

Module specification

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

Module Code	ARA715
Module Title	Planting
Level	7
Credit value	20
Faculty	FACE
HECoS Code	100590
Cost Code	GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Garden Design	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	20 hrs
Supervised learning e.g. practical classes, workshops	40 hrs
Project supervision (level 6 projects and dissertation modules only)	40 hrs
Total active learning and teaching hours	140 hrs
Placement / work based learning	20 hrs
Guided independent study	40 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	03/09/2019
With effect from date	03/09/2019
Date and details of revision	05/07/2024 – update module breakdown hours and derogations.



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Version number	4

Module aims

This module develops comprehension understanding of plant materials enabling effective and accurate production of planting plans and schedules. Critical awareness of sophisticated planting details and associations will provide students with the opportunity to show self-direction and originality in response to specific sites and concepts. The development of a critical awareness of current research and source materials in the development of detailed design solutions, schedules and written specifications for garden designs is an integral part of the module.

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

1	Produce detailed planting plans and supporting schedules, to enable them to communicate successfully with landscape contractors and nurseries and to prepare costings
2	Research and prepare sample written specifications in support of their design work.
3	Identify a range of plant material and to critically analyse its application.
4	Analyse effectively and critically reflect upon the qualities of existing plant associations
5	Design successful planting design solutions for both functional and decorative applications and to critically reflect upon the climatic, edaphic and ecological considerations involved in successful planting design.

Assessment

Indicative Assessment Tasks:

The student will be expected to keep a journal indicating the best practices for plant management and maintenance. The journal is expected to be an ongoing volume of information and observation. The coursework will require the production of detailed planting plans, showing advanced understanding of the needs of the plants within the context of the site, the appropriate environmental considerations and the advanced aesthetic decision making required to design a sustainable garden, supported by planting schedules, timelines, etc.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4, 5	Coursework	100



Derogations

Full time Masters programmes shall be completed normally in no more than 18 months by taking 3 trimesters (Part 1 trimester 1: September to January; trimester 2: February to June, then Part 2 trimester 3 September to January). A student who fails to complete the programme at the first attempt shall be required to complete all requirements within the normal registration period, that is, 24 months'.

Learning and Teaching Strategies

Lectures deliver the information for the module, developing in detail and speciality as the syllabus 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 in which the student applies theory to practice. 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 in seminars, critiques and tutorial situations. 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. Plant identification forms part of this research process.

Indicative Syllabus Outline

Exploration of the plant kingdom in microcosm directing the student to research and the main sources of reference both in the school library and in the nearby Lindley Library of the Royal Horticultural Society.

Lectures and plant identification workshops support this research and the widening of student awareness into the design application of plants, seeing them as three dimensional masses rather than horticultural material.

The three-dimensional qualities of plant material, explored through the main design project, with the detailed design applications supported through the directed analysis and research in the planting design source book journal the student maintains.

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 [referencing guide](#)*.

Essential Reads

Bartholomew, Mel. (2006). All New Square Foot Gardening: Grow More in Less Space. Franklin, TN: Cool Springs, Franklin, TN.

Bateson, Gregory. (2000) Steps to an Ecology of Mind (University of Chicago Press, Chicago, IL.



Martin, E. C., Jr. (1983). *A Photographic Guide, Landscape Plants in Design*. Van Nostrand Reinhold, New York.

McHarg, Ian. (1969) *Design with Nature*. Natural History Press, New York, NY.

Nassauer, Joan Iverson. (1997). *Placing Nature: Culture and Landscape Ecology*. Island Press, Washington, D.C.

Olin, Laurie. (2000) *Across the Open Field* (Philadelphia, PA: University of Pennsylvania Press, Philadelphia P.A. Oudolf, P (2009). *Designing with Plants*. Octopus, London.

Pollan, Michael. (1991). *Second Nature: A Gardener's Education*. New York: Groove Press, New York.

Pollan, Michael. (2002). *The Botany of Desire: A Plant's Eye View of the World*. Random House, New York.

Thayer, Rob. (1994). *Gray World, Green Heart: Technology, Nature, and Sustainable Landscape*. John Wiley & Sons, New York.

U.S. Department of the Interior. (1993). *Guiding Principles of Sustainable Design (SuDoc I 29.2:P 93/5)*. Denver Service Center: National Park Service.

Other indicative reading

Dunnet, N. (2008) *The Dynamic Landscape: Design, Ecology and Management of Naturalistic Urban Planting*. Taylor & Francis, London.

Dunnet, N. (2008) *Planting Green Roofs and Living Walls*. Timber Press, Portland OR.

Jarman, D. (1995) *Chroma: A Book of Colour 0 June '93*. Vintage Classics, London.

Kingsbury, N. (2011) *Piet Oudolf: Landscapes in Landscape*. Thames and Hudson, London.

Kingsbury, N., (2013) *Planting: A New Perspective*. Timber Press, Portland OR.

Leszczynski, N.A., (1998) *Planting the Landscape: Professional Approach to Garden Design*. John Wiley & Sons, New Jersey, US. Robinson, N. (2011) *The Planting Design Handbook*. Ashgate, Farnham, UK.

Walker, T.D. (1991) *Planting Design (Architecture)*. 2nd Edn. John Wiley & Sons, New Jersey, US. Online:

<http://www.free-soil.org>

<http://landscapeofmeaning.blogspot.co.uk>

<http://plantingdesignlab.blogspot.co.uk>

