital media such as Photoshop and Indesign, to be used in presenting the ecological design project.

Key readings
AutoCAD: Department of Landscape Online tutorials

Assessed:

Arts & Cultural Studies
(Laurence Pattacini +)

The cultural series of lectures, presentations and discussions is concerned with exploring the history, forms and meanings of designed landscape. The main objective is to provide inspiration and motivation for both the intellectual and creative facets of your design activities in the studio. The insight into landscape culture and practices will provide the basis on which to develop thought patterns and solutions to landscape issues.

2. Ecology
The concept of ‘ecology’ in the field of landscape architecture will be explored. Ideas and theories related to ecological principles will be introduced and discussed. Key landscape architecture projects applying these principles will be introduced to provide inspiration and references for your ecological design project.

Key readings
Thompson I. H. Ecology Community and Delight; Sources of Values in Landscape Architecture (Abingdon: Routledge, 2000).

Assessed: Project and Journal

Social Studies
(Helen Woolley +)

These lectures explore processes of social change on the physical spaces and dynamics of urban places. We address the impact of diversity in everyday life on public space, and question how landscape planners, designers and managers respond to this complexity. We explore how people’s cultural identities can shape responses to place, how places are appropriated and adapted, and how ideas of ‘normality’ are challenged at different scales of landscape. Through global case studies we debate how mundane places can often demonstrate conflicting ideas of nature and wilderness, order and control, global and local, the individual and the state.

Key readings

Assessed: journal
Outline

This module focuses on an introduction to Landscape Planning and extends landscape architectural knowledge and skills developed in LSC6111, and LSC6112. Through an integrated project, supported by theory and methods: landscape planning and strategic design approaches including research, survey, analytical and creative processes are applied, using relevant media, tools and sources. The project addresses an extended urban or peri-urban (often infrastructural) landscape such as river corridor, post-industrial district, urban forest or extensive park.

Theory and methods strands are delivered through an intensive series of lectures, workshops and field visits introducing distinctive ('Sheffield') approaches to landscape planning and providing a further grounding in ecology and vegetation, and water and topographic studies applicable to the planning scale, along with studies and in media and tools, and in social, ethical, arts and cultural theory and history in landscape architectural planning.

The course is assessed through the landscape planning project together with a theory/methods reflective journal, which are combined in a single portfolio submission.

Aims

1. To introduce specific knowledge, methods and procedures of landscape planning, and strategic design at the large scale and further develop vegetation and construction knowledge and methods.
2. To develop the use of media, tools and sources relevant to landscape planning.

To introduce theoretical bases and contexts that underpin and inform landscape planning, and include ecology and vegetation studies, water and topographic studies, theory in social and ethical, arts, culture and history and theory of ideas and practices in landscape architecture and landscape planning particularly.

Learning Outcomes

1. The development of skill in use of concepts, methods and procedures in landscape planning and strategic design at the large scale, and in ecology, vegetation, topographic and water studies relevant to landscape planning scale.
2. The development of skill in applying media and tools to accurately generate and convey landscape planning proposals.

The development of understanding in, and the ability to critically evaluate and begin to apply and relate theoretical material and ideas to landscape planning practice and landscape architecture at the large scale.
Teaching and Learning Approaches

- **STUDIO MEMBERSHIP**: the shared learning through formal and informal discourse that goes on in the culture of practices within the shared physical environment of the studio, and the project activities.
- **PROJECT**: Learning through doing: the practices and procedures of Landscape Planning introduced and advanced through:
- **REVIEW AND CRITIQUE** of project development from peers, tutors and visitors.
- **DESIGN WORKSHOPS**: Learning specific practices and ideas through doing.
- **TUTORIALS**: In groups and individually to tailor understanding and skill development
- **KEEPING A JOURNAL**: Independent, experimental and reflective study to enhance understanding and promote critical approaches to, and participation in ideas.
- **LECTURES**: An intensive and compact system providing contexts and ideas in inspiring visual and verbal format, often combined with:
- **SEMINARS**: for shared discussion and presentation of your own perspectives on course material and issues.
- **SITE & FIELD VISITS**: Independent and in groups: being in and studying the landscape an essential and enduring aspect of landscape architecture practice.

