

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

LSC 6001 – Ecological Design and Management
LSC 6002 – Introduction to Landscape Design Practice
LSC 6003 – Landscape Dissertation
LSC 6004 - Landscape Design and Art Practice
LSC 6005 – Special Project
LSC 6006 – Greenspace Management
LSC 6007 – Professional Practice, Law and Contracts
LSC 6008 - Greenspace Maintenance
LSC 6026 – Special Project Research and Development Study
LSC 6030 – Introduction to Planting Design
LSC 6040 - Advanced Planting Design
LSC 6060 - Social Aspects of Design
LSC 6080 – Integrated Design Project
LSC 6090 – Introduction to Landscape Construction
LSC 6100 – Landscape Construction Design
LSC 6140 – Landscape Research Dissertation
LSC 6150 – Appreciation of Landscape
LSC 6230 – The Nature of Landscape Architecture: Histories,
Theories and Practices
LSC 6240 - Introduction to Landscape Planning

Aims

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

Learning outcomes:

By the end of this module students will:

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

Teaching and Learning Strategy:

The module consists of a series of 6 lectures and workshops, in which research methods and practices are discussed. Assessment for the module takes the form of a research proposal to address an issue of landscape importance.

Content:

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

Assessment method:

Students develop a research proposal for a previously agreed topic according to the module brief. This report constitutes 100% of the assessment for this module.

Recommended reading:

Bell, J (2005) Doing your Research Project: A guide for first-time researchers in the social sciences, 4th edition, Open University.

Aims

Landscape planning has become a major area of interest and activity for landscape professionals.

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

Learning Objectives

By the end of this module students will

1. have a broad understanding of the meaning of sustainability and its relevance to peri-urban and rural landscape planning;
2. have gained knowledge and understanding of the range of organisations involved in landscape planning and of the roles that they play;
3. have gained practical experience of applying current tools and techniques such as landscape character assessment, to tackle real issues in landscape planning;
4. have gained knowledge and understanding of the range of factors that are bringing about change in peri-urban and rural landscapes and of new initiatives to influence landscape change, with particular emphasis on renewable energy;
5. have applied their skills and knowledge in an integrated and creative way to a large scale landscape planning project, of the type that will be encountered in both public and private practice;
6. have developed skills and abilities in team working;
7. have improved and applied their their presentation skills, including both the integration of written and graphic material, and the use of verbal presentation.

Content

- current thinking about sustainability and landscape plan
- overview of rural and peri-urban landscape planning
- detailed examination of landscape planning issues a
- application of landscape character assessment, devel
- making judgements about landscape change and an: change
- detailed understanding of a specific land use cha
- implications, relating to climate change, renewable en
- and community perceptions
- working in teams, including team roles and the influe
- individual skills and approaches
- completion of a contemporary landscape planning pro
- conducted in the public and private sectors

Recommended Reading

- Bishop, K and Phillips, A (Eds) (2004) Countryside Planning: new approa
- management and conservation. Earthscan, London. (Especially Chapter
- 5 on the assessment of countryside and landscape character in E
- vening
- Selman, P (2006) Planning at the Landscape Scale. The RTPi Library S
- Abingdon
- Countryside Research and Land Use Consultants (2002) Landscape Charac
- Guidance for England and Scotland CAX 84. Countryside Agency,
- Scottish Natural Heritage, Edinburgh. You can find a downloadable vers
- http://www.ccnetwork.org.uk/ca/LCA_Guidance.pdf
- or view online at
- http://www.countryside.gov.uk/LivingLandscapes/countryside_character/
- Fairbrother, N (1972) New Lives, New Landscapes. Penguin Books.

This module aims to provide an opportunity to further advance design skills within the context of urban design and their practical application for landscape professionals. The project emphasises socially sustainable and user-oriented approaches to urban design and regeneration; ("responsive design"). Building /landscape relationships and the role buildings play in shaping and influencing urban spaces and vice versa are studied through detailed design of landscapes that are primarily "built" (rather than planted). Opportunities to experience team work form an important part of the module as do the production of innovative presentations using digital and other media.

