

Module specification

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

Module Code	ARA511
Module Title	Hard and Soft Landscaping
Level	5
Credit value	40
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	80 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	80 hrs
Placement / work based learning	0 hrs
Guided independent study	320 hrs
Module duration (total hours)	400 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

- To develop an awareness of Northern European plant materials and associated design.
- To enable students to produce effective and accurate planting plans and schedules to support their design concepts.
- To develop an awareness of research and hard landscape materials in the development of detailed design solutions, schedules and written specifications.
- To develop an understanding of hard materials and construction detailing and to apply this to the detailed development of garden design solutions.
- To enable students to produce effective and accurate working drawings in support of and appropriate to their design concepts.
- To apply research findings to a students' own design ideas, resolving issues without a loss of design integrity.

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

1	Demonstrate working planting plans and supporting schedules, to communicate with landscape contractors and nurseries and prepare costings accordingly.
2	Research and prepare sample written specifications in support of their design work and identify a range of plant material.
3	Produce working drawings in support of their design schemes, enabling them to communicate effectively with landscape contractors and to quantify their work for costing purposes.
4	Prepare sample written specifications in support of their design work and identify a variety of hard landscape materials and understand their uses, technical properties and application.

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.

Students will be required to produce working details and scale drawings, planting plans and identifications with the required conditions taken into account and as a result of a clear development and the consideration of professional documentation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	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

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.

Indicative 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.

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

Thomas, H. (2008), *Complete Planting Design Course: The Definitive Planting Design Course*, Mitchell Beazley.

Other indicative reading

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

- Brickell, C. (1994), *The RHS gardener's encyclopaedia of plants and flowers*, Dorling Kindersley.
- Cubey, J. Edward D. Lancaster, N. (2014), *RHS Plant Finder 2014*. Royal Horticultural Society.
- Hillier J.G. (2014), *The Hilliers manual of trees and shrubs*, Royal Horticultural Society.
- Johnson A.T., Smith, H.A. (2008), *Plant Names Simplified: Their Pronunciation Derivation and Meaning*, Old Pond Publishing Ltd.
- King, M. Oudolf, P. (1996), *Gardening with grasses*, Frances Lincoln.
- Kingsbury, N. (1996), *The new perennial garden*, Frances Lincoln.
- Littlewood M. (1993), *Landscape Detailing, Volume 1: Enclosures: 001 (Landscape Detailing Series)*, Routledge.
- Littlewood, M. (1993), *Landscape Detailing Volume 2: Surfaces (Landscape Detailing Series)*, Routledge.
- Littlewood, M. (1997), *Landscape Detailing Volume 3: Structures (Landscape Detailing Series)*, Routledge.
- Littlewood, M. (2001), *Landscape Detailing Volume 4: Water (Landscape Detailing Series)*, Routledge;
- Philips, R., Rix, M. (1991), *Perennials vol I and vol II*. Pan.
- Thomas, G. (1984), *The art of planting*, Dent in association with National Trust.
- Online
- <http://rhs.org.uk/plants/search-form>
- http://www.brc.ac.uk/plantatlas/index.php?q=list_plants
- https://data.nbn.org.uk/Site_Datasets
- <http://www.planningportal.gov.uk/permission/commonprojects/pavingfrontgarden/>
- <http://www.planningportal.gov.uk/permission/commonprojects/fenceswallsgates>

Employability skills – the Glyndwr Graduate

Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr 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.

Guidance, from the following list, delete the attributes that are not covered by this module

Core Attributes

Creative

Key Attitudes

Commitment

Confidence
Adaptability

Practical Skillsets

Organisation
Critical Thinking
Communication