

CONTENTS

LEVEL ONE MODULES

LSC 105 - Landscape Processes
LSC 108 – Landscape Design Studio Project
LSC 109 – Introduction to Landscape Processes and Planning
LSC 111 - What is Landscape Architecture?
LSC 112/136 - Introductory Landscape Design Studio
LSC 122 - Theories and Histories of Landscape Architecture

LEVEL TWO MODULES

LSC 202 - Conceptual Design Studio
LSC 203 - Landscape Ecology
LSC 204 - Introduction to Planting Design
LSC 206 - Social Aspects of Design
LSC 209 – Introduction to Landscape Construction
LSC 210 – Techniques in Landscape 2: Habitats and Communities
LSC 212 - Conceptual Design Studio from Concept to Detail
LSC 213 – Techniques in Landscape 1: Desk-based techniques
LSC 211/221 - Sustainable Urban Environments

LEVEL THREE MODULES

LSC 301 - Environmental Assessment
LSC 302 - Ecological Design Project
LSC 303 - Advanced Planting Design
LSC 304 - Site Planning for Housing
LSC 305 - Land Contamination, Restoration and Revegetation
LSC 306 - Landscape Construction Design
LSC 307 - Integrated Design Project 1
LSC 308 - Integrated Design Project 2
LSC 309 – Cultural Landscapes Project
LSC 313 – Landscape Planning Project
LSC 314 – Advanced Ecological Design and Management
LSC 315 – Restoration Ecology and Vegetation Management
LSC 323 - Urban Regeneration by Design

MODULE NUMBER: LSC 105
MODULE NAME: Landscape Processes
COORDINATOR: Anna Jorgensen
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

Aims

This unit aims to: provide an understanding of landscape character and change; introduce the range of factors that shape cultural landscapes; introduce theories of place; explore contested views of landscape held by different stakeholders; and introduce students to ArcGIS.

Learning Outcomes

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

- understanding the influences that shape landscape;
- sourcing and interpreting landscape information;
- appreciating the (sometimes controversial) nature of landscape change;
- understanding landscape character and applying landscape character assessment at an introductory level;
- expressing information in an intelligent, imaginative and creative manner;
- using ArcGIS at a basic level.

Teaching and Learning Strategy

Lectures – provide a framework for understanding landscape structure, relevant theory and methods of survey and analysis.

Tutorials in small groups – help students to reflect self-critically on their work as it progresses.

Field work – gaining skills in visual analysis of cultural landscapes, mapping landscape character and gathering primary data.

Studio-based sessions – supervised and unsupervised individual and group sessions aimed at developing final reports.

Content

- the range of physical, biological and cultural influences that together shape landscapes
- information literacy
- landscape character and techniques for landscape character assessment
- forces for change in cultural landscapes
- contested landscapes
- theories of place
- communicating ideas about landscape at the planning scale
- introduction to ArcGIS

Assessment method

Illustrated 2000 word report.

Recommended Reading

Jones, M (2000) *The Making of the South Yorkshire Landscape*. Barnsley: Wharnccliffe Books.

LSC 105 cont.

Rackham, O (1994) *The Illustrated History of the Countryside*. London: Weidenfield and Nicholson.

Selman, P (2006) *Planning at the Landscape Scale*. Abingdon: Routledge.

Swanwick, C and Land Use Consultants (2002) *Landscape Character Assessment-Guidance for England and Scotland* CAX 84F. Cheltenham: Countryside Agency and Edinburgh: Scottish Natural Heritage. Available at:
<http://www.landscapecharacter.org.uk/lca/guidance>

MODULE NUMBER: LSC 108
MODULE NAME: Landscape Design Studio Project
COORDINATOR: Thom White and Anna Jorgensen
SEMESTER TAUGHT: 2
CREDIT VALUE: 20 Credits

Aims

This module aims to further develop student understanding of the design process through the development of a design solution for a site in Sheffield. The students will be required to survey and evaluate a selected site and respond to a design brief. Design exploration will focus on drawings and models which will be used to explore and assess a range of design proposals through the application of different design languages. Each student will be required to verbally present their work and to play an active role in the evaluation and discussion of fellow student presentations.

Learning Outcomes

By the end of this module students will have:

1. conducted a basic site survey and site evaluation and developed concepts which respond to the site opportunities and constraints and the project brief.
2. utilised a range of drawings and strategic approaches, informed by research, that develop site understandings, strategic approaches and design alternatives over a range of scales and levels of precision.
3. Successfully resolved a design proposal that addresses social, ecological, cultural, functional and aesthetic requirements of the site and project brief.
4. demonstrated an understanding of the integration and refinement of landscape materials, including basic knowledge of existing site vegetation and applying appropriate choice and design resolution for hard materials and new planting.

Teaching and Learning Strategy

This module will be essentially studio based but will also incorporate a number of site visits. Studio presentations and exercises will introduce new material and emphasis will be placed on individual and group timetabled tutorials to focus on the design task. The students will work initially in small groups and then individually.

Content

- introduction to site investigation and evaluation; identification of site opportunities and constraints, evaluation of a design brief
- design strategies, concepts and site planning proposals, generating conceptual ideas and the use of appropriate graphic forms of representation

LSC 108 cont.

- refining and evolving the design concepts through the exploration of different design languages within the context of a working models and drawings
- communicating and recording design development through the production of a design file and critical / reflective writings.
- design presentation and evaluation in the context of small group crits
- plant identification.

Assessment method

Students will be required to submit the drawings, models and a design process record which will contain all the work from the studio exercises and will record through illustrations, photographs and writing the developing and completed design proposal. They will be required to complete a plant identification test which contributes to the final assessment. Due to the integrated nature of the module components, and the requirement to give a verbal presentation of your exhibition, this module does not use anonymous marking.

Recommended Reading

- Beer, A (2000) Environmental Planning for Site Development. Spon Press.
- Dee, C (2001) Form and Fabric in Landscape Design. Spon Press.
- Kowarik, I. and Komer S. (Eds) (2005) Wild Urban Woodlands Springer, Berlin.
- Greenbie, B (1981) Spaces: Dimensions of the Human Landscape Yale Uni Press
- Lyall, S (1991) Designing the New Landscape Thames & Hudson
- Reid, G (1993) From Concept to Form in Landscape Design Van Nostrand Reinhold
- Jorgesen, A (2008). Urban Wildscapes ebook. Extracts made available.
- Place as Precedent:
http://uspace.shef.ac.uk/clearspace/community/place_as_precedent

In addition, you will be asked to source case studies. Journals are good places to look for these, in particular: *Topos*, *Landscape*, *Landscape Architecture*.

MODULE NUMBER: LSC 109
MODULE NAME: Introduction to Landscape Processes and Planning
COORDINATOR: Anna Jorgensen
SEMESTER TAUGHT: 2
CREDIT VALUE: 20

Aims

This unit aims to: introduce landscape and environmental planning as a means of intervening in landscape at the large scale; provide an understanding of landscape character and change; introduce the range of factors that shape cultural landscapes; introduce theories of place; explore contested views of landscape held by different stakeholders; and introduce students to ArcGIS.

Learning Outcomes

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

- understanding the influences that shape landscape;
- sourcing and interpreting landscape information;
- appreciating the (sometimes controversial) nature of landscape change;
- understanding landscape character and applying landscape character assessment at an introductory level;
- expressing information in an intelligent, imaginative and creative manner;
- using ArcGIS at a basic level.

Teaching and Learning Strategy

Lectures – provide a framework for understanding landscape structure, approaches to landscape planning, relevant theory and methods of survey and analysis.

Tutorials in small groups – help students to reflect self-critically on their work as it progresses.

Field work – gaining skills in visual analysis of cultural landscapes, mapping landscape character and gathering primary data.

Studio-based sessions – supervised and unsupervised individual and group sessions aimed at developing final reports.

Content

- the range of physical, biological and cultural influences that together shape landscapes
- information literacy
- landscape character and techniques for landscape character assessment
- forces for change in cultural landscapes
- contested landscapes
- theories of place
- communicating ideas about landscape at the planning scale
- introduction to ArcGIS

Assessment method

Illustrated 3000 word report and group work visual presentation.

LSC 109 cont

Recommended Reading

Jones, M (2000) *The Making of the South Yorkshire Landscape*. Barnsley: Wharcliffe Books.

LSC 109 cont.

Rackham, O (1994) *The Illustrated History of the Countryside*. London: Weidenfield and Nicholson.

Selman, P (2006) *Planning at the Landscape Scale*. Abingdon: Routledge.