Learning Outcomes

By the end of this module students will:

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

Teaching and Learning Strategy

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

Assessment method

The project is assessed by an original, professional visual submission normally incorporating computer generated images. Within these guidelines students are required to select independently the most effective and appropriate media and image types for the submission.

This module aims to provide students with the theoretical and practical skills to successfully create and manage wildlife habitats in designed landscape. The skills and knowledge are imparted in the context of how urban dwellers relate to and use green and blue spaces in urban places.

Learning Objectives

By the end of this module students will:

1. Appreciate how to undertake a thorough site survey and identify social and ecological factors as basis for making a judgement on habitat creation and management in urban landscapes
2. Be able to apply ecological theory to practice
3. Be able to research methods of habitat creation and management
4. Be able to produce a professional quality A4 habitat creation proposal for a real site
5. Be able to evaluate the effectiveness of habitat creation and management proposals

Teaching and Learning strategy

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

Content

- Introduction to Ecology in Landscape Architecture
- Key principles underpinning ecological landscapes
- Ecological theory in relation to habitat creation and management
- Woodland design and management
- Multifunctional wetlands

production of an A4 report that is worth 100% of the assessment for this module.

Recommended Reading

Ash, H. J., Bennett, R and Scott, R. (1992) Flowers in the grass: creating and managing grasslands with wildflowers. English Nature, Peterborough.

Baines, C. & Smart, J (1984) A guide to habitat creation. London Ecology Unit

Dunnett, N. & Kingsbury, N (2004) Planting Green Roofs and Living Walls. Timber Press, Portland, Oregon.

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

Emery, M (1996) Promoting Nature in Towns and Cities: A practical Guide. Croom Helm

Gilbert, O. L (1991) The Ecology of Urban Habitats. Chapman and Hall

Landlife (1997) Wildflowers Work: A technical guide to creating a managing wildflower landscape. Landlife, Liverpool

Mabey, R (1996) Flora Britannica. Sinclair Stevenson

This module aims to provide students with the theoretical and practical skills to successfully create and manage wildlife habitats in designed landscape settings. The skills and knowledge are imparted in the context of how urban dwellers re-interpret nature like landscapes in urban places.

Learning Outcomes

By the end of this module students will:

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

Teaching and Learning strategy

The module consists of a series of lectures and discussions in which topics will be discussed. A project site will be identified at the beginning of the module and provided for the assignment. Students will be expected to work independently on the assignment supported by fortnightly tutorials.

Content

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

urban site.

Aims

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. (2000) *Making Contracts Work for Wildlife: Encouraging Biodiversity in Urban Parks*. CABE Space, London.
- Dunnett, N., & Kingsbury, N. (2004) *Planting Green Roofs and Living Walls*. Overview of ecological benefits of vegetation in cities.
- Dunnett, N. & Clayden, A. (2007) *Rain Gardens*. Timber Press, Portland, Oregon.
- 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.
- Kende, 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.

This module aims to provide a broad introduction to the principles, processes and skills necessary for the practice of landscape design. It is intentional to advance the understanding of students from a wide range of backgrounds who possess varying abilities and experience of the relevant knowledge and skills. No formal assessment on initial design and drawing work is assessed and the series of projects increase in complexity as the module progresses. This module focuses on the development of design, creative and visual skills in first and second year.

Learning Outcomes

By the end of this module students will have:

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

Teaching and Learning Strategy

This module is a combination of place exploration and design project supported by specialist training workshops. The Place as Precedent project introduces a range of local greenspaces and urban precincts, and requires them to critically evaluate design and management issues through the means of a sketchbook, exhibition and website collaboration. This runs in parallel to a small scale design project where students are required to tackle the complexities and opportunities of three-dimensional design to maximise the potential of a university courtyard. A one week extended workshop addresses observation, communication, analysis and design potential of landscape design. The fourth and final project (assessed) tackles a complex design brief for a new urban development.

