

## MODULE SPECIFICATION FORM

Module Title: <b>Hard and Soft Landscaping</b>	Level: 6	Credit Value: 40
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Module code: ARA608	Cost Centre: GAAA	JACS3 code: K340
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Trimester(s) in which to be offered: 2	With effect from: October 2014
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<b>Office use only:</b> To be completed by AQSU:	Date approved: October 2014 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic Department:	Creative Industries	Module Leader:	Marcus Green
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Module duration (total hours):	400	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours	120		
Independent study hours	280		
Placement hours	N/A		

Programme(s) in which to be offered: BA (Hons) Garden Design	Pre-requisites per programme (between levels): None
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### Module Aims:

This module enables students to explore the artistic, decorative, structural and spatial aspects of planting design. Through detailed investigation outlined at the interim crit stage, students are encouraged to explore and resolve detailed associations, analysing critically the quality and success of existing design solutions and proposing improvements or alternative solutions. Lectures and tutorials refine and resolve understanding.

This module enables students to explore the artistic, decorative, technical and practical aspects of problem solving in relation to hard landscape construction. Through detailed investigation outlined at the interim crit stage, students are encouraged to explore and resolve complex junctions and structural requirements involved in the construction of a garden, to understand how hard materials perform and how they can or might be used to resolve their own design aims.

- To develop an awareness of plant materials in general
- To develop an awareness of planting detail and association in particular
- To enable students to produce effective and accurate planting plans and schedules in support of their design concepts
- To develop an awareness of research and source materials in the development of detailed design solutions, schedules and written specifications
- To develop an understanding of hard materials in general and to apply this to the detailed development of garden design solutions
- To develop an awareness of hard construction detailing procedures in particular, encouraging an analytical approach to problem solving
- To enable students to produce effective and accurate working drawings in support of and appropriate to their design concepts
- To develop an awareness of research and source materials in the development of detailed design solutions and written specifications
- To apply research findings to a student's own design ideas, resolving issues without a loss of design integrity

### **Intended Learning Outcomes:**

At the end of this module, students will be able to

1. Produce detailed working planting plans and supporting schedules, to enable them to communicate successfully with landscape contractors and nurseries and prepare costings accordingly (KS1)
2. Research and prepare sample written specifications in support of their design work and identify a range of plant material and to critically analyse its application (KS6)
3. Analyse effectively and critically reflect upon the qualities of existing plant associations and design successful planting design solutions for both functional and decorative applications and to critically reflect upon that work (KS3)
4. Understand and reflect upon the climatic, edaphic and ecological considerations involved in successful planting design (KS7)
5. Produce detailed working drawings in support of their design schemes, enabling them to communicate effectively with landscape contractors and to quantify their work for

costing purposes (KS3)

6. Research and prepare sample written specifications in support of their design work and identify and critically analyse a variety of hard landscape materials and understand their uses, technical properties and applications through appropriate research (KS1)
7. Resolve junctions, changes of level and other technical matters affecting their design work whilst still maintaining the basic design integrity (KS3)

*Key skills for employability*

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

**Assessment:**

Interim crit assessments are carried out on the sourcebooks produced by students to demonstrate their research and acquired learning including the exploration of construction technique, technical requirements and the use of functionally appropriate materials and fixings. In depth comment delivered through marking upon completion of the design assignments. The module as a whole is marked out of 100%.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Course work	100%		

**Learning and Teaching Strategies:**

Lectures deliver the broad range of supporting information for the course, developing in detail and speciality as the course progresses. Students are encouraged to discuss, analyse and criticise the qualities of the planting illustrated in lectures. These concepts and qualities are developed and enhanced in the studio based design projects.

The three dimensional aspects of planting design are reinforced by site visits, models and supporting cross sections or sketches and sequential design studies to which the students are subjected throughout the course. Students are also asked to consider the psychological aspects of spatial design with planting, looking specifically for their responses to chosen garden environments and locations.

Elements of the design development module also relate directly to the selection and use of planting in a design context. The complex inter-relationships between physical, man-made and cultural aspects are analysed throughout studio teaching but on an individually targeted

basis. Students are also encouraged to consider the wider landscape in terms of design reference and the understanding and application of indigenous qualities. The links to hard landscape design are often identified or developed as the teaching of hard and soft landscaping relates together in mutual support.

The horticultural, cultural and climatic considerations in planting are developed as extensions to the lectures through directed study, involving research from a wide variety of sources. The use of the School library is essential in this respect and new links to the Internet make the search for information more extensive and exciting. This links into the scheduling and specification of plant material suitable for practical use once the student is practising.