Swanwick, C and Land Use Consultants (2002) *Landscape Character Assessment-Guidance for England and Scotland* CAX 84F. Cheltenham: Countryside Agency and Edinburgh: Scottish Natural Heritage. Available at:
<http://www.landscapecharacter.org.uk/lca/guidance>

MODULE NUMBER: LSC 111
MODULE NAME: What is Landscape Architecture?
COORDINATOR: Andy Clayden & Jan Woudstra
SEMESTER TAUGHT: 1
CREDIT VALUE: 10

Aims

This module aims to give students a broad introduction to the discipline of Landscape Architecture and its relationship to the environment. It will introduce a historical context in which the landscape profession has evolved through examples. It will introduce landscape design theory and process, and will identify how different landscapes can be critically evaluated. A guest speaker will discuss the role of the Landscape Architect through their own practice work and their relationship with other landscape professionals.

Learning outcomes:

By the end of this module students will:

- be able to define landscape and landscape architecture and have an understanding of its relationship to the broader environment
- have gained an appreciation of changing styles in landscape design through a critical evaluation of historic and contemporary designed landscapes
- have a basic knowledge of landscape design process including site investigation and design development
- have an appreciation of the material pallet of the landscape architect and how this can be used to create different spatial experiences
- have a basic understanding of the professional relationship of the landscape architect with the other environmental design disciplines and their relationship and responsibility to the client.

Teaching and Learning Strategy

This module will consist of a programme of twelve lectures over a six week period. Students will be encouraged to make an informal contribution by responding to questions, and a direct contribution by group feedback sessions. Where appropriate the course will focus on Sheffield and its surroundings with a view to developing an appreciation of the city and its region and to enable students to return to sites discussed in the lecture course.

Content

- definitions of "Landscape" and "Environment" and the cultural landscape
- landscape History, formal renaissance to English landscape movement
- theory - Form and Fabric in Landscape Architecture – Contexts for the Design of Landscapes, Design Qualities, Integrated Design, Design Elements, Spaces, Paths, Edges, Foci, Thresholds, Detail.

- landscape today; the scope of the landscape profession, providers and users, current issues/ contemporary case studies, environmental and social ethics.

Assessment method

Two hour written examination.

Recommended Reading

Beer, A. (1990), Environmental Planning for Site Development, Spon

Beer, A (2000) Environmental planning for site development, Spon

Booth, N. K. (1983) Basic Elements of Landscape Architecture Design, Elsevier

Clouston. B., (ed) (1990) Landscape Design with Plants, Heinemann

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

Jellicoe. Sir J., (1995) The Landscape of Man, 3rd Edition, Thames and Hudson

Kaplan, S. and R. (1982) Humanscape : environments for people. Ann Arbor : Ulrich's Books

Laurie, M. (1986) An Introduction to Landscape Architecture, Elsevier

Marcus, Clare Cooper (1986) Housing as if people mattered: site design guidelines for medium-density Berkeley : University of California Press,

McHarg. I. L., (1971) Design with Nature, Doubleday for American Museum of Natural History

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

Robinson. N., (1992), The Planting Design Handbook, Gower

Rutledge A. (1971) Anatomy of a Park: the essentials of recreation and planning in Design, McGraw Hill

Turner, T. (1996) City as Landscape: a post-modern view of design and planning, Spon

MODULE NUMBER: LSC 112 / LSC 136
MODULE NAME: Introductory Landscape Design Studio
COORDINATOR: Andy Clayden
SEMESTER TAUGHT: 1
CREDIT VALUE: 20 Credits

Aims

The module aims to provide a broad introduction to landscape drawing skills and basic design theory. It will encourage observational drawing as a means of representing and understanding landscape. It will introduce students to a range of technical drawing techniques to enable design exploration and communication. It will explore the role of vegetation in creating dynamic landscape space and introduce plant identification and a limited selection of plant material. A design project will introduce a basic understanding of site investigation and analysis and design creativity of metaphors as a tool for stimulating design creativity. This module will also introduce students to the Department and University IT facilities and include workshops on Photoshop.

Learning outcomes

By the end of this module students will:

- be able to produce freehand sketch perspectives, sections and elevations as a basis for recording site information and as part of design development
- be able to generate sections, section elevations, axonometrics and isometrics from a plan projection and have a basic understanding of design presentation and verbal communication to a group
- have a basic knowledge of plant identification, the binomial system for naming plants, the broad categories of plant material and be able to identify approximately 10-15 species
- have a basic understanding of a design process, site analysis and approaches to design innovation
- an appreciation of the dynamic qualities of landscape space and specifically how landform and vegetation can be manipulated to create different user experiences
- be familiar with University and Department IT facilities and have a basic understanding of using PhotoShop to manipulate images

Teaching and Learning Strategy:

This module is essentially studio based. Each week there will be a series of workshops which will focus on the design studio but may also include the department IT room and visits to sites within Sheffield. Tutoring will be in small groups and also on an individual basis. There will be regular informal reviews sessions at which the students will be encouraged to critically evaluate and comment on each others work.

Content

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

Assessment method

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

Recommended Reading

Booth, K (1983) The Elements of Landscape Architecture Design, Elsevier

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

Edwards, B. (1993) Drawing on the Right Side of the Brain New Edition, London, Harper Collins

Reid, G (1987) Landscape Graphics, Architectural Press

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

Walker, T. D (1990), Plan Graphics, Van Nostrand Reinhold

Wester, L.M (1990) Design Communication for Landscape Architecture, Van Nostrand Reinhold

Journals

Green Places

Landscape Architecture

Landscape

Topos

MODULE NUMBER: LSC 122
MODULE NAME: Histories and Theories in Landscape Architecture
COORDINATOR: Catherine Dee & Jan Woudstra
SEMESTER TAUGHT: 2
CREDIT VALUE: 10 Credits

Aims

This course is designed 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. The unit builds on landscape architectural knowledge and skills developed in LSC111, 112, and 103. It requires those studying the unit to continue to examine cultural, social and ecological contexts of design practice.

The history part of the course (Jan Woudstra) aims to provide an introduction to various theories that have defined and shaped the profession of landscape architecture. Using contemporary case studies and other material the theory lectures (Catherine Dee) examine the relationship of theory to practice, and six principles for approaching the craft and aesthetics of landscape and form in a context of ecological necessity.

Learning Objectives

CD's Course:

By the end of the module students will have:

- Developed an awareness of principles of 'aesthetics of thrift' (CD) and approaches to landscape form and craft
- Participated on lecture discussion and studied four readings following lecture themes
- Developed critical thinking skills
- Made four reflective illustrated writings (assessment)

JW's Course

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

- how landscape design is affected by social, cultural and environmental issues and context
- how historic landscape contributes to our environment and as a source of inspiration and memory
- the significance of the existing and of history to the site as a basis for new design

Teaching and Learning Strategy

Catherine Dee's lectures are exploratory and interactive, including slides, design exercises, discussion and readings.

Jan Woudstra's history lectures attempt to provide practical examples of a number of themes selected for the other half of the module. They intend to encourage critical analysis and provide a different perspective.

Content

Catherine Dee's lectures:

1. Landscape Architecture Theory: The Aesthetics of Thrift
2. Aesthetic Problems for Contemporary Designers
3. Rescuing Form: Temporal Form: Abstract Form

4. The Craft of Landscape: Is Practice Theory?

Jan Woudstra's lectures (provisional titles):

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

This module is assessed by means of a written assessment completed at home.

Recommended reading:

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)

Boukema, Esther and Philippe Vélez McIntyre, *Louis G. le Roy: Nature, Culture, Fusion* (Rotterdam: NAI, 2002)

Conway, Hazel, *Peoples Parks* (Cambridge: Cambridge University Press, 1991)

Dee, Catherine, *Form and Fabric in Landscape Architecture: A Visual Introduction*. (London: Spon, 2001)

Krog, Stephen, 'Is it Art?', *Landscape Architecture*, 71, no. 3 (1981), pp. 373-376

Olin, Laurie, 'Form, Meaning and Expression in Landscape Architecture', *Landscape Journal*, 7/2 (1988), pp.149-168

Schama, Simon, *Landscape and Memory* (London: Harper Collins, 1995)

Sennett, Richard, *The Craftsman*, (London and New Haven: Yale, 2008)

Swaffield, Simon, *Theory in Landscape Architecture*, (Philadelphia: University of Pennsylvania Press, 2002)

Thayer, Robert, *Gray World, Green Heart: Technology, Nature and the Sustainable Landscape* (New York: John Wiley, 1994)

Treib, Marc, 'Must landscapes mean? Sources of Significance in Landscape Architecture', *Landscape Journal*, 14/1 (1995); pp.46-62

Wolschke-Bulmahn, Joachim, *Nature and Ideology: Natural Garden Design in the Twentieth Century* (Washington D.C.: Dumbarton Oaks, 1997)

MODULE NUMBER: LSC 202
MODULE NAME: Conceptual Design Studio
COORDINATOR: Laurence Pattacini
SEMESTER TAUGHT: 2
CREDIT VALUE: 10 Credits

Aims

This module aims to encourage a creative experiential and research based approach to landscape design in order to compliment the use of the traditional Survey Analysis Design methodology. It will focus on different means of generating design ideas with regard to the genius loci of the project area.