- Place as Precedent: Introducing Sheffield through a study of precedent landscape typologies, on largely self-guided field trips supported by a web-resource. This is supplemented by workshops on technical and observational drawing, with students expected to communicate landscape experience and critique qualities of place through primarily through a sketchbook output.
- Design Project 1- Small courtyard. Concepts for spatial structure, diversity, comfort & microclimate explored. Structural use of plants. Model making.
- Landform workshop – a series of workshops which observe and document different landform elements, including a one day field trip.
- Design Project 2 - Design for busy urban space. Integrated detailed planting & construction design, social uses of space, circulation, cultural landmarks, design with landform. Includes professional graphical presentation.

Content: Options

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

Assessment method

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

Los Angeles.

Laseau, P. (1989) Graphic Thinking for Architects and Designers. Van Nostrand Reinhold.

Porter, T & Goodman, C (1980-83) Manual of Graphic techniques 3, & 4. Astragal Books

Reid, G. (1991) From Concept to Form in Landscape Design

Untermann, R. (1973) Grade Easy American Society of Landscape Architects Foundation.

Websites: <http://uspace.shef.ac.uk/clearspace/community/pla>

Journals – Landscape

Landscape Architecture

Topos

Aims:

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

Learning outcomes:

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

1. demonstrate a systematic understanding and knowledge of current issues in a defined field of landscape and apply these to research enquiry
2. correctly apply methods of enquiry applicable to the research
3. structure, execute and complete an enquiry which produces new findings, insights and/or interventions
4. communicate findings fluently and coherently according to the appropriate conventions of scientific, social scientific or artistic landscape research.

Teaching and Learning Strategy:

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

Content:

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

Assessment method:

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

Recommended reading:

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

Learning Outcomes

By the end of this module students will:

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

Teaching and Learning Strategy

The teaching and learning strategy is based on experiential learning. Learning takes place by engaging in live issues, events, practices and sites and reflecting on their relevance.

Content

- Live environmental art project, working collective studio and other venues, with conventional materials, media and processes
- Lectures, talks and seminars, and studied readings
- A field trip to exhibitions and sites of contemporary
- Organisation of public exhibition and or publication

Assessment method

Assessment is based on attendance, contribution to, and engagement in project, lectures and seminars and field trips only. Full marks attendance/participation in each of the course components and percentage attendance/participation in proportion to time attended.

Course Literature

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

Beardsley, John. 1998 *Earthworks and Beyond: Contemporary Art in the Landscape*. London; New York: Abbeville, 1998

Crimp, Douglas. 1986 'Serra's Public Sculpture: Redefining Site Specificity' in *Richard Serra Sculpture* Ed. Laura Rosenstock. Museum of Modern Art, New York *

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

Krauss, Rosalind (1985) *Sculpture in the Expanded Field* (1978) Pt 1 in *Originality of the Avant Garde and Other Modernist Myths*. Cambridge, MA: MIT Press

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

Lippard, J. (1997) *The Lure of the Local: Senses of Place in Multicultural America*. New York: The New Press

Aims

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

Smithson, Robert, (1996) *The Collected Writings* Edited Jack Flam, Berkeley, Los Angeles, London: University of California Press*.

Sonfist, Alan (1983) *Art in the Land: A Critical Anthology of Environmental Art* New York: Dutton

Strelow, Heike & David, Vera (2004) *Ecological Aesthetics Art in Environmental Design Theory and Practice* Basel Birkhauser

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

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

Weilacher, Udo (1996) *Between Landscape Architecture and Land Art* Basel Birkhauser

The Special Project aims to test your readiness to enter the landscape architecture profession. You will select a project covering different strands of landscape architecture including planning, design, or management, or combinations of these. The aim is to demonstrate that you can integrate all the knowledge you have gained in the earlier parts of your programme and can apply it in an appropriate way to solve the problems posed by your chosen project. As part of this initiative, with tutors acting as advisers and consultants, you are required to visit a site or study area, collect and evaluate relevant background information, conduct appropriate surveys, develop plans, strategies and designs at an appropriate scale, and communicate your findings and proposals through appropriate oral and written means and public exhibition.

