Aims
This module is intended to ensure that all students, irrespective of background, have sufficient understanding of research philosophies and methodologies to undertake original research at Master's level. The module is designed to highlight how research into landscape issues often requires students to adopt a multi-method approach.

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

- appreciate the contrasting research styles in social sciences, natural sciences and humanities
- be able to set clear research aims and objectives, and formulate a succinct research proposal
- be competent in standard research conventions such as referencing, ethical review, and reporting
- be able to undertake research-oriented literature searches

Teaching and Learning Strategy:
The module consists of a series of 6 lectures and workshops, in which research principles and practices are discussed. Assessment for the module takes the form of a Research Proposal to address an issue of landscape importance.

Content:

- an overview of the cross-disciplinary nature of landscape research
- methods of investigation; experimental design, survey design
- locating information for research
- methods of analysing research findings
- thesis and report writing
- developing a research proposal

Assessment method:
Student develop a research proposal for a previously agreed topic according to a structured format. This report constitutes 100% of the assessment for this module.

Recommended reading:

This module will build on the material introduced by LSC 6240, and on the work that some students may have done during their year out. It seeks to develop students’ skills in landscape planning, in an urban context, and to provide an understanding of the current theoretical and policy context to planning the urban landscape. The module has a particular emphasis on theoretical and practical approaches to creating multi-functional green infrastructure, and ideas about how landscape planning can contribute to the creation of more environmentally, socially and economically sustainable future landscapes. Knowledge and skills introduced will provide a basis for planning options in the special project in semester 2, and for planning work in practice.

Learning outcomes:

By the end of the unit, a candidate will be able to demonstrate an understanding of:

- Current issues, theory and policy relevant to urban landscape planning
- Collecting and analysing baseline data at a planning scale
- Formulate landscape strategies at a planning scale
- Using ArcGIS to record, map, analyse and present data
- Advanced team work
- Advanced graphic, written and oral presentation skills appropriate to a landscape planning context

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. Assessment for the module takes the form of the production of a strategic landscape plan in an A1 wall-based format, and an oral presentation of the plan. Tutorials are organised to assist students in developing their proposals. Phase 1 of the project is done in small groups; in phase 2 students have the option to work individually.

Assessment method:

Oral presentation summarising findings from baseline data research
Oral presentation at theory seminar
Wall-based presentation of strategic plan in A1 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
- detailed examination of landscape planning issues and application of landscape character assessment, development of approaches to making judgements about landscape change and analysis of landscape impacts, relating to climate change, renewable energy, 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

**Recommended Reading**

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 Objectives**

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.

**Content**

- Introduction to Ecology in Landscape Architecture
- Key principles underpinning ecological landscapes
- Ecological theory in relation to habitat creation and design
- Woodland design and management
- Multifunctional wetlands
This module aims to provide students with the theoretical and practical 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 nature-like landscapes in urban places.

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

1. Have undertaken an evaluation of the existing ecological value and ecological potential of an urban site.
2. Have produced an ecological enhancement strategy for an urban site.
3. Produced establishment and management guidelines for a specified biotope(s).

### 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 introduction will be provided for the assignment. Students will be expected to work independently on the assignment supported by fortnightly 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

### Recommended Reading

Aims

This module aims to provide a broad introduction to the principles, processes and skills necessary for the practice of landscape design. It is intentionally designed to advance the understanding of students from a wide range of background possess varying abilities and experience of the relevant knowledge and skills. Initial design and drawing work is not assessed and the series of projects increase in complexity as the module progresses. This module forms the basis for development of design, creative and visual skills in first and second year.

Learning Outcomes

By the end of this module students will have:

- Demonstrated understanding and integration of landscape elements to create inclusive, sensory and distinctive urban places.
- Developed skills in survey, analysis and strategic approaches to inform site planning at small and medium design scales.
- Successfully resolved a design project with regard to spatial qualities, materiality and social functions.
- Developed a wide range of key skills relating to the design process, including: observational and technical drawing, use of digital media, verbal presentation, model making and landform manipulation.