Students will respond to the cultural context of urban living today and explore how this can inform the design of public spaces. Exploration of different graphic and landform modelling techniques will guide the design process as well as effectively communicate the final proposals.

Learning Outcomes

By the end of the module students will be assessed on their success in:

1. Exploration and reflection on a range of techniques and forms of research used to generate planning and design ideas from the unique characteristics of the site and cultural contexts.
2. Resolution of site planning issues relating to an urban routes and places, sense of neighbourhood and changing uses of public space.
3. Development of a design proposal that articulates spatial sequence, unity and diversity, textural and sensory qualities, multi-functional use of space and that a cultural contribution to a complex urban area.
4. Integration and detailing hard and soft materials and sculptural landform qualities.

In addition to the key learning outcomes students will develop transferable skills in use of visual media, exhibition planning and design, collaborative working and ongoing reflection of work in progress.

Teaching and Learning Strategy

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

Content

- Short design exercises which will explore a number of key concepts relating to design process.
- Task of urban exploration which to be recorded and communicated, working on a theme in small groups.
- Design project of three weeks duration where students address issues relating to intervention in a series of urban spaces. These spaces will share a site with the P7 architecture project, and relate to their building design proposals.
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- Students will work up strategies and initial proposals for this site, and communicate the design by a variety of mediums, predominantly contour modelling, views, montages and use of images and text. Students work in small groups or individually.
- Each student will produce a reflective design journal of their experience of the project.

Assessment method

Formative assessment will be provided at key stages at the module by module tutors and peers. Summative assessment will be by submissions of design and written work. Students choosing to work together will receive equal marks for the relevant project stages.

Due to the integrated nature of the module components, and the requirement to give a verbal presentation of your exhibition, this module does not use anonymous marking.

Recommended reading:

- Architecture and Landscape journals. For example: Topos, Landscape, Landscape Architecture, Blueprint.
- Place as Precedent web-resource on uspace.
- Books:
 - R. Antony and J. Henry, **The Lonely Planet guide to Experimental Travel**. 2005
 - J. Amida **Radical Landscapes**. 2001.
 - C. Alexandra. **A Pattern Language**. 1977.
 - I. Bentley **Responsive Environments: a manual for urban designers**. 1992.
 - S. Cantor. **Contemporary Trends in Landscape Architecture**. 1997.
 - F.A. Cerver. **World of Environmental Design – Landscape Art**. 1995.
 - G. Cullen. **The Concise Townscape**. 1971.
 - I. Calvino. **Invisible Cities**. 1997
 - C. Dee **Form and Fabric in Landscape Architecture**. 2001.
 - M. Lancaster. **The New European Landscape**. 1994.
 - K. Lynch **The image of the city** 1960.
 - S. Pile and N. Thrift (eds) **City A-Z** , 2000.
 - M. Trieb. **Modern Landscape Architecture: a critical review**. 1993.
 - T. Turner. **City as Landscape**. 1996.

MODULE NUMBER: LSC 203
MODULE NAME: Landscape Ecology
COORDINATOR: Nigel Dunnett
SEMESTER TAUGHT: 1
CREDIT VALUE: 10

Aims

This module introduces the principles and practice of landscape ecology and ecological design. Particular emphasis is placed upon the creative application of ecological processes in landscape design and management. The structure and functioning of key 'biotopes' is explained. The special nature of urban ecosystems is investigated.

Learning Outcomes

By the end of this module students will:

- Demonstrated an understanding of the ecological value and potential of an existing site and its context
- Developed strategic proposals for the implementation of a multi-functional green infrastructure for a landscape site
- Demonstrated knowledge of techniques and approaches to enhancing and protecting the biodiversity value of a landscape or development site

Teaching and Learning Strategy

The module will consist of a core lecture series which will cover the principles and practice of ecological design. Emphasis is placed on the design and management of landscape biotopes and on the creative application of ecological principles, fully illustrated with case studies. A number of site visits will practically illustrate design principles. The module is assessed partly through a site-based project which integrates ecological principles into the landscape design process, and partly through evaluative studies of naturalistic vegetation and nature reserves and parks.

Content

The following broad topics are explored in the lecture series, and the principles, concepts and techniques are applied through the assessed studio project.

1. Ecology in Landscape Architecture: principles and concepts and history of ideas
2. Green Infrastructure: green networks, urban greening and urban ecology, green roofs and rain gardens
3. Habitat Creation and Biotopes: key characteristics, design and management principles of flowering grasslands and meadows, woodlands, and wetlands.

Assessment method

The module is assessed through a staged series of workshop reports and design proposals

Recommended Reading

- Dunnett, N. P. & Hitchmough, J. D. (2004) *The Dynamic Landscape: ecology, design and maintenance of urban naturalistic vegetation*. Spans, London. .
- Dunnett, N. P., Hitchmough, J. D., Scott, R. & Burton, M. (2006). *Making Contracts Work for Wildlife: Encouraging Biodiversity in Urban Parks*. CABE Space, London.
- Dunnett, N., & Kingsbury, N. (2008) *Planting Green Roofs and Living Walls*. Overview of ecological benefits of vegetation in cities.
- Town and Country Planning Association (2004) *Biodiversity by Design: A guide to sustainable communities*. TCPA, London. Download from www.tcpa.org.uk/downloads
- Gilbert, O.L & Anderson, P.A. (1998) *Habitat Creation and Repair*. Oxford University Press.
- Lickorish, S., Luscombe, B. & Scott, R. (1997) *Wildflowers Work*. Landlife.
- Kendle, T. & Forbes, S. (1998) *Urban Nature Conservation*. E. & F. N. Spon, London.
- Johnston, J and Newton, J (1993) *Building green*, London Ecology Unit. Available as a download from <http://www.london.gov.uk/gla/publications/environment.jsp>
- Grime J P (2000) *Plant Strategies, Vegetation Processes and Ecosystem Processes*. Wiley
- Dramstad, E. et al. (1996) *Landscape Ecology Principles in Landscape Architecture and Landuse Planning*. Harvard University Graduate School of Design, Washington.
- Smith, D and Cawood-Hellmund, P (1993) *The ecology of greenways*, University of Minnesota Press
- McHarg, I. (1995) *Design With Nature*. Wiley, NJ.

MODULE NUMBER: LSC 204
MODULE NAME: Introduction to Planting Design
COORDINATOR: Nigel Dunnnett
SEMESTER TAUGHT: 1
CREDIT VALUE: 10 Credits

Aims

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

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

Teaching and Learning Strategy:

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

Content:

- understanding basic plant nomenclature, and approaches to identifying plants
- review of the range and nature of contemporary planting design
- aesthetic, ecological and functional principles underpinning planting design
- practising planting design on both small (intensive) and large scale

(extensive) sites

- using plants to structure landscapes

Assessment method:

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

Recommended reading:

Journals-Periodicals

Landscape Design
Gardens Illustrated
Horticulture Week
Landscape Australia
Garten + Landschaft
Topos
The Garden

Texts (additional specific material will be introduced throughout):

Oudolf, P. & Kingsbury, N. (2006) *Planting Design: gardens in time and space*. Timber Press, Portland, Oregon.

Robinson, N (2004) *The Planting Design Handbook*, Gower, 2nd Edition.

Dunnett, N. & Clayden, A. (2007) *Rain Gardens*. Timber Press, Portland, Oregon.

Clouston B (1990) *Design with Plants*, Heinemann Newnes.

Dunnett, N. & Hitchmough, J. (2004) *The Dynamic Landscape: ecology, design and management of urban naturalistic vegetation*. Taylor and Francis, London

Kingsbury, N. (1996) *The New Perennial Garden*. Frances Lincoln, London.