Learning Outcomes

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

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

- the social, cultural and environmental values and ethical principles that inform and practise as a landscape architect, with particular emphasis on sustainability
- the physical, natural, social, economic and cultural factors that influence landscape, and the interactions between them
- the theories and concepts underlying the practice of landscape architecture

- developing a brief that may deal with both familiar and unfamiliar landscape issues
 - locating, evaluating and applying appropriate data and information to support development of landscape proposals
 - generating and developing appropriate landscape proposals, making appropriate use of precedents and research
 - using relevant procedures and materials to implement solutions
 - using appropriate visual, verbal and written communication skills to produce project outputs
- GIS for landscape planners and managers
 - Current awareness in Landscape Architecture
 - Computer skills for designers
 - Computer skills for planners and managers
 - Landscape engineering
 - Detailed planting
 - Detailed construction

Content

iii) ability to work effectively as an individual able to, that is:

- working in a manner appropriate to professional practice
- communicating effectively, to develop and review your ideas, theories, findings, conclusions and proposals and present them to both professional and public audiences
- managing yourself, your time and your project tasks (e.g. being well prepared for meetings and tutorials)
- engaging in personal reflection on your work and responding constructively to comments from internal and external tutors in a critical and reflective way
- using relevant computer and information technology in appropriate ways.

The module supports the expansion, consolidation and integration of a theory and practice from previous design, planning or management parts and prepares students for professional employment as landscape architect. Project allows students to pursue their interests in particular strands of landscape architecture (planning, design and management) usually in combination with other cases, as single specialist strands. The project is divided into two parts, a combination of the following combinations are possible: Planning/Planning, Planning/Design/Design, Management/Management, Design/Management. These combinations will be described in more detail in separate briefing notes. note that the strands are not mutually exclusive and there are overlaps – the second stage of planning/planning projects may have much in common with the first stage of planning/ design projects and the first stage of planning/planning projects may have some common ground. Where there may be opportunities for shared tutorials at certain stages of the project.

Planning/planning

Teaching and Learning Strategy

The Special Project allows students to demonstrate the learning outcomes described above by engagement in a self directed individual project and the learning and teaching strategy is designed to support this independent learning. Although the project is self directed, students will be supported by a tutor team of two tutors (either two internal staff members or one internal staff member and one associate tutor) who between the two days

Projects in this category will be at a strategic level and a large scale addressing major issues that will shape our future landscapes including: large scale change, sources of energy, the future of agriculture and forestry, employment and transport and different models of urban expansion. The focus is on finding sustainable solutions that will balance the retention of existing landscapes with the creation of new landscapes for the future.

Assessment method

The unit is assessed through project work which will combine analysis and evaluation of data, written reports and visual material as appropriate to the individual project. All projects across all strands will involve preparation of material for public exhibition. In Semester 2 there will be an interim review at the end of stage one. At the end of the project candidates will be required to present their work to the internal examiners including one of their project tutors. This presentation will require students to respond to questions and participate in discussion of their

work and to defend it against any criticisms that may be made. Marks will be awarded after this presentation but may be subsequently moderated by the external examiners.

Recommended Reading

As appropriate to individual strands, projects and sites.

This unit aims to introduce students to the contemporary management of greenspace and are familiarised with the nature and role of the various greenspace agencies that have developed over the past decade, and how these contribute to the management of parks. All the role of CABE Space and 'Best Value', Comprehensive Plans, Local Community Strategies, Local Planning Frameworks, Planning Policies and investment sources such as the National Lottery. Developing a strategic approach is explored together with forms of organisation, plus sources of funding. Emphasis is placed on the need to address a broad range of social, cultural issues and needs in greenspace management. The module will consider the long-term care of a wide range of landscapes, including the processes and procedures for the management of the people employed, and benefit from them.

Learning Outcomes

By the end of this module students will;

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

Teaching and Learning Strategy

The unit uses a mix of interactive lectures and student seminar work to build on background knowledge and understanding of greenspace management.

assessing the needs of greenspace users, and other stakeholders and developing strategies to prioritise and satisfy these needs, and to obtain the resources required to do this. Hitchmough JD (1994) Urban Landscape Management. Butterworths He Hitchmough JD et al (2006) Making contracts work for wildlife; how to enhance biodiversity in urban parks. CABE Space, London