Teaching and Learning Strategy

This module is a combination of place exploration and design project supported by specialist training workshops. The Place as Precedent project introduces students to a range of local greenspaces and urban precincts, and requires them to critique planning, design and management issues through the means of a sketchbook, exhibition and website collaboration. This runs in parallel to a small scale design project where students are required to tackle the complexities and opportunities of three-dimensional design and maximise the potential of a university courtyard. A one week extended workshop addresses observation, communication, analysis and design potential of landform in landscape design. The fourth and final project (assessed) tackles a complex urban site in the city centre in which students will need to integrate understandings and skills developed in the preliminary exercises. There are a number of options offered which support these core projects: technical drawing, AutoCad, introductory lectures, drawing workshops and a

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**Recommended Reading**

• Place as Precedent: Introducing Sheffield through a study of precedent landscape typologies, on largely self-guided field trips supported by a web-resource. This is supplemented by workshops on technical and observational drawing, with students expected to communicate landscape experience and critique qualities of place through primarily through a sketchbook output.


• Landform workshop – a series of workshops which observe and document different landform elements, including a one day field trip.

• Design Project 2 - Design for busy urban space. Integrated detailed planting & construction design, social uses of space, circulation, cultural landmarks, design with landform. Includes professional graphical presentation.

Content: Options

• Introduction to Computer Aided Design. Six sessions on AutoCad 2007, introductory workshops on Sketch-up, Photoshop and Illustrator.
• Introduction to Technical Drawing: plans, sections, isometric drawing, layouts.
• Drawing workshops: focused on skills in observational drawing and communication of landscape experience.
• English language support for international students (only 15 places assigned with regard to need).
• Introductory lectures giving an overview of the scope and professional expertise of landscape architecture (undergraduate lectures).

Assessment method

Most of the taught elements of this module are not assessed. Design elements in the later stages of the module are assessed by means of project designs and design files.
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
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.

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 attendance/participation in each of the course components and partial attendance/participation in proportion to time attended.

Course Literature

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


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


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

Serra, Richard. 1994 *Writings, Interviews* Chicago: University of Chicago 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 to 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. The aim is to demonstrate that you can integrate all the knowledge 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:

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

- the social, cultural and environmental values and ethical issues relevant to practice as a landscape architect, with particular emphasis on sustainability

- the physical, natural, social, economic and cultural factors that shape the landscape, and the interactions between them

- the theories and concepts underlying the practice of landscape architecture
• developing a brief 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 as an individual able to, 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.

Content

The module supports the expansion, consolidation and integration of a wide range of knowledge and practice from previous design, planning or management parts of your course and prepares students 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 to form cases, as single specialist strands. The project is divided into two parts, as combinations are possible: Planning/Planning, Planning/Design, Planning/Management/Management, Design/Design, Management/Management, Design/Management. These briefs described below but the types of projects that might be undertaken: combinations will be described in more detail in separate briefing notes. Note that the strands are not mutually exclusive and there are overlaps – 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 management projects may have some common ground. Where there may be opportunities for shared tutorials at certain stages of the process.

Teaching and Learning Strategy

Projects in this category will be at a strategic level and a large scale area projects related to planning, design or management, usually in combination but, in some cases, as single specialist strands. The project is divided into two parts, as combinations are possible: Planning/Planning, Planning/Design, Planning/Management/Management, Design/Design, Management/Management, Design/Management. These Briefs described below but the types of projects that might be undertaken: combinations will be described in more detail in separate briefing notes. Note that the strands are not mutually exclusive and there are overlaps – 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 management projects may have some common ground. Where there may be opportunities for shared tutorials at certain stages of the process.
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, peri-urban and rural setting, including, for example, the establishment of multi-functional green infrastructure and green space strategies. They are likely to combine management and design 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, 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 for green infrastructure and green space strategies. They are likely to combine management and design. In some cases strategies will be developed that cover a whole district, management and development and which would form the basis for the site. Other projects may involve the completion of a management plan and/or the creation of relationships between the managing authorities and stakeholders is vital for the site to be successful post design implementation. The first stage of such projects might typically involve the development of but particularly those in which it is very difficult for the design phase by management strategies for the green spaces in a particular area at a large-scale (1:5,000 or 1:10,000) while the second stage will require a management plan for a site which addresses the practical and implementation phases of a design proposal and where vegetation development and natural process interact. This type of project is suitable for a very wide range of sites, including woodlands and access sites in urban or peri-urban areas, informal urban green spaces, institutional land and parks and distric management/development for example the development of educational programs, ranger services, marketing to maintain future visitor numbers and visible income stream and training of staff. There may also be peri-urban or rural
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, 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.

