

1.	<b>Programme Title</b>	BA (Hons) Urban Landscape Architecture
2.	<b>Unit Title</b>	Design Studio: Site and Ecology
3.	<b>HE Level</b>	UG 2 - FHEQ Level 5
4.	<b>Unit Code</b>	ULA16202
5.	<b>Credit Value of Unit</b>	30
6.	<b>Unit Type</b>	Mandatory
7.	<b>Unit Tutor</b>	TBC

8. Indicative Notional Learning Hours			
Staff – Student Contact		Independent Study Hours	
<b>Classes</b> (e.g. lectures, seminars and supervised group activity)	40	<b>Independent Study</b> (e.g. project development, reading, research and work on online forums)	92
<b>Supervised Access to Resources</b>	35	<b>Preparation for Assessment</b>	73
		<b>Unsupervised Access to Resources</b>	60
<b>Total</b>	75	<b>Total</b>	225

## 9. Unit Introduction

Balancing site appraisal and site planning with exterior spatial design development, this unit exercises design thinking grounded in ecological models to create cohesive, integral, and holistic site designs mindful of the needs of both humanity and ecology. Students gain an understanding of urban landscape context: human interaction, history, soils and hydrology, and flora and fauna on site. Design development and testing based upon scenario-making through drawing and modelling are emphasised, as is planting design for environmental function, biodiversity, and beauty.

The unit project, for the design of a public garden / small park / green space, begins with group work in site survey and analysis, followed by the development of a brief and a design strategy and a planting strategy. Working individually, students will develop a design for a specific site, with reference to local planning policy and development control legislation, along with social, cultural, environmental/ecological and economic considerations.

## 10. Aims of the Unit

- Reflection upon practical, historical, theoretical and ethical factors that impact on the design and ecology of the urban environment;

- Consideration of current critical issues surrounding the experience of city life and urban gardens, both private and public (to include form, scale, aesthetics and the sensual, buildings, narrative, symbolic representation).
- Exploration of representation at the scale of garden design, including graphic techniques for analysis and drawing and modelling for working through scenarios, with emphasis on working fluidly with a range of techniques both physical and digital.
- Development of knowledge of design for a small public garden or green space, and the skills involved in the planning process.
- Development of an understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

### 11. Indicative Content

- Ecology and conservation; natural and semi-natural habitats; landscape management; all facets of sustainability;
- The history and context of urban development, including issues of urban conservation;
- Regulatory requirements of public gardens / green spaces in urban planning;
- Development of programme in context of everyday life and community life in landscape;
- Technological change and its impact on human interaction and the environment;
- Water-sensitive urban design and sustainable drainage systems (WSUD and SuDS);
- The garden in history, theory, and the mythic imagination;
- Representation for design and working through scenarios;
- Planting strategies and planting design.

### 12. Unit Learning Outcomes

Learning Outcome	Marking Criteria	
<b>On completion of this unit students will have:</b>		
Working in a group:		
1. reviewed, criticised and presented landscape, garden, and ecological design concepts and theories;	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working

<p>2. critically evaluated the landscape, garden, and ecological design potential afforded by an urban site and setting, and develop strategic design options;</p>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>3. produced a framework, public garden design brief, planting plan and strategy for a defined urban area according to clearly articulated theoretical principles;</p>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>4. communicated landscape, garden, and ecological design proposals in an appropriate format for a local authority application.</p>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
<p>On completion of this unit students will have:</p>		
<p>Working individually:</p>		
<p>5. produced a detailed design for a public garden, in accordance with the group-generated framework,</p>	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional

		Development <input type="checkbox"/> Collaborative and / or Independent Professional working
	<input checked="" type="checkbox"/> Experimentation	
6. designed a planting strategy and planting design according to explicit functional and experiential requirements as well as principles of ecological design and sustainable drainage;	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
7. developed typical construction information for a garden design;	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
8. presented a garden design and its programme by specified graphic, written and oral means.	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working

### 13. Learning and Teaching Methods

This unit will be delivered using a combination of:

- Briefings
- Lectures

- Project work
- Seminars
- Workshops
- Group work
- Online activity
- Individual Presentations and critiques
- Group presentations and critiques
- Self-directed independent study
- Other (describe below) 
  - Site Visits
  - Individual Tutorials

## 14. Assessment Methods

### Assessment Tasks

#### *Working in a Group – presentation of*

1. site survey, analysis, and initial ideas and options;
2. outline design ideas for the site, including programme, represented at both a human and urban scale;
3. physical models and drawings for analysis at an appropriate scale of the design;
4. evidence of testing and evaluation.

#### *Working Individually – presentation of*

1. general Arrangement drawings detailing at least one area of the initial group outline design proposal;
2. design of a garden and its planting;
3. detailed design work;
4. sketchbook / journal;
5. individual project report, documenting the group work and individual design proposals.

### Assessment structure

The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit.

This unit is assessed through two elements, weighted as follows:

- Group work - 40%  
Initial and final group presentation - models, drawings, analysis and verbal presentation
- Individual work - 60%  
Design drawings, models, individual report (1000 words), journal and supporting sketchbook/research.

## **15. Reading and Resource List**

### **Essential Reading**

Cantrell, Bradley (2014) *Digital Drawing for Landscape Architecture*. Wiley.

Entwistle, Trudi. (2013) *Visual Communication for Landscape Architecture*. Ava Publishing.

McHarg, Ian (1995) *Design with Nature*. Wiley

Robinson, Nick (2011) *The Planting Design Handbook*. Ashgate

Simonds, John O. (2013) *Landscape Architecture: A Manual of Environmental Planning and Design*. McGraw Hill.

### **Further Reading and Resources**

Dunn, Nick. (2010). *Architectural Modelmaking*. Laurence King.

Hamdi, Nabeel (2010). *The Placemaker's Guide to Building Community*. Earthscan.

Hill, Penelope. (2004). *Contemporary History of Garden Design*. Birkhauser.

Homes & Communities Agency (2013). *Urban Design Compendium* 3rd Edition. HCA.

Hunt, John Dixon. (2004) *Greater Perfections: The Practice of Garden Theory*. Thames and Hudson.

Rogers, Elizabeth Barlow (2001) *Landscape Design: A Cultural and Architectural History*. Harry N. Abrams, Inc.

Rottle, Nancy. (2011) *Ecological Design*. Ava Publishing.