Assessment method

Project 1 Develop an outline greenspace strategy

This will be undertaken initially in small groups on nominated areas of greenspace and involve students developing a Strategy for the future development which takes into account the existing policies of the authority, plus the needs of residents and other stakeholders. The brief for the strategy will be given to students in week 1 of the unit. This strategy will be presented as a powerpoint presentation in the 4th week of the module. Worpole K and Greenhalgh L (1995) Park Life: Urban Parks and Social F Comedia Demos, London

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

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

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

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

Recommended Reading

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

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

The aim of this module is to provide students with an introduction to the professional elements which they will require to understand more fully in order to become practising Landscape Architects and, in time, Chartered Members of the Landscape Institute. The three areas covered are: Professional Practice; Landscape and Environmental Law and Landscape Contracts and Specifications. These areas will touch upon issues relating to being a professional landscape architect, relevant landscape and environmental law and contract law as it applies to the practice of landscape architecture.

Learning Outcomes

By the end of the module students will:

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

Teaching and Learning Strategy

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

Content

Professional practice

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

Landscape and environmental law

- land use planning legislation

the landscape industry;

Assessment method

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

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

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

Recommended Reading

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

Garmony, N, Tennant, R and Winsch, C (2007) Professional Practice for Landscape Architects. 2nd edition. Architectural Press.

Langdon (2005) Spons Landscape Price Book. Taylor and Francis

Parker J and Bryan P (1989) Landscape Management and Maintenance, A Guide to its successful completion of the special project. Costing and Organisation. Gower

Whitehead,R (2006) The UK Pesticide Guide 2006. BCPC/CABI

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

Aims

The aim of the module is to produce a brief for the Special Project (LSC6005) which describes and defines the site/district and proposed development or context and issues; establishes a clear design/planning/management brief approach for the Special Project; and forms the basis for independent critical appraisal. The brief requires to be underpinned by well-documented research; underlying science, policy and theory, where appropriate and b) precedes comparable real-world projects.

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

Function

The project brief has several functions:

- it describes and defines the site/district and proposed development or regeneration, its context and issues
- it establishes a clear design/planning/management brief, rational and achievable for you to work to.

The brief will be given to the internal review panel and also made available to external examiners to provide them with an initial understanding of your project proposal for examination.

Teaching method

The Project Brief is mainly produced by independent study. Individual or group projects are arranged, and students are required to identify a site for their Special Project. They will conduct preliminary surveys and assessments of it. Formative feedback is provided throughout the process.

- research and critically review evidence and knowledge relevant to their Special Project
 - select and interpret precedent studies that exemplify design, planning and management issues associated with their Special Project
- The Brief will assess all the learning outcomes. Specifically, students produce a project brief that provides sufficient insight on specified topics for an independent reviewer to provide constructive criticism.

Output

The project brief should take the form of a clearly set out A4 document (not more than 3000 words as well as maps and illustrations). In addition, you need to provide a concise summary on no more than one page.

Text and illustrative material should explain the site/district and development in its context, summarizing the main aspects, problems and issues of the site/district and its context; physical, cultural, aesthetic, ecological, sociopolitical, etc. It should also indicate any distinctive issues or approaches and methods you might take for the project.

In particular, the following aspects should be clearly identified:

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

Assessment criteria

- Ability to summarise the relevant site characteristics, including topography, etc.
- Ability to communicate a clear and concise assessment of the site and its context, e.g. addressing relevant scientific and social issues
- Selection and evaluation of appropriate precedent studies
- Ability to demonstrate an understanding and awareness of relevant literature and theoretical discourse relevant to the project
- Clarity of verbal and graphical communication, including structure and use of appropriate illustrations.

Plans which clearly show the site/district to scale and its context / location must be provided

Aims

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

Learning Outcomes:

By the end of this module students will:

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

Teaching and Learning Strategy:

Although the bulk of the module takes place in Semester 1B, the program for this module

commences with a series of lectures in 1A on plant nomenclature and identification, combined with self directed plant material sessions. In Semester 1B the module consists of a further 6 lectures which provide a framework of ideas on planting design principles and practices which students apply in the workshops. There are 6 workshops, during

which time students work on a planting design projects supported by and tutored by

- aesthetic, ecological and functional principles under design
- practising planting design

Assessment method:

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

Recommended reading:

