

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

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

Module Code	ARA719
Module Title	Survey and Analysis (Garden Design)
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	40 hrs
Supervised learning e.g. practical classes, workshops	20 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	400 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 – updated module breakdown hours, indicative assessment tasks and derogations.



For office use only	
Version number	3

Module aims

The aim of the module is to equip the student with the skills to work in professional practice and the ability to apply research and analysis to the development of design ideas. A comprehensive understanding of design awareness is underpinned through research, development and self-reflective practice.

It will encourage students to explore concepts and imagery relevant to their creative thinking as designers and to provide a structured and comprehensive approach to site evaluation.

Through the teaching of surveying and levelling students will develop the skills to brief a professional survey team and to read and interpret full level survey documentation.

Development of a wide range of skills provide a systematic approach suitable to and preparing for a future as a self-employed garden designer.

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

1	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.
2	Survey and measure external spaces two-dimensionally and plot the survey accurately, understanding the use of surveying equipment and the measurement of levels drawing with levels and contours.
3	Cost a complete project considering labour and hire charges alongside prime cost sums and analyse the outcome in terms of budgetary constraints.
4	Prepare and use a bill of quantities, emanating from their own design work and calculate professional fees appropriate to the kind of work and size of contract undertaken.

Assessment

Indicative Assessment Tasks:

Students will need to identify core garden design concepts such as sustainability, biodiversity, functionality, and aesthetics. Ensuing these concepts are relevant to the project context. Research and analyse case studies and precedents of successful garden designs. Students will also need to evaluate how similar projects tackled challenges and what innovative solutions they implement and justify the chosen concepts in the context of a specific project, considering site conditions and client needs.

Students will conduct comprehensive site visits to gather data on existing conditions. Use site surveys, photographs, and notes to document physical features, soil conditions, sunlight patterns, and existing vegetation. Students should evaluate the relevance of any available existing drawings or maps to gain a detailed understanding of the site layout and constraints. Students will have to demonstrate the use of demographic information to understand the client's lifestyle, preferences, and needs. This should include family size, age groups, and intended use of the garden, apply various research methodologies such as interviews,



questionnaires, and observational studies to gather qualitative insights, alongside data from soil tests, sunlight tracking, and climate data.

Students should translate their research findings and conceptual ideas into practical design elements. For example, if biodiversity is a key concept, choose a variety of native plants that attract pollinators. Also consider the design and/or modify structural elements like paths, patios, and raised beds based on site analysis and client needs. The outcome of the finding will influence decisions about plant selection, colour schemes, textures, and materials to create the desired atmosphere and aesthetic.

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

The teaching is supported by visits to all subsequent live sites, during which students are required to differentiate between subjective and objective considerations. Surveying work is introduced in lectures and supported by site visits and practical groups surveying sessions on a live site. Students are encouraged to reflect on the importance of clarity in instructing and conducting survey work on site.

Indicative Syllabus Outline

Evaluation of design analysis phase, introduces the various subject areas that combine to form this module.

Survey-Analysis-Design (SAD) delivered as a lecture prior to the first live scheme and site visit and revisited as the design develops.

Students are introduced to the client brief and to evaluation and survey techniques.

Communicate findings and designs to both specialist and non-specialist audiences. The principles of good business practices in garden design, delivered through seminar.

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

Appleton, Jay. 1996. The Experience of Landscape. John Wiley & Sons, New York.



Duncan, James and David Ley, (1993) *Place/Culture/Representation*. Routledge, London & NY.

Forman, Richard T.T. and Wilson, Edward O. 1995. *Land Mosaics: The Ecology of Landscapes and Regions*. Cambridge University Press, Cambridge.

Forman, Richard. (1996) *Land Mosaics*. Harvard University Press, Cambridge, MA.

Jackson, J. B. (1986) *Discovering the Vernacular Landscape*. Yale University Press, New Haven.

Jackson, J. B. (1994) *A Sense of Place, A Sense of Time*. Yale University Press, New Haven.

Jellicoe, Geoffrey & Susan. (1975) *The Landscape of Man: Shaping the Environment from Prehistory to the Present Day*. Van Nostrand Reinhold, New York, NY.

Lassus, Bernard, (1998) *The Landscape Approach*. University of Pennsylvania Press, Philadelphia, PA.

Meinig, D.W., (ed.) (1979) *The Interpretation of Ordinary Landscapes*. Oxford University Press, New York.

Miller, Naomi, and Kathryn Gleason. (1994) *The Archaeology of Garden and Field*. University of Pennsylvania Press, Philadelphia, PA.

Schama, Simon. (1995) *Landscape and Memory*. Knopf, New York.

Todd, Nancy Jack. Ed. (1977) *The Book of New Alchemists*. Dutton/Plume, New York.

Tuan, Yi Fu. (1977) *Space and Place: The Perspective of Experience*. University of Minnesota Press, Minneapolis, MN.

Other indicative reading

Field, H.L. (2011) *Landscape Surveying*. 2 nd Edn. Delmar Cengage Learning.

Garmory, N, Tennant, R., Wunsch, C. (2007) *Professional Practice for Landscape Architects*. 2 nd Edn. Routledge, Abingdon, Oxfordshire.

Langdon, D. (2013) *Spon's External Works and Landscape Price Book 2014*. CRC Press

Muir, R., (2000) *The New Reading The Landscape: Fieldwork in Landscape History* (Landscape Studies). University of Exeter Press.

Pearson, D. (2011) *Spirit: Garden Inspiration*. FUEL



Potteiger, M. (1998) Landscape Narratives: Design Practices for Telling Stories (Architecture). John Wiley & Sons, New Jersey, NY.

Rippon, S. (2004) Historic Landscape Analysis: Deciphering the Countryside. Council for British Archaeology.

Rogers, W. (2010) The Professional Practice of Landscape Architecture: A Complete Guide to Starting and Running Your Own Firm. 2 nd Edn. John Wiley & Sons, New Jersey, NY.

Steenbergen, C., (2008) Composing Landscapes: Analysis, Typology and Experiments for Design. Birkhauser, Basel.

Vernon, S., (2nd Edition 2013) Landscape Architect's Pocket Book. Routledge, Abingdon, Oxfordshire.

Online:

<http://www.gardenvisit.com/blog/>