Learning Outcomes

By the end of this module students will;

- Understand the nature and role of agencies and greenspace management
- Appreciate the range of current funding opportunities accessed
- Be able to develop a landscape strategy for greenspace
- Be aware of different approaches both within an successful management of greenspace
- Be able to critically assess/review a recent park re: development
- Be able to develop a professional management plan for medium term management of a greenspace
- Appreciate approaches to minimise/resolve conflicts viewpoints of greenspace stakeholders.

Teaching and Learning Strategy

The unit uses a mix of interactive lectures and student seminar background knowledge and understanding of greenspace management.
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. It 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...
The aim of this module is to provide students with an introduction to the professional elements which they will require to understand more fully in order to become practising Landscape Architects and, in time, Chartered Members of the Landscape Institute. The three areas covered are: Professional Practice; Landscape and Environmental Law and Landscape Contracts and Specifications. These areas 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.

Learning Outcomes

By the end of the module students will:

- Have an understanding of what it means to be a professional landscape architect: the process involved in the Pathway to Chartership and becoming a Member of the Landscape Institute and the responsibilities of being a professional.
- Have an understanding of the legislation relevant to the landscape profession;
- Have an understanding of the nature and components of contracts, and different forms of agreement available for the landscape industry;
- Demonstrate their understanding of the JCLI form of agreement for work and management;
- Demonstrate their ability to work in and contribute to a multidisciplinary group of students.

Teaching and Learning Strategy

Much of the material is factual and is thus most appropriately delivered through lectures, handouts and WebCT. Some of the material will be informed by visiting practitioners. The multidisciplinary component will be undertaken as group work.

Content

Professional practice
- Pathway to Chartership and becoming a member of the Landscape Institute;
- The role and responsibilities of a landscape architect;

Landscape and environmental law
- Land use planning legislation

Assessment method

Two items of coursework will be set that require students to make connections across different aspects of the course. These will require students to research in relation to real world problems or scenarios.

Submission 1: This will be approximately 1500 words in length. It will address aspects of a JCLI contract with respect to a small site, with a scenario which a Landscape Architect might encounter. This will constitute 50% of the mark.

Submission 2: This will be the production of an outline design for a site, groups with students from the departments of architecture, civil engineering and mechanical engineering. This will constitute 50% of the mark.

Recommended Reading

A series of small texts, which are considered essential, are reproduced by the department, under educational copyright, and recommended for purchase by students from the departmental office.

This module aims to develop student understanding of the maintenance and management of greenspace. The relationship between management and maintenance are discussed and their maintenance is addressed within the consequences of failure to integrate these. Current management approaches political and economic issues of the current day, for example sustainability, and biodiversity. All of the major types of greenspace vegetation are discussed and their maintenance management reviewed from a contemporary needs perspective. The multidisciplinary approach and in addition to technical issues, also aims to address the underlying and political and economic issues of the current day, for example sustainability, and biodiversity.

Aims

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 greenspace landscapes. Maintenance and management is addressed within the consequences of failure to integrate these. Current management approaches, political and economic issues of the current day, for example sustainability, and biodiversity. All of the major types of greenspace vegetation are discussed and their maintenance management reviewed from a contemporary needs perspective. The multidisciplinary approach and in addition to technical issues, also aims to address the underlying issues of particular contemporary concern. The understanding and awareness gained through the module leader. Input into teaching is made by an experienced external practitioner.

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 raises issues of particular contemporary concern. The understanding and awareness gained through the module leader. Input into teaching is made by an experienced external practitioner.

Recommended Reading


Introduction

This module is directly linked to the special project (LSC 6005) and provides the basis for 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 – a) underlying science, policy and theory, where appropriate and b) precedents from 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 given to the internal review panel and also made available to external examiners to provide them with an initial understanding of your project prior to examination.

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.
• 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 take the form of a clearly set out A4 document (not more than 3000 words as well as maps and illustrations). 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?