Journals/Periodicals

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

Texts (a section only of actual reading list)

Conran N (2004) The Planting Design Handbook, Gower. Revised Edition
RHS (2006) The RHS Plant Finder, Dorling Kindersley
Conran T and Pearson D (1998) The Essential Garden Book. Conran Octopus
Hitchmough, JD and Fieldhouse K (2003) The Plant User Handbook, Blenheim Press
the main sourcebook for the establishment and management of plants in schemes
Kingsbury N and Oudolf, P (2006) Planting Design, Gardens in Space and Time, Blenheim Press
Blamey M and Grey-Wilson C (1989) The Illustrated Flora of Britain and Ireland, Cambridge University Press

This module builds on the understanding of plants and planting design gained through LSC 204 (Introduction to Planting Design). It develops understanding of plant selection, establishment and management on landscape sites. Planting design skills are further developed by a more complex project that provides students with the opportunity to explore the latest issues in planting design.

Learning Outcomes:

By the end of this module students will:

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

Assessment method:

Students undertake a planting design project worth 50% of total assessment. Remaining assessment is based on developing a maintenance planting design project (15%), performance in the plant identification module (10%), plus a planting journal undertaken independently by students.

Recommended reading:

Journals-Periodicals

- Landscape
- Gardens Illustrated
- Horticulture Week
- Landscape Australia
- Garden + Landschaft
- Topos
- The Garden

Texts (a selection only of actual reading list):

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

Dunnnett, 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

the main sourcebook for the establishment and management of plants in

Teaching and Learning Strategy:

This module consists of a 2 hour lecture in which principles are discussed, followed by a 2 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 (LSC 6080) with support and guidance from planting design specialists from within the Department. 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

plants for landscape

- assessing the biological quality of nursery stock
- techniques for establishing plants on landscape sites, w principles and practices, soil cultivation and amelioration
- maintenance of plantings, and long term management r

Commission Handbook 2, HMSO.

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

Aims

This module will provide the foundation for postgraduate students' understanding of planning, designing and managing landscapes for users' needs and desires. It will introduce them to the process of site survey and analysis before focussing on the practical aspects of this process. It seeks to provide students with some understanding of the ways in which individual groups within society might use, or want to use open spaces and the factors which might exist to such potential use of such spaces. It will also introduce methods of involving communities in design and regeneration projects.

Learning Outcomes

By the end of the module students will:

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

Teaching and Learning Strategy

This module consists of a series of presentations and workshops which cover the principles of: teamwork; site survey and analysis; why involving communities and how to involve communities in the process of planning, designing and managing open spaces. Students will collect and analyse data from visiting the sites and from the data held on various web based sites. Group tutorials will be held to discuss the issues that they arise and students are expected to come to these tutorials with their own ideas. Powerpoint and video/DVD forms of audio visual aids will be used.

Content

- Survey and analysis of a specific site and its context: historic, physical, planning and transportation and social

Team work:

The initial part of the project will be undertaken in teams and will be assessed by the output for the survey and analysis of the specific site. This will be no more than 50% of the overall module mark.

Individual work:

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

Key Texts

Beer, Anne. R (1990) *Environmental Planning for Site Development*, Spon
Cooper, Marcus, C and Francis C. (1991) *People Places*, Van Nostrand Reinhold
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. (2002) *Urban Open Spaces*, London: Spon Press
Woolley, H., et al. (2004) *Value of Public Space*, London, CABE Space (Available on CABE website)

This module provides the opportunity to consolidate and expand, in a skills and knowledge gained in all previous modules. The primary aim of the further development of theoretically enriched design practices. The context of a complex urban recreational landscape (normally a park), that provide of inventive, user-oriented and environmentally responsive design approaches to significantly enhance aesthetic sensitivity and visual skills. In particular the concept of 'thrill' in landscape design involving the development of forms arise from: 'an economy of means through knowledge of landscape precision in concept and implementation'; and 'responsiveness to the context and environmental stewardship'.