Oudolf, P. & Kingsbury, N. (2005) *Planting Design: Gardens in Time and Space*. Timber Press, Portland, Oregon

Phillips R and Rix M (1979-) Range of volumes covering the following plant groups; Annials, Bulbs, Perennials Vol 1, Perennials Vol. 2, Shrubs,Roses, Trees, Vegetables, Herbs, all Pan

Bell S (1993) *Elements of Visual Design in the Landscape*. Spon.

MODULE NUMBER: LSC 206
MODULE NAME: Social Aspects of Design
COORDINATOR: Helen Woolley
SEMESTER TAUGHT: 2
CREDIT VALUE: 10 Credits

Aims

This module will provide the foundation for undergraduate students' understanding about planning, designing and managing landscapes for users' needs and desires. It will develop their understanding of the process of site survey and analysis before focussing on the social aspects of this process. It will provide students with an understanding of how individual groups within society might use, or want to use open spaces and the barriers which might exist to the use of such spaces. The module will then apply that understanding of users' needs and desires in open spaces to produce a design for a specific site and potential user group. The project will work not only with a real site but also a real client and thus the output may vary according to that client's needs.

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, design and management of open spaces. This will focus on the historic, physical, planning and transportation and social context of the site.
- Demonstrate an understanding of a specific social issue relating to the landscape and be able to access literature relevant to this social issue.
- Demonstrate their understanding of case studies relevant to the social issue by analysing a case study against criteria identified from the literature studied.
- Produce legible initial designs for the site under consideration. Such designs must be informed by the survey and analysis of the site and the literature studied about the specific social issue.

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 for 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 audio visual 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 issues;
- Review of some of the current literature relevant to the specific site, potential users of the site and to community involvement and methods for this;
- Assessment of the current and potential site users who live or work in the area adjacent to the site and an understanding of their needs, desires and barriers to use;

- Development of a strategy for involving the community in the regeneration of the site, or for a specific issue such as children's play;
- Development of a design for a site where inclusion of a particular group has specifically been addressed.

Assessment method

Team work:

The initial part of the project will be undertaken in teams and this 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.. Students will apply their knowledge learnt from their literature review to the analysis of a case study. The survey and analysis, together with the literature review will inform the design of the specific site.

Key Texts

Beer, Anne. R (1990) *Environmental Planning for Site Development*, Spon
Wates, N (1996) *Action Planning*, The Prince of Wales's Institute of Architecture
Whyte, W. (1980) *Social Life of Small Urban Spaces*, Conservation Foundation, Washington
Wilcox, D (1996) *The Guide to Effective Participation*, Delta Press, Brighton
Woolley, H (2003) *Urban Open Spaces*. Spon Press. London
Woolley, H., et al. (2004) *Value of Public Space*, London, CABE Space (Available on CABE website)

MODULE NUMBER: LSC 209
MODULE NAME: Introduction to Landscape Construction
COORDINATOR: Andy Clayden and Thom White
SEMESTER TAUGHT: 1
CREDIT VALUE: 20 Credits

Aims

This module introduces the basic principles of landscape construction. It will demonstrate that construction is an integral component of the designed landscape creating its own design opportunities and constraints. Students will study the functional, aesthetic and technical properties of a range of different landscape components. They will undertake on-site observations and produce a range of contractual drawings for a small scale design project. Computer aided design will form an integral part of the project and will be used to produce 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, surfaces, fence 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 consequence of their material selection and design detailing
- be able to use AutoCAD to produce 2D plans and technical drawings and use SketchUp to model simple structures

Teaching and Learning Strategy

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

Content

- surfacing, edges and drainage
- walls, fences and railings
- steps and ramps
- retaining structures; water and waters edge
- furnishings and lighting
- AutoCAD and SketchUp

Assessment method

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

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
- Dunnett, N, & Clayden, A (2007) *Raw Materials of Landscape* in *Landscape and Sustainability*. Edited Roe, M, Spon London
- Fieldhouse, K. & Lisney, A., Dodd, J. Ed. *Landscape Design Guide 2: Hard Landscape*, Gower
- 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
- Kirkwood, N (1999) *The Art of Landscape Detail*, John Wiley & Sons
- Littlewood, M. (1993), *Landscape Detailing, Vol 1: Enclosure*, Butterworth Architecture
- Littlewood, M. (1993), *Landscape Detailing, Vol 2: Surfaces*, Butterworth Architecture
- 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*
- Harris, W. & Dines, N. (1988), *Time-Saver Standards for landscape Architecture design and construction data* McGraw- Hill
- Styles, K. (1995), *Working Drawing Handbook*, Butterworth Architecture
- Tandy, C. (1978), *Handbook of urban landscape*, London Architectural Press
- Thompson, I. Dam, T. & Balsby, J. (2006) *European landscape architecture : best practice in detailing*. London Routledge
- Thompson, J.W. & Sorvig, K. (2000). *Sustainable Landscape Construction, A Guide to Green Building Outdoors*. Washington: Island Press.
- Walker, T. D. (1993), *Site Design and Construction Detailing*, Van Nostrand Reinhold: Chapman & Hall

MODULE NUMBER: LSC 210
MODULE NAME: Techniques in Landscape 2 – Habitats and Communities
COORDINATOR: Nigel Dunnett
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

Aims

This module provides an introduction to the main semi-natural habitats of the Sheffield region (both urban and rural). The module introduces the main elements of physical site survey, with an emphasis on the commonly used techniques for ecological site survey and evaluation.

Learning Outcomes

By the end of this module students will have:

1. Gained experience of plant identification in the field
2. Undertaken basic field survey techniques for investigating plant community structure and composition
3. Understood the key characteristics of a range of important semi-natural plant communities in the Sheffield region.

Teaching and Learning Strategy

The module is delivered entirely through site visits and practical field and site survey.

Content

- Site visits to a range of regional habitats including woodland, grassland, wetland and urban brownfield.
- Introduction to vegetation survey techniques and analysis
- Practical field survey

Assessment method

Assessment is through production of a survey report that accounts for the characteristics and composition of the selected habitats and communities.

Recommended Reading to follow

MODULE NUMBER: LSC 212
MODULE NAME: Conceptual Design Studio from Concept to Detail
COORDINATOR: Clare Rishbeth
SEMESTER TAUGHT: 2
CREDIT VALUE: 20 Credits

Aims

This module aims to encourage creative, experiential and research based approaches to landscape design in order to compliment the use of the traditional Survey Analysis Design methodology. It will focus on different means of generating design ideas with regard to the genius loci of the project area.

Students will respond to the cultural context of urban living today and explore how this can inform the design of public spaces. Exploration of different graphic and landform modelling techniques will guide the design process as well as effectively communicate the final proposals. Students will be asked to resolve some of their proposals at a detailed level, addressing issues of construction and planting design.

Learning Outcomes

By the end of the module students will be assessed on their success in:

5. Exploration and reflection on a range of techniques and forms of research used to generate planning and design ideas from the unique characteristics of the site and cultural contexts.
6. Resolution of site planning issues relating to an urban routes and places, sense of neighbourhood and changing uses of public space.
7. Development of a design proposal that articulates spatial sequence, unity and diversity, textural and sensory qualities, multi-functional use of space and makes a cultural contribution to a complex urban area.
8. Integration and detailing hard and soft materials and sculptural landform qualities.

In addition to the key learning outcomes students will develop transferable skills in use of visual media, exhibition planning and design, collaborative working and ongoing reflection of work in progress.

Teaching and Learning Strategy

This module will consist of studio sessions and on-site work. Staff support will be in the form of workshops focusing on key issues, plus individual and group tutorials. Students are given the option to work individually or in pairs.

Content

- Short design exercises which will explore a number of key concepts relating to design process.
- Task of urban exploration which will be instigated, recorded and communicated. Students will work on a theme in small groups.

- Design project where students address issues relating to intervention in a series of urban spaces. Students will work up initial proposals for this site, and communicate the design by a variety of mediums, predominantly contour modelling, views, montages and use of text. Students will work in small groups or individually, and will conclude by facilitating a group exhibition.
- Students will work individually at a detail scale to address one area of their proposals with regard to integration of hard and soft materials.
- Each student will produce a reflective design journal of their experience of the project.

Assessment method

Assessment will be by submissions of design and written work. Students choosing to work together will receive equal marks for the relevant project stages. Due to the integrated nature of the module components, and the requirement to give a verbal presentation of your exhibition, this module does not use anonymous marking.