Assessment criteria

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

• Ability to summarise the relevant site characteristic topography, etc.
• Ability to communicate a clear and concise assess underlying context, e.g. addressing relevant science and policy
• Selection and evaluation of appropriate precedent
• 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.
**Aims**

This module introduces students to plants used by landscape architects in urban and rural landscapes and how these can be used to develop effective planting designs. Knowledge and skills developed will be built on in LSC 6040 which students take the following semester.

**Learning Outcomes:**

By the end of this module students will:

1. be familiar with a basic palette of plants for use in design, their botanical names and visual and use characteristics
2. be familiar with key aesthetic, functional and ecological principles underpinning planting design
3. have practised the basic principles of composing plantings
4. have developed a visually stimulating, informative planting strategy for a proposed planting
5. be able to produce a planting plan capable of a detailed area of planting to be implemented in practice
6. have begun to develop understanding of the relationship between planting design and factors such as plant section, time and management

**Assessment method:**

Students undertake a planting design project worth 90% of total assessment for this module. Remaining assessment (10%) is based on performance in the plant identification component of the module.

**Recommended reading:**

- Journal/Periodicals
  - Landscape Gardens Illustrated
  - Horticulture Week
  - Landscape Australia
  - Garten + Landschaft
  - Topos
  - The Garden

- Texts (a section only of actual reading list)
  - Hitchmough, JD and Fieldhouse K (2003) The Plant User Handbook, Blackwell. This is the main sourcebook for the establishment and management of plants in landscape schemes

**Teaching and Learning Strategy:**

Although the bulk of the module takes place in Semester 1B, the program for this module commences with a series of lectures in 1A on plant nomenclature and identification, combined with self-directed plant material sessions. In Semester 1B the module consists of a further 6 lectures which provide a framework of ideas on planting design principles and practices which students apply in the workshops. There are 6 workshops, during which time students work on a planting design projects supported by and tutored by planting design specialists from within the Department and practice. Plant identification continues...
This module builds on the understanding of plants and planting design gained through LSC 204 (Introduction to Planting Design). It develops understanding of plant selection, establishment and management on landscape sites. Planting design skills are further developed by a more complex project that provides students with the opportunity to explore the latest issues in planting design.

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

1. have refined their planting design understanding and presentation
2. have practised plant selection and composition to interpret a planting theme or metaphor
3. be more familiar with the products of the nursery stock industry
4. understand current best practice techniques for establishing plants in the landscape
5. develop a basic understanding of techniques for maintaining landscape plantings
6. be familiar with plant life cycle concepts as they relate to design and management
7. recognise and understand key characteristics of an additional 120 plants

**Assessment method:**
Students undertake a planting design project worth 50% of total assessment for this module. Remaining assessment is based on developing a maintenance plan for their planting design project (15%), performance in the plant identification component of the module (10%), plus a planting journal undertaken independently by students (25%).

**Recommended reading:**

**Journals-Periodicals**
- Landscape Gardens Illustrated
- Horticulture Week
- Landscape Australia
- Garten + Landschaft
- Topos
- The Garden

**Texts** (a selection only of actual reading list):

- Hitchmough, JD and Fieldhouse K (2003) The Plant User Handbook, Blackwell. This is the main sourcebook for the establishment and management of plants in...
Aims
This module will provide the foundation for postgraduate students’ understanding of planning, designing and managing landscapes for users’ needs and desires. It will introduce them to the process of site survey and analysis before focusing on the social aspects of this process. It seeks to provide students with some understanding of how individual groups within society might use, or want to use open spaces or which might exist to such potential use of such spaces. It will also introduce methods of involving communities in design and regeneration projects.

Learning Outcomes
By the end of the module students will:

- Demonstrate their understanding of the scientific approach of site survey and analysis upon which to develop the planning, designing and management of open spaces.
- Demonstrate an understanding of one of a selection of social issues as identified in the project brief: this will normally be a specific social group within society or a specific social topic relevant to landscape architecture, drawing upon academic literature and case studies.
- Produce information in a range of formats, which is original, legible, creative and responds to the requirements of the project brief.

Teaching and Learning Strategy
This module consists of a series of presentations and workshops which will introduce the principles of teamwork; site survey and analysis; why involving communities is important and how to involve communities in the process of planning, designing and managing open spaces. Students will collect and analyse data from visiting the site; libraries; and data held on various web-based sites. Group tutorials will be held to discuss the issues as they arise and students are expected to come to these tutorials with issues to discuss. Powerpoint and video/DVD forms of audiovisual aids will be used.