Learning Outcomes

By the end of this module students will demonstrate that they:

- can use literature/case study/theory and workshops to refine design practices
- have an understanding of social, cultural, ecological & functions of designed landscapes
- can use, and document design development processes
- can create inventive, integrated design using an "aesthetic" including:
 - sensitive conservation of existing elements of site in design
 - 'poetics' in concept generation and use of landscape
 - fresh and coherent spatial and movement structure
 - subtle topographic design
 - structural, thematic and detailed planting design
 - thrill in construction design
 - integration of landscape and buildings
 - ecological and environmental sensitivity in all aspects
 - microclimatic design
- can communicate landscapes and design proposals confidently and poetically with visual media and images

Teaching and Learning Strategy

The module is taught through a design project lasting six weeks. The project encompasses site investigations, conceptual development through to a final proposal. Throughout this process an assessed design journal is kept. In the processes and thinking are informed and expanded via readings, contemporary studies, creative workshops, on site studies, reviews and discussions as well as site visits.

Project research, site and user investigations and evaluation

Individual work

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

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

Communication of above through design journal and final visual presentations.

Assessment method

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

Recommended Reading

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

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

Learning outcomes:

By the end of this module students will:

- have a basic understanding of design and construction of a range of typical landscape structures including; fence and railings etc
- be able to select appropriate materials in response to aesthetic requirements
- be able to produce a set of working drawings that a contractor could cost and build
- Have an appreciation of the environmental consequences of material selection and design detailing
- be able to use AutoCAD to produce 2D plans and use SketchUp to model simple structures

Teaching and Learning Strategy

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

Content

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

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

Aims

The module aims to further develop knowledge and skills in construction Landscape Construction. It aims to provide a more detailed understanding of the aesthetic properties of construction materials and to increase confidence in 3D structure design. The module provides the opportunity to further develop skills for construction design.

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

Learning Outcomes

By the end of this module students will:

1. have significantly developed their construction design, vi skills
2. have a broad understanding of construction materials landscape design
3. have a detailed knowledge of the technical and aestheti least two construction materials
4. be able to use CAD for design exploration and for produ 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 sess different construction materials and creative and technical aspects. Duri session (allied to related design modules), design project work is carried issues and queries discussed in groups and individual tutorials are arrang and materials research is continued independently between studio sessio

Content

A series of lectures and tutorials underpin the module and these include internal staff and industry specialists. The exact content will vary from

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 Ramps, 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

This module provides students with the experience of undertaking research of significance to landscape design. It builds on the work undertaken in the Research Report.

Learning outcomes:

By the end of this module students be able to:

1. demonstrate a systematic understanding and know issues in a defined field of landscape and apply the enquiry
2. display a broad understanding of research method appropriate method of enquiry for their own research this correctly
3. design, structure, execute and complete an enquiry agreed timetable
4. complete an independent study which produces new insights and/or interventions
5. communicate findings fluently and coherently according appropriate conventions of scientific, social scientific landscape research.

Teaching and Learning Strategy:

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

Content:

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

Assessment method:

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

Recommended reading:

This module is to enable students to develop their appreciation of the landscape in its various forms, and interactions between landscape, nature. These interactions are discussed in both a historical and a context. LSC 6150 involves students attending LSC 111 - What is Architecture?

Learning Outcomes:

By the end of this module students will:

1. understand the origins of broad scale, rural landscape, and the role humans have played in shaping these landscapes
2. understand the impact of social, economic and environmental factors on garden and other designed landscapes from pre-1800 to the present
3. appreciate the role of various professions in the creation of designed landscapes
4. appreciate key current issues in the landscape

Teaching and Learning Strategy:

The module involves a mixture of heavily illustrated lectures and discussions.

Content:

- definitions of "Landscape" and "Environment"
- human attitudes to the landscape, and the evolution of aesthetic and other landscape values
- impact of land use and humans in general on the landscape of urban and rural areas
- the evolution of garden design styles from prehistory to the present
- disciplines and professions involved in the landscape
- social and environmental issues associated with the landscape

Assessment method:

Laurie I (1986) Introduction to Landscape Architecture, Elsevier

Hoskins WG (1988) The Making of the English Landscape, Hodder and Stoughton

Rackham O (1994) History of the Countryside, Dent

Rackham O (1995) Trees Woods and Man, Dent

Thacker C (1979) The History of Gardens. Croom Helm

Aims

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

Learning Outcomes

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

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

Teaching and Learning Strategy

Catherine Dee's lectures are exploratory and interactive to support the students' critical skills in evaluating different cultural, social and philosophical aspects of landscape architecture. Case studies, discussion and reading raise awareness of key dimensions of contemporary landscape architecture in relation to practice. Jan Woudstra's history lectures attempt to provide perspective on a number of themes selected for the other half of the module. They include critical analysis and provide a different perspective.