**Project**
(Anna Jorgensen +)

Working from the landscape scale to the strategic design scale students will develop a landscape plan for part of an urban river corridor in Sheffield. Students will work collaboratively to identify the landscape processes affecting the river corridor at a larger landscape scale and the needs of Sheffield residents and other users. Students are then required to develop a strategic landscape plan that addresses the combined affects of past urbanization and global warming, whilst making space for nature in the city and contributing to the wellbeing and quality of life of urban residents and future users. Students will consider how their plan can be articulated both spatially and temporally, and effectively communicated to a wider audience.

**Assessed:**

- **Group project work**: 3D physical model/audio-visual submission/Powerpoint
- **Individual project work**: 2xA1 sheets or equivalent communicating landscape plan
- **Journal entries**: Theoretical justification for landscape plan; Case studies and precedent for landscape plan: Exploration of technical/construction/planting approaches at planning scale; Flow chart/mind map showing planning process

**Theory and Methods of Landscape Planning**
(Anna Jorgensen +)

The aims of the lecture course are:

- To distinguish between the different areas of landscape practice known as landscape planning, landscape design and landscape management
- To identify the different types of professional activity known generically as ‘landscape planning’
- To outline some aspects of the historical development of landscape planning
- To introduce the range of landscape planning methods or ‘tools’
• To provide some examples of landscape planning in practice
• To give examples of the theory and ideas underlying landscape plans and methodologies

The lectures will be delivered by landscape academic staff and other invited speakers.

**Key readings**


**Assessed:** Project and Journal

**Topographic, Water & Construction Studies**
(Kamni Gill +)

The course supports the development of design and technical proficiency in working with topography and surface, the movement of water and material assembly at a strategic planning level. Lectures, workshops and independent research and examine both standard construction strategies for large-scale projects and innovative precedents through a series of contemporary case studies and experiments in water and topographic strategy.

**Key readings**

Selected journal articles and design monographs to be announced.

**Assessed:** Project and Journal

**Ecology, Vegetation & Management Studies**
(James Hitchmough and Sally O'Halloran)

The lecture series commence by further 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. Best practice approaches to establishment and initial maintenance and management on landscape sites are then discussed.

**Key readings**


**Assessed:** Journal

**Media, Tools & Communication Studies**
(Mel Burton and Kamni Gill)
The course addresses the challenges of communicating landscape at a large scale and developing specific techniques such as strategic planning diagrams, process drawings, large scale mapping, topographic models and grading plans. Specific media and tools are introduced tailored to support proficiency in communicating planning process and large scale planning and strategic projects.

**Key readings**
To be issued with course materials

**Assessed:** Project and Journal

**Arts & Cultural Studies**
(Laurence Pattacini+)

The cultural series of lectures, presentations and discussions is concerned with exploring the history, forms and meanings of designed landscape. The main objective is to provide inspiration and motivation for both the intellectual and creative facets of your design activities in the studio. The insight into landscape culture and practices will provide the basis on which to develop thought patterns and solutions to landscape issues.

**3 Planning**
Lectures, presentations and seminars will focus on landscape projects and interventions at a wider scale, exploring strategic thinking in landscape architecture practices. Key landscape planning ideas and projects will be introduced and analysed to provide inspiration and references for your landscape planning studio project.

**Key readings**

**Assessed:** Journal

**Social Studies**
(Helen Woolley+)

This lecture course introduces theories, policies and challenges relating to urban design from the twentieth century to date. It focuses on terminologies developed by a range of contributors showing how these converge into ‘communication structures’ that enable existing urban environments to be understood and new ones be proposed from a social perspective. The series explores the late twentieth century Urban Renaissance in England before broadening to outline the characteristics of contemporary global urban expansion. An outline of the development of a new way to look at the relationship between human experience and the spatial expression of that experience is given, and leads to a demonstration of how the theoretical structure of socially restorative urbanism develops from the foundations of the experiential landscape.

**Key readings**

Assessed Journal
Outline

In this module Landscape Architecture is addressed as a discipline capable of shaping both built and open space urban environments at the strategic and detailed scale. ‘Landscape Urbanism’ refers to such capacity and to the potential of landscape architecture to structure and sustain city places where buildings, landscape and natural systems and the life in them form a continuum, rather than segregated elements.

The project addresses a small fine-grained, mixed urban regeneration or development, involving proposals for public open space sequences and built development. Theory and methods strands are delivered through an intensive series of lectures, workshops and field visits supporting and informing the project, including further development of vegetation, water and topographic design applicable to urban environments, along with studies in media and tools, and in social, ethical, arts and cultural theory and history in landscape urban design.