Content
- Survey and analysis of a specific site and its context with respect to historic, physical, planning and transportation and social aspects of this process.
**Team work:**
The initial part of the project will be undertaken in teams and will be assessed by the output for the survey and analysis of the specific site. This will be no more than 50% of the overall module mark.

**Individual work:**
The second part of the module will be undertaken as individual work and assessed by a literature review of a specific social topic or social group who might want to use open spaces. This will constitute 50% or more of the module mark.

**Key Texts**
Beer, Anne. R (1990) Environmental Planning for Site Development, Spon
Content

• Project research, site and user investigations and evaluation

Individual work

Strategic and conceptual design development, including research, attendance at workshops and studio and site events events.

Whole site detailed design proposals 1:250, including attendance at workshops, studio and site events and tutorials and reviews

Communication of above through design journal and final visual presentations.

Assessment method

The design project is assessed through a visual submission of sketch and professional presentation drawings and images and optional three dimensional work and design file.

Recommended Reading

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

This module introduces the basic principles of landscape construction. It that construction is an integral component of the designed landscape design opportunities and constraints. Students will study the function and technical properties of a range of different landscape components. They on-site observations and produce a range of contractual drawings for a design project. Computer aided design will form an integral part of the project and produce technical details.

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

• have a basic understanding of design and construction principles for a range of typical landscape structures including; steps, walls, fences and railings etc

• be able to select appropriate materials in response to both functional and aesthetic requirements

• be able to produce a set of working drawings from which a landscape contractor could cost and build

• Have an appreciation of the environmental consequences of material selection and design detailing

• be able to use AutoCAD to produce 2D plans and use SketchUp to model simple structures

Teaching and Learning Strategy

This module will consist of a programme of six lectures which will introduce technical and theoretical knowledge for a range of landscape structures. Study will include guided walks, presentations on construction graphics and detailing. Small group tutorials will be used to assist with the practical application of the knowledge presented in the lecture course and group workshops.

Content

• surfacing, edges and drainage

• walls, fences and railings

• steps and ramps

• retaining structures; water and waters edge
Students will be required to submit a sequence of design and technical drawings produced using AutoCAD which illustrate a design and accompanying construction details, clearly set out title blocks and cross referenced details and at least one detail completed using CAD. They will also be required to submit a construction journal which records their on-site construction observations and images of their working model and or outline SketchUp proposals.

Aims
The module aims to further develop knowledge and skills in construction Landscape Construction. It aims to provide a more detailed understanding of the aesthetic properties of construction materials and to increase confidence in their original use in structure design. The module provides the opportunity to further develop skills for construction design.

Learning Outcomes
By the end of this module students will:

1. have significantly developed their construction design, visual and creative skills
2. have a broad understanding of construction materials and landscape design
3. have a detailed knowledge of the technical and aesthetic properties of at least two construction materials
4. be able to use CAD for design exploration and for producing construction drawings
5. be able to produce contractor's drawings

Teaching and Learning Strategy
This module consists of a lecture series and a programme of tutorial sessions focusing on different construction materials and creative and technical aspects. During the studio sessions (allied to related design modules), design project work is carried out, design issues and queries discussed in groups and individual tutorials are arranged. Design work and materials research is continued independently between studio sessions.

Content
A series of lectures and tutorials underpin the module and these include contributions from internal staff and industry specialists. The exact content will vary from year to year in order to respond to the developing professional context.

Recommended Reading
Blake, J. (1999), An Introduction to Landscape Design and Construction, Gower
Beardsley, J. (1984), Earthworks and Beyond, Abbeville Press
Blanc, A. (1996), Landscape Construction and Detailing, B.T. Batford Ltd
Fortlage, C. & Philips, E. (1992), Landscape Construction Volume 1 Walls Fences and Railings, Gower
Fortlage, C. & Philips, E. (1996), Landscape Construction Volume 2 Roads Paving and Drainage, Gower
Lisney, A (1990), Landscape Design Guide, Vol 2 Hard Landscape
Pinder, A. & Pinder, A. (1990), Beazley's Design and Detail of the Space between Buildings
Blake, J (1999) An Introduction to Landscape Design and Construction, Gower

