

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	ARA510
Module Title	Garden Design Process
Level	5
Credit value	20
Faculty	Arts, Science and Technology
HECoS Code	100590
Cost Code	GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Garden Design	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	July 2017
With effect from date	September 2022

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Date and details of revision	September 2022 - updated template
Version number	2

Module aims

Include any skills and attributes which may be developed but are not necessarily assessed.

- To enable students to understand the wider context of the environment beyond the garden and provide historical context to contemporary design and analysis
- To broaden design awareness through the processes of development and introduce research and analysis into the intellectual development of design ideas
- Articulate and investigate concepts and imagery relevant to their development as designers and to provide a structured approach to site assessment.
- To teach an understanding of surveying and levelling to enable students to brief a professional survey team and to read and interpret a full levels survey.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Place an existing garden or property in a historical context, research accordingly and analyse the historical value and original design intention of a given site.
2	Assess soil texture and pH as part of their initial site research and apply those findings to the design process and deal with soil problems of fertility, compaction or nutrient deficiency applying their findings to the design process.
3	Demonstrate an understanding of which lawns, meadows and other areas of grassland are appropriate to a given site, supported by an understanding of the correct maintenance regime dealing with climatic problems.
4	Carry out a site analysis, combining objective and subjective information as a basis for design development and to support and justify their ideas and concepts in detail to inform a variety of techniques to develop, evolve and refine their basic concepts.
5	Demonstrate an understanding of the use of surveying equipment and the measurement of levels drawing with levels and contours to survey and measure external spaces two dimensionally and plot the survey accurately.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

This module offers the development of a range of support skills, and also encourages critical analysis as a basis for design development enabling students to justify their design approach and solutions. Students are expected to demonstrate surveying technique, effective site

measurement both on a two and three-dimensional basis. And evidence design development through sketchbooks and associated written documentation.

Students will be required to provide an oral explanation of their process alongside drawing and reference to illustrate the development. Oral and written evaluation, as appropriate, will be presented at the end of the module with studio/group based discussions around the work produced.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 5	Coursework	100

Derogations

Students who have been unsuccessful are allowed one further attempt in each element of assessment in order to redeem failure.

Learning and Teaching Strategies

Through a series of lectures various specialists deliver a range of specific design support information.

Surveying work is introduced in lectures and supported by site visits and practical groups surveying sessions on a live site.

Module work is discussed in tutorials or interim critiques and students are encouraged to consider and identify the advantages and disadvantages of the site under development. Their responses lead directly to their rationale or overall concept, through which it is intended to show that they have achieved or are achieving a successful and appropriate design solution.

Students are required to sketch, collect reference, maintain a sketchbook, and develop a particular graphic approach to this area of their work.

Indicative Syllabus Outline

The module includes indicative subjects such as: lighting, irrigation, swimming pool design, ecology and sustainability, soils and geology, grass seeding and turfing, identification and recognition of pests and diseases and the production of written specifications in support of design proposals.

In each live project across the year students are required to analyse on site, gaining first hand objective and subjective information in support of their work. This work is recorded graphically supported by written evaluation producing contextual information that feeds into the design process.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance.*

Essential Reads

Brookes, J. (2001), *John Brookes Garden Design*, Dorling Kindersley.

Other indicative reading

Pallasmaa, J. (2009), *The Thinking Hand (Architectural Design Primer)*, John Wiley & Sons.

Reid, G.W. (2007), *From Concept to Form in Landscape Design*, John Wiley & Sons.

Turner, T. (2005), *Garden History: Philosophy and Design 2000 BC - 2000 AD*, Routledge.

Online

<http://arkistudentscorner.blogspot.co.uk/2011/05/site-analysis.html>

http://www.gardenvisit.com/history_theory

<http://landarch.design.umn.edu/pdf/syllabi/LA3413.pdf>

<http://www.rhs.org.uk/advice/profile?PID=239>

<http://www.rhs.org.uk/advice/profile?PID=410>

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Creative

Key Attitudes

Commitment

Curiosity

Adaptability

Practical Skillsets

Critical Thinking

Communication