The course is assessed through the landscape urban design project together with a theory/methods reflective journal, which are combined in a single portfolio submission.

Aims

1. To introduce specific knowledge, methods and procedures of landscape urbanism, and strategic and detailed urban design including further development of vegetation and construction design knowledge and methods.
2. To develop the use of media, tools and sources relevant to landscape urbanism and design.
3. To introduce theoretical bases and contexts that underpin and inform landscape urbanism and design, including vegetation studies, water and topographic studies, theory in social and ethical, arts, culture and history and theory of ideas and practices in landscape architectural design and urbanism in particular.

Learning Outcomes

1. The development of skill in use of concepts, methods and procedures in landscape urbanism, strategic and detailed urban design including vegetation, topographic and water and building studies relevant to landscape urban design.
2. The development of skill in applying media and tools to accurately generate and convey landscape urban design proposals.
3. The development of understanding in, and the ability to critically evaluate and begin to apply and relate theoretical material and ideas to landscape urbanism design practice.
Teaching and Learning Approaches

- **STUDIO MEMBERSHIP**: the shared learning through formal and informal discourse that goes on in the culture of practices within the shared physical environment of the studio, and the project activities.
- **PROJECT**: Learning through doing: the practices and procedures of urban landscape design introduced and advanced through:
  - REVIEW AND CRITIQUE of project development from peers, tutors and visitors.
  - DESIGN WORKSHOPS: Learning specific practices and ideas through doing.
  - TUTORIALS: In groups and individually to tailor understanding and skill development
  - KEEPING A JOURNAL: Independent, experimental and reflective study to enhance understanding and promote critical approaches to, and participation in ideas.
  - LECTURES: An intensive and compact system providing contexts and ideas in inspiring visual and verbal format, often combined with:
  - SEMINARS: for shared discussion and presentation of your own perspectives on course material and issues.
  - SITE & FIELD VISITS: Independent and in groups: being in and studying the landscape is an essential and enduring aspect of landscape architecture practice.

Project
Catherine Dee + Laurence Pattacini
The project addresses a small urban district at strategic and detailed urban design scales. The studio involves making proposals for new design and modification of existing streets, squares, gardens, yards and pocket parks as spatial series. The organisation of new buildings and modifications to existing are addressed to create better indoor outdoor connections, edges and transitions, a greater role for vegetation, and more coherent functions for landscapes related to building functions. The emphasis of the design project is on providing for the enriched life of city dwellers through innovative integrated and responsive designed environments which support cultural life while simultaneously addressing, enhancing and integrating ecological dimensions and systems.

Assessed:
The project is assessed in three parts:
1. Survey, evaluation, contextual and research studies and conceptual and design development studies (submitted as part of journal)
Detailed Design Proposal: incorporating site specific planting and construction design proposals to implementation and management stage communicated in 2-3 A1 x sheets.

Theory and Methods of Landscape Urbanism and Design
Catherine Dee and Laurence Pattacini
A lecture series with associated project design workshops and tasks. Methods, theory and case examples of landscape and urban design focuses on an integrated and disciplined approach to culture and aesthetics in relation to ecological
imperatives, natural systems in urban design, and the social life of buildings and landscape together. A more advanced consideration of the relationship between design craft and concepts, aesthetics and ethics is cultivated.

Key readings

Assessed: Project and Journal

Topographic, Water & Construction Studies
Kamni Gill +
A lecture series and workshops on the composition and construction of the built environment from the bottom up. It enables students to make connections between material palette, their assembly and qualities of place at both a strategic and detailed level. 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.
A series of iterative and adaptive drawings and models to explore materials, their assembly and their impact on function and human experience will be undertaken to explore the movement of water, the composition of the surface, and material potentials.

Key readings
Selected case studies and journal articles

Assessed: Project and Journal

Ecology, Vegetation & Management Studies
(James Hitchmough and Sally O’Halloran )

Planting design skills and knowledge will be further developed and applied to an important public landscape as part of an integrated masterplan-led urban design process. Some of the key themes in the overall masterplan will be used to develop an outline planting strategy for the project. Workshops and plant walks will help to refine understanding of how to develop, depict and clearly communicate planting proposals at a more detailed scale. A series of lectures will introduce the relationship between design and management/maintenance and explore how a maintenance plan will ensure that the planting develops as envisaged.