Recommended reading:

- Architecture and Landscape journals. For example: Topos, Landscape, Landscape Architecture, Blueprint.
- Place as Precedent web-resource on uspace.
- Books:
 - R. Antony and J. Henry, **The Lonely Planet guide to Experimental Travel**. 2005
 - J. Amida **Radical Landscapes**. 2001.
 - C. Alexandra. **A Pattern Language**. 1977.
 - I. Bentley **Responsive Environments: a manual for urban designers**. 1992.
 - S. Cantor. **Contemporary Trends in Landscape Architecture**. 1997.
 - F.A. Cerver. **World of Environmental Design – Landscape Art**. 1995.
 - G. Cullen. **The Concise Townscape**. 1971.
 - I. Calvino. **Invisible Cities**. 1997
 - C. Dee **Form and Fabric in Landscape Architecture**. 2001.
 - M. Lancaster. **The New European Landscape**. 1994.
 - K. Lynch **The image of the city** 1960.
 - S. Pile and N. Thrift (eds) **City A-Z** . 2000.
 - M. Trieb. **Modern Landscape Architecture: a critical review**. 1993.
 - T. Turner. **City as Landscape**. 1996.

MODULE NUMBER: LSC 213
MODULE NAME: Techniques in Landscape 1 - Desk based Techniques
COORDINATOR: Paul Selman
SEMESTER TAUGHT: 1b2
CREDIT VALUE: 10

Aims

This module provides an introduction to the main techniques as used by landscape architects and landscape scientists in site evaluation and data acquisition. The module introduces the main approaches to collecting, organising, presenting and communicating such investigative and analytical information, and how it may be used to support design, planning and management strategies.

Learning Outcomes

By the end of this module students will have:

1. Undertaken a focused literature review which demonstrates understanding of the differences in content, format and value of peer review papers, contract research reports and 'popular writing'
2. Obtained primary or secondary information about an area by using appropriate field survey or documentary methods
3. Undertaken statistical analysis of data
4. Effectively presented the findings of the survey and data analysis

Teaching and Learning Strategy

The module is delivered entirely through seminars and workshops.

Content

Ecology – Phase 1 Habitat Survey
Planning – Census and other demographic data sources
Introduction to statistical techniques
Critical readings on urban biodiversity and greenspace

Assessment method

Written report (80%) comprising survey report, data analysis, evidence review and visual output (100%), and contextual essay. Verbal or visual presentation (20%).

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Recommended Reading

Stubbs, M. (2008) Natural Green Space and Planning Policy: Devising a Model for its Delivery in Regional Spatial Strategies, *Landscape Research*, 33:1,119 — 139.
Thompson, K; Hodgson, J.; Smith, R.; Warren, P. & Gaston, K. (2004) Urban domestic gardens (III): Composition and diversity of lawn floras, *Journal of Vegetation Science* 15: 373-378.

MODULE NUMBER: LSC 221
MODULE NAME: Sustainable Urban Environments
COORDINATOR: Anna Jorgensen
SEMESTER TAUGHT: 1
CREDIT VALUE: 20 Credits

Aims

This module seeks to examine the core concepts of urban environmental sustainability in the context of landscape planning. It will consider the nature of city environments, focusing on the role of spaces between buildings and urban green in creating sustainable urban environments. This will include their physical, biological, cultural and social aspects, the relationship between the built and the external environment, key urban resource issues such as water, energy, waste and pollution, and aspects of planning for sustainable urban development, such as urban density, green infrastructure, the urban fringe, options for urban expansion, accessibility and recreation, and the psychology of urban perception. The module is intended to introduce students to group working and some approaches to urban landscape planning in preparation for more advanced work during level 3 (LSC 307 and 323).

Learning outcomes

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

- Knowledge and understanding of city environments and the contribution made by physical, biological and cultural components
- Awareness of (a) the types of resource issues arising from the needs of the population in urban areas and (b) the approaches to urban development which may help to make cities more sustainable
- The ability to analyse urban environments to identify opportunities for sustainable development
- Skills in communicating site analysis/proposals for future development at a strategic level
- The ability to work effectively as a member of a group
- Enhanced library/study skills

Teaching and Learning Strategy

The module is divided into two parts. The first part comprises a series of lectures drawing on theory/case studies combined with research in small groups on a specific issue related to urban environmental sustainability. This forms the basis of an oral group presentation and individual paper. The second part, upon which students work individually, consists of a sustainability appraisal of an area in Sheffield complemented by conceptual/strategic proposals enabling students to demonstrate their understanding of sustainable urban environments in a practical context with reference to precedents and comparative case studies. The assignments are handed out in weeks 1 and 8 and tutorials are organised to assist students in both parts of the module.

Content

- Global environment concerns
- General issues related to sustainable urban environments
- Strategic approaches to urban green space including multifunctional green infrastructure
- Sustainability appraisal
- Development of written/visual communication skills
Introduction to team working

Building critical and analytical skills

LSC 221 cont.

Assessment method

The assessment for this module will comprise two elements: a seminar paper and group presentation (together 50%) and an individual project consisting of a green plan or strategy for future developments in a Sheffield district (50%).

Recommended Reading

Beer, A.R., and Higgins, C. (2000) Environmental Planning for Site Development- a Manual for Sustainable Local Planning and Design. Spon, London.

Girardet, H. (1992) Cities: New Directions for Sustainable Urban Living, Gaia Book

Hough, M. (1995) City Form and Natural Processes, Routledge

Rogers, R., Power, A. (2000) Cities for a Small Country, Faber, London.

Rogers, R. (1997) Cities for a Small Planet, Faber, London.

The Urban Task Force (1999) Towards an Urban Renaissance, Spon Press

MODULE NUMBER: LSC 301
MODULE NAME: Environmental Assessment
COORDINATOR: Carys Swanwick
SEMESTER TAUGHT: 1
CREDIT VALUE: 10 credits

Aims

Environmental Assessment (often now referred to as Environmental Impact Assessment) is an important area of activity for landscape professionals. This module aims to provide an overview of the origins of the environmental impact assessment process and its current application in environmental planning and design. It introduces the nature and scope of the process, the role of landscape and visual considerations within the process, and practical aspects of its use.

Learning Outcomes

On completing this module students will:

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

Teaching and Learning Strategy

There will be six lectures over the period of the module, providing theoretical and practical information about environmental impact assessment and illustrating its application through case studies. The lectures will be accompanied by a six week project, involving site visits, studio work and tutorials, in which students will prepare the landscape and visual impact component of an environmental statement for a development project as well as briefly reviewing the scope of other environmental effects.

Content

- the origins of environmental impact assessment and its place in environmental planning;
- stages in environmental impact assessment and the nature of an environmental statement;
- dealing with individual topics, including a detailed review of issues relating to landscape and visual impact and a shorter overview of ecology, heritage, people and communities, and land use and resources;

LSC 301 cont.

- insight into what makes a good environmental statement;
- case studies of environmental impact assessment in practice;
- evolution of the approach and new directions in environmental impact assessment.

Assessment method

Students will work individually to carry out an assessment of the landscape and visual impact of a development proposal and will prepare an illustrated written report suitable to form a contribution to an environmental statement.

Recommended Reading

Landscape Institute and Institute of Environmental Management and Assessment (2002) *Guidelines for Landscape and Visual Impact Assessment*. Spon Press, London. (Geography Library. Shelf Mark 718 (G). Normal and short term loan available - also an older version from 1995)

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. Access on line at Landscape Character Network website, follow links to Resources/Guidance/Landscape Character Assessment Guidance or paste this link into your browser and open either the pdf file or click link there to the Guidance on the Countryside Agency's website
<http://www.landscapecharacter.org.uk/lca-guidance.html>

Beynon, H., Cox, A. and Hudson, R (2000) *Digging up Trouble: The environment, protest and open-cast mining*. Rivers Oram, London. (Geography Library. Shelf Mark 718.35 (B))

Glasson, J, Therivel, R & Chadwick, A (2005) *Introduction to Environmental Impact Assessment*. 3rd Ed. Routledge. (Geography Library. Shelf Mark 333.714 (G). Normal and short term loan available, also in St Georges)

Department of Communities and Local Government - DCLG (was Office of the Deputy Prime Minister (2000) *Environmental Impact Assessment: Guide to the procedures*. Access on line at DCLG website (follow links to Planning/Environmental Assessment/Environmental Impact Assessment, or paste this link into your web browser
<http://www.communities.gov.uk/index.asp?id=1143248>

MODULE NUMBER: LSC 302
MODULE NAME: Ecological Design Project
COORDINATOR: Nigel Dunnett
SEMESTER TAUGHT: 1
CREDIT VALUE: 20

Aims

This module aims, through a site-based project, to apply the principles of ecological design and sustainable landscape management to a medium-large unit of urban greenspace. The integration of scientific ecological knowledge with creative design skills is central to the module. Emphasis is placed on enhancing biodiversity and developing appropriate vegetation types, while at the same time catering for the needs of site users. The importance of urban green networks and green links is stressed. Emphasis is placed on the use of locally appropriate species and habitats.