Graphically, the communication of planting design ideas through planting plans, complex combinations of written and drawn information is developed through lecture and studio based teaching. The structure of plant selection for design purposes is developed on the same basis, with tutors providing a technique, which is fleshed out and developed through the synthesis of disparate considerations. The conceptualisation of planting design is encouraged and developed throughout the course.

From the pool of lectures delivered information students are required to explore and apply their understanding of construction theory. Studio teaching sessions provide a basis for such application on an individual basis and tutors aim to customise this extended teaching around the students own ideas. This introduces depth into the study and a personal dimension that satisfies individual need.

The dissemination of information from lecture to drawing board is reinforced by research into existing details and examples of hard landscape construction. Students are encouraged to photograph and measure existing examples before researching the techniques of construction used. They are required to develop detailed design solutions for discussion in tutorials and crits, a synthesis of research, teaching and design analysis resulting in the refinement and resolution of successful design proposals. Much of the preparation for hard landscape design is therefore based on independent study and research, which the student brings to the studio or tutorial for ratification and dissemination.

Specialist areas of hard landscape design are introduced as the course progresses, enabling students to increase and diversify their pool of knowledge. The ability to convey and communicate their own detailed design thinking to a range of people including clients, project managers, contractors and specialist suppliers is developed both graphically and in terms of acquired knowledge. The intensity and directed nature of this area of study produces a high standard of understanding and awareness coupled with efficient communication skills.

**Syllabus outline:**

The module explores the plant kingdom in microcosm through a research project that directs students to the main sources of reference both in the school library and in the nearby Lindley Library of the RHS and the internet. Lectures and visits support this research and the widening of student awareness into the design application of plants, seeing them as three dimensional masses rather than horticultural treasures. The three dimensional qualities of plant material are explored particularly through the main design projects, supported by studio teaching, whereas the detailed design applications are dealt with through the directed analysis and research in the planting design source book.

Research and the application of the research findings are actively encouraged. Supporting information is delivered through a series of increasingly detailed lectures aimed at developing a problems solving approach in each student. An evolving source book enables students to apply their research and acquired learning. Major design projects include the exploration of construction technique, technical requirements and the use of functionally appropriate materials and fixings. These projects allow students to connect theory and research to practical need.

**Bibliography:****Essential reading:**

Thomas, H. (2008) *Complete Planting Design Course: The Definitive Planting Design Course*. Mitchell Beazley; ISBN 978-1845334123

Cubey, J. Edward D. Lancaster, N. (28<sup>th</sup> Revised edition 2014) *RHS Plant Finder 2014*. Royal Horticultural Society; ISBN 978-1907057465

Johnson A.T., Smith, H. A. (2<sup>nd</sup> Revised edition 2008) *Plant Names Simplified: Their Pronunciation Derivation and Meaning*. Old Pond Publishing Ltd; ISBN 978-1905523825

**Recommended reading:**

Littlewood M. (3<sup>rd</sup> edition 1993) *Landscape Detailing, Volume 1: Enclosures: 001 (Landscape Detailing Series)*. Routledge; ISBN 978-0750613040

Littlewood, M. (3<sup>rd</sup> edition 1993) *Landscape Detailing Volume 2: Surfaces (Landscape Detailing Series)*. Routledge; ISBN 978-0750613033

Littlewood, M. (3<sup>rd</sup> edition (1997) *Landscape Detailing Volume 3: Structures (Landscape Detailing Series)*. Routledge; ISBN 978-0750623209

Littlewood, M. (3<sup>rd</sup> edition 2001) *Landscape Detailing Volume 4: Water (Landscape Detailing Series)*. Routledge; ISBN 978-0750638296

Thomas, G. (1984) *The art of planting*. Dent in association with National Trust; ISBN 0460046403

Brickell, C. (1994) *The RHS gardener's encyclopaedia of plants and flowers*. Dorling Kindersley; ISBN 0863183867

Billington, J. (1997) *Planting companions*. Ryland, Peters & Small; ISBN 1900518236

Hillier Nurseries (1996) *The Hilliers manual of trees and shrubs*; ISBN 0715300822

King, M. Oudolf, P. (1996) *Gardening with grasses*. Frances Lincoln; ISBN 0711212023

Kingsbury, N. (1996) *The new perennial garden*. Frances Lincoln; ISBN 0711210497

Philips, R., Rix, M. (1991) *Perennials vol I and vol II*. Pan; ISBN 0330309269; ISBN 0330292757