Key readings

Assessed: Project and Journal

Media, Tools & Communication Studies
(Catherine Dee+)
This course is fully integrated with the studio project and also linked to Theory and Methods of Landscape Urbanism and Design. A series of studio workshops and design craft exercises are carried out: each associated a project stage from survey, evaluation, strategic development through to detailed design, resolution, and presentation. The use of a wide range of methods employing digital and non digital; three-dimensional and two-dimensional media, are explored. The emphasis is on expanding media repertoire, the development of competence in experimental and craft techniques, and understanding the link between good studio practices and the effective generation of innovative landscape architecture.

Key readings

Assessed: Project and Journal

Arts & Cultural Studies
(Laurence Pattacini +)
In the second half of the semester the emphasis of the cultural studies lecture series will be on the urban environment and cities. The specific landscape issues and challenges related to dense living places will be explored and discussed with particular emphasis on landscape strategies to contribute to the sustainable living agenda. Key urban design interventions will be introduced and explored to contribute to the design process of your studio project.

Key readings
Jacobs, Jane The Death and Life of Great American Cities (Jonathan Cape, 1962)
Gehl, Jan Life between Buildings (1986)
Taylor, Nicholas The Village in the City, (1973)

Assessed: Project and Journal

Social Studies
(Helen Woolley+ )

Lectures introduce theories, policies and challenges relating to urban design from the twentieth century to date. The focus is on terminologies developed by a range of contributors showing how these converge into communciation structures that enable existing urban environments to be understood and new ones proposed from a social perspective. The series will explore the late twentieth century Urban Renaissance in England before broadening out to outline the characteristics of contemporary global urban expansion. The series will then move on to outline the evolution of thinking behind the development of a new way to look at the relationship between human experience and the spatial expression of that experience. Finally the series will show how the new theoretical structure of socially restorative urbanism develops from the foundations of the experiential landscape.
Key readings

Assessed: Journal
Module: Introduction to Landscape Research

**Outline and Aims**

The module aims to give students a broad understanding of the nature and scope of landscape research and the approaches that landscape researchers use. It aims to demonstrate the relationships between the questions that landscape research can answer and the various methods of enquiry that are used. It will show students how landscape research can impact upon landscape practice as well as the wider landscape. The module aims to help students understand the importance and relevance of landscape research, identify the research topics that enthuse them and give them a grasp of relevant research methods which they can carry forward into planning and writing their dissertations.

**Learning Outcomes:**

By the end of this module students will:

- gain an awareness of the range of topics and approaches covered by landscape research
- understand the anatomy of a research project and acquire generic skills for landscape research e.g. appreciate the importance of research ethics and the use of correct academic conventions
- appreciate the contrasting research styles of the humanities, sciences and social sciences in relation to landscape research and the different types of knowledge and understanding they generate
- be able to apply commonly used research approaches and methods

**Teaching and Learning Strategy:**

The module will be delivered by means of a combination of lectures and interactive workshops.

**Content:**

- Role of landscape research
- Research themes in landscape
- Approaches to landscape research from Arts and Humanities, Science and Social Science
- Anatomy of a research project
- Generic skills for landscape research

**Assessment Method:**

The assessment is in the form of a written essay/reflection (maximum length 2,000 words including all footnotes, captions and references), in which students describe and evaluate the strengths and limitations of two contrasting research approaches/methods in relation to a particular research theme or themes.
Recommended reading:


Outline and Aims

This module will build on students' learning in LSC 6115 Introduction to Landscape Research (Semester 1). It will support students in the development of their research proposal and preparation for their dissertation. The module will provide opportunities for students to identify their area of research and agree their supervisor. They will identify key literature, their research approach and develop research ethics and risk assessment as appropriate. Students will further embed their knowledge of the use of turnitin.

Learning outcomes:

By the end of this module students be able to:

- Have identified a topic for their research dissertation;
- Met with an academic advisor and got their agreement to supervise the student;
- Identified some key literature appropriate to their area of research;
- Identified and begun to develop the methodological approach they will use;
- Write a research proposal;
- Undertake a University Ethics Review, if appropriate;
- Undertake a risk assessment, if appropriate

Teaching and Learning Strategy:

- The module builds upon LSC 6115 and will involve lectures, seminars and tutorials

Content:
Lectures will provide students with the knowledge upon which to develop their research proposal, choose their research methods and further understand the university research ethics process and need for risk assessments for site visits.
Seminars will provide students with the opportunity to discuss their aims, methods and approaches for their research and discuss them with their peers. These will also provide students with the opportunity to meet their academic advisors within a timetabled slot.
Tutorials will provide students with the opportunity to prepare to discuss the details of their proposal, together with their ethics application and risk assessment where appropriate, with their peers, PhD students, post-docs and academic staff.