Learning Outcomes

By the end of this module students will:

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

Teaching and Learning Strategy

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

Content

- Site survey (group work)
- Production of site masterplan
- Production of detailed habitat creation and management proposals for a specified habitat type
- Production of visual and verbal presentation

Assessment method

Site-based design project

Recommended Reading

- Dunnett, N. P. & Hitchmough, J. D. (2004) *The Dynamic Landscape: ecology, design and maintenance of urban naturalistic vegetation*. Spon, London. .

- Dunnett, N. P., Hitchmough, J. D, Scott, R. & Burton, M. (2006). *Making Contracts Work for Wildlife: Encouraging Biodiversity in Urban Parks*. CABI Space, London.
- Dunnett, N., & Kingsbury, N. (2004) *Planting Green Roofs and Living Walls*. Overview of ecological benefits of vegetation in cities.
- Town and Country Planning Association (2004) *Biodiversity by Design: A guide to sustainable communities*. TCPA, London. Download from www.tcpa.org.uk/downloads
- Gilbert, O.L & Anderson, P.A. (1998) *Habitat Creation and Repair*. Oxford University Press.
- Lickorish, S., Luscombe, B. & Scott, R. (1997) *Wildflowers Work*. Landlife.
- Kendle, T. & Forbes, S. (1998) *Urban Nature Conservation*. E. & F. N. Spon, London.
- Johnston, J and Newton, J (1993) *Building green*, London Ecology Unit. Available as a download from <http://www.london.gov.uk/gla/publications/environment.jsp>
- Grime J P (2000) *Plant Strategies, Vegetation Processes and Ecosystem Processes*. Wiley
- Dramstad, E. et al. (1996) *Landscape Ecology Principles in Landscape Architecture and Landuse Planning*. Harvard University Graduate School of Design, Washington.
- Smith, D and Cawood-Hellmund, P (1993) *The ecology of greenways*, University of Minnesota Press

MODULE NUMBER: LSC 303
MODULE NAME: Advanced Planting Design
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 2
CREDIT VALUE: 10 Credits

Aims:

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 plants establishing plants in the landscape
5. have 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 100 plants

Teaching and Learning Strategy:

This module consists of a 2 hour lecture in which principles are discussed, followed by a 3 hour workshop in which students put ideas into practice. Students work on a single planting design project in conjunction with the Final Integrated Design Project (LSC303/6/7/8) with support and guidance from planting design specialists from within the Department and Practice. Mid way through the module there is a full day field trip to a local wholesale nursery to look at the production of plants for use in landscapes. Students are required to identify 10 plants a week during the course of this module, plus undertake a self directed planting journal.

Content:

- information sources on landscape plants; recognising the inherent strengths and weaknesses of these
- evaluation of plant quality, schemes and principles, sources of new plants for landscape
- assessing the biological quality of nursery stock

LSC 303 cont.

- techniques for establishing plants on landscape sites, weed control principles and practices, soil cultivation and amelioration
- maintenance of plantings, and long term management requirements

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):

Dunnett, N. and Hitchmough, J.D. (2004) *The Dynamic Landscape, Ecology, Design and Management of Naturalistic Urban Planting*. Spon Press

Dunnett, N. and Kingsbury, N. (2004) *Roof Gardens and Green Walls*, Timber Press

Robinson N (2004) *The Planting Design Handbook*, Gower. Revised Edition,

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

Handreck K and Black N (1989 and subsequent editions) *Growing Media for Ornamental Plants and Turf*. New South Wales University Press, Sydney

Blamey M and Grey-Wilson C (1989) *The Illustrated Flora of Britain and Northern Europe*, Hodder and Staughton

Phillips R and Rix M (1979-) Range of volumes covering the following plant groups; Bulbs, Perennials Vol 1, Perennials Vol. 2, Shrubs, Roses, Trees, Vegetables, Herbs, all Pan

Walters SM et al (1984 -) *The European Garden Flora*. Cambridge University Press

MODULE NUMBER: LSC 304
MODULE NAME: Site Planning for Housing
COORDINATOR: Jan Woudstra and Helen Woolley
SEMESTER TAUGHT: 1
CREDIT VALUE: 10

Aims

This module will introduce the context and requirements of sustainable housing provision with a particular emphasis on how this might be achieved through a holistic landscape vision. It will provide the opportunity to explore different approaches to a sustainable development of a housing site, socially, ecologically and economically.

Learning Objectives

By the end of this module students will:

1. have an understanding of recent developments in housing in the United Kingdom and, to a lesser extent, in Europe.
2. be able to demonstrate and understand environmental, social and economical sustainability and how they relate to the development of a site for housing.
3. have developed a conceptual site plan for housing incorporating various sustainability features.
4. will have developed a housing concept to a more detailed level of design indicating soft and hard landscape works.
5. have challenged conventional ideas about living and housing.

Teaching and Learning Strategy

A series of lectures, or presentations will introduce students to the recent developments of housing and the different approaches which can be taken to the layout of housing areas. Within teams students research the different approaches which can be taken to site planning for housing and investigate various possibilities to sustainable features. Individual work will include the generation of a site layout. Group and individual tutorials will be undertaken in the studio.

Content

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

Assessment method

Assessment method:

Group work : .Full appraisal of the site and graphic and verbal presentation of the work.
Analysis of sustainability opportunities on the site

Individual work: Ability to formulate a vision for the site by means of a presentation of an approach to site planning for housing.
Development of a masterplan concept for the site.

Recommended Reading

Alexander, Anthony, *Britain's New Towns: Garden Cities to Sustainable Communities* (London: Routledge, 2009)

Alexander, Christopher (1977) *A Pattern Language: Towns, Buildings, Construction*. USA (Oxford: Oxford University Press, 1977)

Barton, Hugh ., G Davis, and R. Guise, *Sustainable Settlements: a Guide for Planners*,

Designers and Developers. (UWE, Bristol and LGMB, 1995)

Barton, Hugh, Davis, G. and Guise, R. *Shaping Neighbourhoods*. (London: Spon, 2003)

Bentley, Ian, Alan Alcock, Paul Murrain, Sue McGlynn, Graham Smith, *Responsive Environments: A Manual for Designers*, (London: Architectural Press, 1993)

CABE website: <http://www.cabe.org.uk/>

MODULE NUMBER: LSC 305
MODULE NAME: Land Contamination, Restoration and Revegetation
COORDINATOR: Eckart Lange
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

Aims

This module aims to introduce students to the issues involved in the assessment and treatment of contaminated and derelict land. The module builds upon skills and knowledge gained in both landscape and plant science modules. Ecological and sustainable solutions are given priority.

Learning Outcomes

By the end of this module students will:

1. Recognise the range of expertise that is needed when land contamination issues are dealt with.
2. Recognise the scientific and land management principles behind successful waste management, restoration and revegetation practice.
3. Draw upon examples of good practice in the restoration of contaminated or damaged land.

Teaching and Learning Strategy

This is a multi-disciplinary module with input mainly from the Departments of Civil Engineering and from visiting practitioners and Landscape Architects. Teaching is based upon a series of lectures which introduce core concepts of land restoration from the viewpoint of different disciplines. Discussions and seminars are used to integrate these concepts. The module ends with a visit to a site currently undergoing restoration.

Content

Lectures:

- *Introduction.* Extent of the problem. Types of waste. Strategies for reclamation. Site assessment.
- *Land Contamination.* Sources of contamination. Identification. Guidelines.
- *Soil and Groundwater.* Risk assessment. Groundwater contamination. Groundwater restoration.
- *Revegetation.* Derelict land as an ecosystem. Constraints on vegetation. Ecological principles. Low waste reclamation. Case studies.
- Site visit. Visit with local practitioners to an active restoration site.

Assessment method

Short consultants report linked to live reclamation of post-industrial site.

Recommended Reading

Environment Agency (2008) Guidance for the Safe Development of Housing on Land Affected by Contamination
<http://publications.environment-agency.gov.uk/pdf/SR-DPUB66-e-e.pdf>

Harris, J., P. Birch & J. P. Palmer (1996) Land restoration and reclamation : principles and practice. Longman, Harlow.