3. Whose Place? The Social Landscape

4. Wild Thing!
5. The Aesthetics of Thrift

Jan Woudstra's lectures:

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

Assessment methods

A written, illustrated 2000 word critical essay on ONE of the following:

- a well-known designed landscape of any period
- the work of a well-known landscape architect
- a movement, period, or set of ideas which have/has shaped landscape theory or practice

Recommended reading:

Alexander, Christopher et al (1977) *A Pattern Language* Oxford University Press

Andersson, Sven-Ingvar and Steen Højer, *C.Th.Sørensen: Landscape Modernist* (Copenhagen: Danish Architectural Press, 2001)

Baljon, Lodewijk *Designing Parks* (Cambridge: Cambridge University Press, 1991)

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)

Corner, J. (1991) A Discourse on Theory II: Three Tyrannies of Contemporary Theory and the Alternative of Hermeneutics *Landscape Journal* Vol. 10 No. 2. pp115-133.

Corner, J. (1997) 'Ecology and Landscape As Agents of Creativity' in *Ecological Design and Planning* Eds Thompson, G. F. and Steiner F. New York, Chichester: John Wiley

de Certeau, Michel. (1984) *The Practice of Everyday Life* Translated Steve Rendell, California: University of California Press, Chapter: 'Walking in the City'

Gehl, Jan. (1996) *Life between Buildings: Using public space* Copenhagen: Arkitektens Forlag/Van Nostrand Reinhold

Lozano, Eduardo (1990) *Community Design and the Culture of Cities*: Cambridge University Press

Lyle, John Tillman. (1991) Can Floating Seeds Make Deep Forms? *Land* Vol. 10 No 2 (Spring): 37-46

Meyer, E. (1997) *Transfiguration of the Commonplace in A Transfiguration of the Commonplace*, Spacemaker Press, Washington D

This module is designed to give students an insight into the field of landscape architecture, particularly for students who are following the English Language Teaching as landscape planning, as a means of dealing with landscape at the large scale. It seeks to provide some understanding of the way in which the character of the landscape has been formed and continues to change in response to the changing nature of land use. Knowledge and skills introduced in this module will provide a basis for more advanced work for those pursuing landscape planning in the second year.

Learning Outcomes

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

1. knowledge and understanding of the nature of change in the landscape and of the way in which different land uses contribute to this;
2. an understanding of the concepts of landscape planning, management and protection, and complementary activities such as landscape appraisal and stakeholder participation;
3. a capacity to communicate issues of landscape change in readily understandable ways.

Teaching and Learning Strategy

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

Content

- 1 the ways in which change in cultural landscapes is 'driven'
- 2 critical assessment of the European Landscape Convention as a way of understanding, for example, landscape protection, management, planning, characterisation and public engagement
- 3 the various drivers of landscape change – e.g. farming, forestry, development, energy

Recommended Reading

Bishop, K and Phillips, A (Eds) (2004) *Countryside Planning to management and conservation*. London, Earthscan

Council of Europe (2000) *The European Landscape Convention*. Strasbourg.

Gallent, N, Shoard, M, Andersson, J, Oades, R and Tregonwell, J (2003) *England's Urban Fringes: multi-functionality and planning* 9(3), 217-233.

Holdaway, E and Smart, G (2001) *Landscapes at Risk of Outstanding Natural Beauty*. London: Spon.

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

Selman, P (2008) What do we mean by sustainable landscapes? *Journal of Sustainable Development*, 4(2), 23-28

Tress, B and Tress, G (2003) Scenario visualisation for landscape planning – a study from Denmark, *Landscape Architecture*, 64, 161-178.