Blanc, A (1996) Landscape Construction and Detailing, Batsford


Pinder, A and A (1991) Beazley’s Design and Detail of Space Between Buildings, E and F.N. Spon


This module provides students with the experience of undertaking research of significance to landscape design. It builds on the work undertaken in LSC 4120 or 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:


This module is to enable students to develop their appreciation of the landscape in its various forms, and interactions between landscape, 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 prehistory 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:
Laurie I (1986) Introduction to Landscape Architecture, Elsevier
Rackham O (1994) History of the Countryside, Dent

Aims
This course is designed firstly to provide a broad introduction to Landscape Architecture and then to encourage reflective and critical thinking about Landscape Architectural practices and theories and to provide a further knowledge base of movements, themes, practitioners and influential landscapes past and present. An initial lecture series sets the context. The history course (Jan Woudstra) aims to provide an introduction to ideas that have defined and shaped the profession of landscape architecture over the years. The ‘theories’ lectures (Catherine Dee) examine themes and literature of contemporary landscape architecture theory.

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

- Familiarity with some key theories and theorists of landscape architecture
- Knowledge and understanding of a range of ideas which underpin and have shaped the discipline of Landscape Architecture
- An understanding of the relationships between histories, theories and contemporary practice
- An understanding that there are different ways to ‘read’, to understand and to make places employing different cultural and social perspectives
- Critical skills in assessing landscapes or theories
- Research skills including essay writing and structuring arguments and information, data collection and evaluation, literature referencing

Teaching and Learning Strategy
Catharine Dee’s lectures are exploratory and interactive to support the students’ critical skills in evaluating different cultural, social and philosophical dimensions of landscape architecture. Case studies, discussion and reading lists provide awareness of key dimensions of contemporary landscape architecture in relation to practice. Jan Woudstra’s history lectures attempt to provide a number of themes selected for the other half of the module. They intend to encourage critical analysis and provide a different perspective.
3. Whose Place? The Social Landscape
   4. Wild Thing!
   5. The Aesthetics of Thrift

Jan Woudstra’s lectures:
1. C Th. Sørensen’s landscape art for the people; art and landscape
2. A people’s or public park (Buxton Pavilion Gardens: design and use); social landscape
3. nature in the garden, the use of nature motifs in the garden and exploration of what and why
4. Last landscapes; some cemeteries
5. The making of the Dutch landscape (issues and practice); attitudes, order and disorder in landscape
6. Nature, Culture, Fusion; Louis le Roy’s contribution to the twentieth century landscape

Assessment methods
A written, illustrated 2000 word critical essay on ONE of the following:
• a well-known designed landscape of any period
• the work of a well-known landscape architect
• a movement, period, or set of ideas which have/has shaped landscape theory or practice

Recommended reading:
Alexander, Christopher et al (1977) A Pattern Language Oxford University Press
Andersson, Sven-Ingvar and Steen Højer, C. Th. Sørensen: Landscape Modernist (Copenhagen: Danish Architectural Press, 2001)
Baljon, Lodewijk Designing Parks (Cambridge: Cambridge University Press, 1991)
Conway, Hazel Peoples Parks (Cambridge: Cambridge University Press, 1991)
This module is designed to give students an insight into the field of landscape architecture known as landscape planning, as a means of dealing with landscape at the large scale. It seeks to provide some understanding of the way in which the character of the landscape has and continues to change in response to the changing nature of land use. Knowledge and skills introduced in this module will provide a basis for more advanced work for those pursuing landscape planning in the second year.

**Learning Outcomes**

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

1. knowledge and understanding of the nature of change in the landscape and of the way in which different land uses contribute to this;

2. an understanding of the concepts of landscape planning, management and protection, and complementary activities such as landscape appraisal and stakeholder participation;

3. a capacity to communicate issues of landscape change in readily understandable ways.

**Teaching and Learning Strategy**

This module will introduce the principles of landscape character, landscape change, the main land uses influencing the landscape, and the roles of various stakeholders. Teaching methods include lectures, discussions and e-learning.

**Content**

1. the ways in which change in cultural landscapes is ‘driven’

2. critical assessment of the European Landscape Convention as a way of understanding, for example, landscape protection, management, planning, characterisation and public engagement

3. the various drivers of landscape change – e.g. farming, forestry, development, energy

**Recommended Reading**