Kirkwood, N. (ed.) 2001. Manufactured sites. Rethinking the post-industrial landscape. Spon, London.

Mitsch, W. L. 1992. Landscape design and the role of created, restored, and natural riparian wetlands in controlling nonpoint source pollution. *Ecological Engineering* 1, 27-47.

Nathanail, P. & Bardos, P. 2004. Reclamation of contaminated land. Wiley, New York, Chichester.

MODULE NUMBER: LSC 306
MODULE NAME: Advanced Landscape Construction Design
COORDINATOR: Kevin Thwaites
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

Aims

The module aims to further develop knowledge and skills in construction design initiated in Basic Landscape Construction. It aims to provide a more detailed understanding of the technical and aesthetic properties of construction materials and to increase confidence in their original use in structure design. The module provides the opportunity to further develop CAD, creative and visual 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 their potential in 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, 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. Independent study will generate precedent study, design development, working drawings and 3D visualisations.

Assessment method

Construction designs are assessed through a design project with visual submission of drawings which may include computer generated work, data and design files and three dimensional work.

Recommended Reading

The AJ Metric Handbook

External works

LSC 306 cont.

Blake,J (1999) An Introduction to Landscape Design and Construction, Gower

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

Fortlage,C and Phillips,E (1992) Landscape Construction Vol.1, Walls Walks and Railings, Gower

Fortlage,C and Phillips,E (1996) Landscape Construction Vol.2, Roads Paving and Drainage, Gower

Fortlage,C and Phillips,E (2001) Landscape Construction Vol.3, Materials, Steps, Ramps and Light Structures, Gower

Littlewood.M (1993) Landscape Detailing Volume 1: enclosures (3rd ed) Architectural Press

Littlewood.M (1993) Landscape Detailing Volume 2: surfaces (3rd ed) Architectural Press

Littlewood.M (1997) Landscape Detailing Volume 3: enclosures (3rd ed) Architectural Press

Littlewood.M (2001) Landscape Detailing Volume 4: water (3rd ed) Architectural Press

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

Walker,T.D (1978) Site Design and Construction Detailing, PDA Publishing

MODULE NUMBER: LSC 307
MODULE NAME: Landscape Design Project 2
COORDINATOR: Andy Clayden and Kevin Thwaites
SEMESTER TAUGHT: 2
CREDIT VALUE: 10 Credits

Aims

This module in combination with LSC 308 aims to provide an opportunity for students to bring together and apply the knowledge and skills that have been acquired in previous landscape and related dual modules. A larger scale site will be selected in order to develop site planning and design skills. This module will also require the students to apply their knowledge from plant science and ecology modules to the separate development of a vegetation and habitat strategy for the entire site.

Learning Objectives

By the end of this module students will:

1. have a fuller appreciation of the need for critical site investigation and evaluation and how this information can contribute to both the functional and creative conceptual development of a design
2. be able to develop proposals which conceptually and strategically consider how the scheme will develop over time through the use of built form, vegetation, landform and circulation networks.
3. be able to manipulate landscape elements in order to create a range of different spatial experiences
4. be able demonstrate more advanced graphic communication through the development of an integrated design presentation
5. have an appreciation of how multimedia software can bring together a range of digital information and how it can be used as a site investigation and design presentation tool.

Teaching and Learning Strategy

This module will be essentially studio based but will also incorporate a number of site visits. Students will initially be required to work in small groups in order to collect, evaluate and then disseminate information about the site. They will then work independently but will receive a programme of individual tutorials from department staff and guest tutors.

Content

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

LSC 307 cont.

- creation of a site masterplan and supporting design policy
- initial development of a design journal and supporting sheet explaining conceptual development

Assessment method

Students will be required to submit a site plan which will incorporate also incorporate strategic thinking which underpins how the design will evolve over time. They will also be required to submit a supporting sheet which explores and explains the supporting conceptual development of their design proposal. They will also be required to submit their design journal.

Recommended Reading

Beer, A. (1990), *Environmental Planning for Site Development*, Spons

Clouston, B. (ed) (1994), *Landscape Design with Plants*, Butterworth Architecture

Comedia (1995), *Park Life: Urban parks and social renewal*, Demos

Cooper Marcus, C. & Francis, C. (1991), *People Places: Design guidelines for urban open space*, Van Nostrand Reinhold

Greenhalgh, L. (1996), *People, Parks and Cities; A guide to current good practice in urban parks. report for the DOE.* HMSO

Lynch, K. (1968), *Site Planning*, MIT Press

Lyall, Southerland. (1992), *Designing the New Landscape*, Thames and Dudson

Rutlage, A.J. (1971), *Anatomy of a Park*, McGraw-Hill

Robinson, N. (1994), *The Planting Design Handbook*, Gower

Treib, M. (1993), *Modern landscape architecture : a critical review* MIT Press

MODULE NUMBER: LSC 308
MODULE NAME: Integrated Design Project 2
COORDINATOR: Andy Clayden & Kevin Thwaites
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

Aims

The work completed in LSC 307 will form the basis for the development of a detailed design proposal for an area selected by the student from their masterplan. The module aims to consolidate and develop knowledge and skills in all aspects of detailed design. Emphasis will be placed on the importance to provide rich, experiential landscapes which integrate building and landscape and which demonstrate thoughtfully detailing of hard and soft elements.

Learning outcomes

By the end of this module students will:

- have a thorough appreciation of a design process from initial site investigation, site planning and detailed design
- be able to demonstrate an appreciation of how new built form shapes external spaces and how internal and external spaces can be integrated
- produce detailed design proposals which demonstrate their understanding of how soft and hard elements relate to design form and conceptual narratives.
- be able to produce a sequence of drawings and/or models which convey the experiential quality of the emerging scheme.

Teaching and Learning Strategy

This module will be delivered through group discussion and a programme of individual and small group tutorials from department staff and guest practitioners. Students will be encouraged to view the relationship with the tutor as one of practitioner seeking the advice of a consultant. Formal project reviews will be used to provide concise verbal feedback at key stages of the project. Students will be expected to keep a record of tutorial feedback and interim reviews.

Content

- development of detailed design proposals (1:200) for a selected area of the masterplan produced in LSC 307
- production of presentation detailed design drawings and supporting illustrations
- continuation and completion of the design journal initiated in LSC 307.

Assessment method

Students will be required to submit detailed design proposals at a scale of 1:200 and supporting illustrations (models may also form part of the submission). They will also be required to submit a design journal which records the development of their proposals, precedent studies and tutorial

LSC 308 cont.

feedback. Interim project reviews will be used to develop a formative assessment of the emerging work.

Recommended Reading

Blanc, A. (1996), Landscape Construction and Detailing B.T. Batford Ltd

CABE (2001) Better Places to Live by Design, Thomas Telford Publishing

Clouston, B. (ed) (1994) Landscape Design with Plants, Butterworth Architecture

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

Pinder. A, & Pinder. A. (1990) Beazley's Design and Detail of the Space between Buildings

Tandy. C, (1978) Handbook of urban landscape, London Architectural Press

Thompson, I. Dam, T. & Balsby, J. (2006) European landscape architecture: best practice in detailing. London Routledge

Weddle. A.E, (1967) Techniques of Landscape Architecture, Heinemann

Robinson. N, (1994) The Planting Design Handbook, Gower

MODULE NUMBER: LSC 309
MODULE NAME: Cultural Landscapes Project
COORDINATOR: Jan Woudstra
SEMESTER TAUGHT: 1
CREDIT VALUE: 10 Credits

Aims

This module aims to develop skills and abilities in a carefully selected landscape project in dealing with cultural values. It aims to create an awareness and understanding on how, once identified, conflicting or competing values may help to forge innovative solutions that will retain or gain value in their own right. Students will further develop their critical awareness of landscape design principles and visual and verbal presentation skills.

Learning Outcomes

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

1. skills in completing a design process from resolving the brief, through survey and analysis of the site, to the consolidation of a concept and design ideas, and a visualisation and presentation of a final scheme
2. familiarity with the process of carrying out site and user surveys, analyse site constraints and potential, evaluate user needs and prioritise the brief
3. an ability to generate a satisfactory design solution that incorporates the various user and social requirements with aesthetics and the creation of a sense of place
4. an ability to conceptualize a full range of hard and soft landscape elements, combining technical skills with creativity
5. skills in communication, both verbal and graphic.