Assessment method:

Students will produce a research proposal of 2,000 words explaining their research topic and methodology. They will also prepare University Ethics application and associated forms and risk assessment for site visits, as may be appropriate.
Recommended reading:

http://www.shef.ac.uk/library/libdocs/lit.html
Aims
The module aims to give students a broad understanding of the nature and scope of landscape research and the approaches that landscape researchers use. It aims to demonstrate the relationships between the questions that landscape research can answer and the various methods of enquiry that are used. It will show students how landscape research can impact upon landscape practice as well as the wider landscape. The module aims to help students understand the importance and relevance of landscape research, identify the research topics that enthuse them and give them a grasp of relevant research methods which they can carry forward into planning and writing their dissertations.

Learning outcomes:
By the end of this module students will:
- gain an awareness of the range of topics and approaches covered by landscape research
- understand the anatomy of a research project and acquire generic skills for landscape research e.g. appreciate the importance of research ethics and the use of correct academic conventions
- appreciate the contrasting research styles of the humanities, sciences and social sciences in relation to landscape research and the different types of knowledge and understanding they generate
- be able to apply commonly used research approaches and methods

Teaching and Learning Strategy:
The module will be delivered by means of a combination of lectures and interactive workshops.

Content:
- Role of landscape research
- Research themes in landscape
- Approaches to landscape research from Arts and Humanities, Science and Social Science
- Anatomy of a research project
- Generic skills for landscape research
- Methods for landscape research

Assessment method:
The assessment is in the form of a written essay/reflection (maximum length 2,000 words including all footnotes, captions and references), in which students describe and evaluate the strengths and limitations of two contrasting research approaches/methods in relation to a particular research theme or themes.

Recommended reading:
Aims:
This module provides students with the experience of undertaking research into an issue of significance to landscape design. It builds on the work undertaken in LSC 4140, Research Report.

Learning outcomes:
By the end of this module students be able to:

1. Demonstrate a systematic understanding and knowledge of current issues in a defined field of landscape and apply these to research enquiry
2. Display a broad understanding of research methods and select an appropriate method of enquiry for their own research, and apply this correctly
3. Design, structure, execute and complete an enquiry according to an agreed timetable
4. Complete an independent study which produces new findings, insights and/or interventions
5. Communicate findings fluently and coherently according to the appropriate conventions of scientific, social scientific or artistic landscape research.

Teaching and Learning Strategy:
The research issue chosen for LSC 4120 or LSC 4140 is developed further for this module. Consequently students are well acquainted with their proposed area of research before they undertake their Dissertation. Students have access to a dissertation advisor (a member of staff with expertise in the area of their research) whom they can discuss their work with during the vacation period.

Content:
This is an experiential module, and as such there is no formal content other than informal discussions with a research advisor. Information on approaches to research and dissertation formats have already been provided in previous modules.

Assessment method:
Students produce a 10,000 word (or equivalent) dissertation on their nominated research topic. This dissertation constitutes 100% of the assessment for this module.

Recommended reading:


http://www.shef.ac.uk/library/libdocs/lit.ht
Aims:
This module is to enable students to develop their appreciation of the designed landscape in its various forms, and interactions between landscape, people and nature. These interactions are discussed in both a historical and contemporary context. LSC 6150 involves students attending LSC 111 - What is Landscape Architecture?

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

1. Understand the origins of broad scale, rural landscape, and the role humans have played in shaping these landscapes.
2. Understand the impact of social, economic and environmental factors on garden and other designed landscapes from pre-history to the present.
3. Appreciate the role of various professions in the creation and management of designed landscapes.
4. Appreciate key current issues in the landscape.

Teaching and Learning Strategy:
The module involves a mixture of heavily illustrated lectures and group discussions.

Content:
• Definitions of "Landscape" and "Environment"
• Human attitudes to the landscape, and the evolution of aesthetic and other landscape values
• Impact of land use and humans in general on the landscape of urban and rural areas
• The evolution of garden design styles from prehistory to the present
• Disciplines and professions involved in the landscape
• Social and environmental issues associated with the landscape

Assessment method:
This module is assessed via an end of semester examination paper.

Recommended reading:
Laurie I (1986) Introduction to Landscape Architecture, Elsevier
Rackham O (1994) History of the Countryside, Dent