Teaching and Learning Strategy

This module will be conducted through studio sessions, comprising an introduction to the project, discussion of the issues posed by the brief, site visits and group discussions to identify the site constraints and potential, and to clarify and resolve a brief and concept/vision for the site as a whole. Small group and individual tutorials will be held throughout to guide and assist in the application of skills through the site design stage, culminating in individual presentations of completed schemes to the group.

Content

Group Work

- Consideration and discussion of the brief and site, with reference to similar sites
- Following a site visit and survey, group discussions to assess site constraints and potential, consider the needs of the various users and to further consider the brief

Individual Work

- Sketch masterplan showing detail design area in its context including concept development, incorporating site constraints and potential and fulfilling the brief.

Assessment method

Group work will be assessed based on evidence collected and how that has been analysed, together with the effectiveness of the presentation of this material to the group. Students will make individual presentations of their final proposals; assessment will be based upon the submitted drawings and verbal presentation.

Recommended Reading

ICOMOS Florence Charter, http://www.international.icomos.org/charters/gardens_e.htm
ICOMOS Burra Charter, http://australia.icomos.org/wp-content/uploads/BURRA_CHARTER.pdf
UNESCO, <http://whc.unesco.org/en/culturallandscape>
English Heritage, Historic Landscape Character, <http://www.english-heritage.org.uk/professional/research/landscapes-and-areas/characterisation/historic-landscape-character/>
European Landscape Convention,
<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=176&CM=8&DF=5/19/2009&CL=ENG>
Woudstra, Jan & Ken Fieldhouse, *The Regeneration of Public Parks*, (London: Spon, 2000)

MODULE NUMBER: LSC 313
MODULE NAME: Landscape Planning Project
COORDINATOR: Carys Swanwick
SEMESTER TAUGHT: 1
CREDIT VALUE: 10 Credits

Aims

This module aims to explore the links between landscape and planning at a number of different levels, from national planning guidance down to individual development sites. Integration between the two parts of the dual degree programme will be facilitated by examining the areas in which landscape and planning come together in both policy and implementation.

Learning Outcomes

On completing this module students will:

1. have developed an understanding of the different interactions between landscape and planning
2. be aware of the way that landscape issues are dealt with in the European Landscape Convention, in national planning guidance and in other guidance from national agencies
3. understand how landscape can influence the preparation of planning policy at strategic and local levels and have experience of analysing and drafting suitable policies which reflect landscape considerations
4. be able to apply the findings of landscape assessment to specific development topics
5. have gained confidence in expressing sometimes difficult landscape concepts in clear written form.

Teaching and Learning Strategy

There will be a series of lectures/seminars to examine the background to this topic. Students may also be asked to work together to examine key documents and present their findings to each other. If appropriate and practical a site visit will be used to examine the practical application of the concepts to real situations.

Content

- evolution of approaches to landscape in planning;
- examination of the European Landscape Convention, of national planning guidance and specialist conservation advice dealing with landscape;
- analysis of different approaches to dealing with landscape in the new planning system;
- tools for dealing with landscape in the planning context;
- decision making processes involving landscape;
- influencing development activity to take full account of landscape considerations.

LSC 313 cont.

Assessment method

Students will work individually to prepare a project report which deals with formulation of planning policies, use of landscape considerations in allocation of land for development and preparation of development briefs.

Recommended Reading

Beer, A (1993) Viewpoint: Landscape Planning and Environmental Sustainability. Town Planning Review. 64, v-x.

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.

Gilg, A (1996) Countryside Planning. The first half Century. Tavor & Francis. (Available as an electronic text via STAR)

Office of the Deputy Prime Minister (2004) Sustainable Development in Rural Areas. Planning Policy Statement 7.

MODULE NUMBER: LSC 314
MODULE NAME: Advanced Ecological Design and Management
COORDINATOR: Nigel Dunnett
SEMESTER TAUGHT: 1
CREDIT VALUE: 10

Aims

This module will introduce students to knowledge and techniques applicable to specified topics within landscape ecology, ecological design, and ecological landscape management and enable students to undertake independent research into specified topics and apply their findings to tightly defined design or management scenarios.

Learning Outcomes

By the end of this module students will have: By the end of the unit, a candidate will be able to demonstrate an understanding of issues, debates and discourses surrounding topical and current areas of interest or development in landscape ecology, ecological design and ecological landscape management. Topics will change from year to year depending on staff interests and availability, and current topical debates.

Teaching and Learning Strategy

The module is delivered entirely through class seminars

Content

Content is dependent on staff interests and availability from year to year. Likely topics include:

- Applied biodiversity
- Urban ecology – post-industrial - brownfield
- Green roof /drainage design for biodiversity
- Restoration ecology
- Ecobuildings
- Advanced survey techniques
- Specialist planting design
- Natural Resource Planning

Assessment method

Students will undertake short, focused research projects in areas agreed with project tutors.

Recommended Reading

To be made available during the module, depending on topic.

MODULE NUMBER: LSC 315
MODULE NAME: Restoration Ecology and Vegetation Management
COORDINATOR: Zoe Dunsiger
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

Aims

This module will introduce students to the theory and practice of restoration ecology and vegetation management.

Learning Outcomes

By the end of this module students will have:

- Understood the key principles of restoration ecology
- Become familiar with the main approaches to management of plant communities for nature conservation and biodiversity
- Be aware of the basic components and format of a site management plan
- Produced specifications for vegetation establishment and long-term management

Teaching and Learning Strategy

Teaching comprises lectures, seminars, group tutorials and site visits. Presentations from practising ecologists and conservation managers on sites in Sheffield will form a part of this module.

Content

- Principles of vegetation management and maintenance
- Principles of restoration ecology
- Introduction to management plans
- Site visits

Assessment method

Students will produce a simple management plan for a specified 'semi-natural' site that will focus on vegetation establishment and maintenance. The management plan will be integrated with the final design project.

Recommended Reading

Green, B. (1981) *Countryside Conservation*. Wiley, Cambridge
Dunnett, N. & Hitchmough, J. (2004) *The Dynamic Landscape*. Taylor & Francis, London
Luken, J. (1990) *Directing Ecological Succession*. Chapman and Hall, London
Buckley, G.P. (1989) *Biological Habitat reconstruction*, Belhaven Press, London
Wells, T., Bell, S., & Frost, A. (1982) *Creating Attractive Grasslands Using Native Plant Species*, Nature Conservancy Council, Shrewsbury

MODULE NUMBER: LSC 323
MODULE NAME: Understanding Urban Regeneration by Design
COORDINATOR: Kevin Thwaites
SEMESTER TAUGHT: 2
CREDIT VALUE: 10

AIMS

Urban regeneration is playing an increasingly important part in enhancing environmental quality and quality of life in cities around the world. It is also a vital component of strategies to reduce the flow of people from the cities to the country. This course uses a mixture of lectures, field visits, workshops and projects that will provide insight into design approaches and languages relevant to successful urban regeneration. It aims to give students knowledge and understanding of the complex design frameworks within which different aspects of urban regeneration takes place. It will develop awareness of the range of factors that may contribute to the overall success of schemes by emphasising design approaches.

LEARNING OUTCOMES

By the end of the module students will:

1. Have developed knowledge and understanding of a range of design frameworks within which regeneration takes place.
2. Have developed skills in critically reviewing and evaluating urban regeneration schemes, using the knowledge and understanding gained during the module.
3. Have developed related skills in problem solving, analysis, presentation techniques, personal organisation and work planning and team working.

TEACHING AND LEARNING STRATEGY

The module is closely related to LSC307 Integrated Project and aims to provide a background of knowledge and skills relevant to urban analysis and design challenges that students will encounter in LSC307. It will focus primarily on acquiring and applying a design vocabulary for urban regeneration and applying this in the analysis of sites in the City of Sheffield and elsewhere. Group and individual work will be involved to evaluate the spatial characteristics evident in the study sites and how these relate to the use and experience of them. A range of theoretical approaches will be identified for in depth investigation and students will be required to identify case studies to illustrate how these approaches appear in practice.

ASSESSMENT METHOD

The assessment of the module will comprise two elements:

1. An individual presentation which shows how an urban design vocabulary has been used to read and evaluate spatial and experiential characteristics in an urban setting.
2. A second group powerpoint presentation detailing precedent study of an urban setting for good practice in urban design.

Both elements will be submitted for assessment at a time to be determined at the outset of the module. Submission will be to Paul Buck in the Landscape Department at the allocated time.

LSC 323 cont

www.cabe.org.uk Commission for Architecture and the Built Environment

www.commonground.org.uk

www.urbansplash.co.uk

www.rudi.herts.ac.uk Resource for Urban Design Information