

Course Handbook

# MA Landscape Architecture Studies



ARTS UNIVERSITY BOURNEMOUTH *ONLINE*

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## **About the Course Handbook**

This Handbook provides you with basic information about your course. Through the approved programme specification, it provides you with the aims and outcomes of the course, and outlines the content and how this will be delivered.

Your course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted before any changes are made.

Information in this Handbook should be used in conjunction with the Academic Regulations, which are available on the Student Hub. It is your responsibility to ensure you are aware of the regulations that apply to your course. If you have any questions, you should speak to your Programme Leader, or member of your course team.

The Student Hub contains further information to support your studies. This includes important information about key policies which apply to your academic studies. You should ensure that you refer to the Course Handbook, the Course Hub and the Student Hub throughout your course.

**PROGRAMME SPECIFICATION**

The Programme Specification provides a summary of the main features of the **MA Landscape Architecture Studies** course and the learning outcomes that a ‘typical’ student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each module may be found on Canvas, within each module that you undertake.

<b><u>Key Course Information</u></b>	
Final Award	Master of Arts
Course Title	MA Landscape Architecture Studies
Award Title	MA Landscape Architecture Studies
Teaching institution (e.g. AUB, NSA)	AUB Online
Awarding Institution	Arts University Bournemouth
Offered in the School of:	Graduate School
Professional accreditation	N/A
Length of course/mode of study	2 years part-time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	QAA Master’s degree characteristics
Language of study	English
External Examiner for course:	<i>To be confirmed</i>
	<i>Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	May 2022
Date of most recent review	N/A
Date programme specification written/revised	May 2022

**Postgraduate Taught Degree Ethos**

The Master’s course recognises individuals and their aspirations, and celebrates ideas, making, and creative risk-taking. Our guiding principle is to offer distinctive, exciting and challenging opportunities for you to engage in your respective subject disciplines in order to critically engage with, and redefine, your particular approaches to your practices and position them within your chosen external, creative, economic, and cultural environment.

We support this principle through our passionate engagement with interdisciplinary and collaborative practices, with the integration of theory and practice, with our understanding of the particularities of individual practitioners and the broader world,

global view, and with an attitude to career development that creates a dialogue between professionalism and risk taking.

Such a context affords possibilities to engage with fresh, often unpredictable and certainly challenging methodologies and techniques with which you can research, test, develop, interrogate and challenge, through forms of making that enable you to reflect on your own practice and subject discipline. Whilst you will be encouraged to develop your own themes, relationships between the aesthetic, the political, the ethical and 'value' are ever-present, and the courses support your engagement with what are often difficult contemporary issues.

Crucial to this endeavour, is that you demonstrate a committed passion for your practice and the particular media within your chosen subject discipline or field of study. Each course devises specific discipline-focused project work to enable you to be suitably informed in taking the right path towards your chosen career in a diverse range of professions /industries or progress to further study at doctorate level. This discipline focus is, however, enhanced by your experience of interdisciplinary and collaborative approaches and activities which enrich your journey. Different levels of teaching delivery structure your learning experience in such a way as to enable you to take broad, overarching transdisciplinary issues or questions, and ground them within the specificities of your discipline and individual practice. Our focus on the relationships between personal professional development and the development of communities of practice through sharing and collaboration is underpinned by the unique AUB reputation for truly collaborative working across disciplines. Through involvement in cross-course groups, shared lectures and other MA activities you will have opportunities to work together with other MA students to form a 'postgraduate network' that will facilitate a wider dialogue around art and design, sustainability, ethics, the political and the often-global reach of creative industries and professions. Our ethos focuses on not only developing your systematic and critical understanding of knowledge and of the application of that knowledge in an appropriate, professional context but also in having the resolve, the skills and the acumen to exercise initiative and personal responsibility in a world which is asking many questions of all of us with respect to our abilities and desires in coexisting with a global community.

In other words, our ethos focuses on the ability for our graduates not only to develop their careers and be employable but also to be engaged in the redefinition of what employment might look like in what are times of tremendous social, political, economic, and ecological change, and indeed upheaval.

### **Course Description**

The AUB Online MA Landscape Architecture Studies is a two-year, part time course aimed at students from a wide variety of backgrounds with a passion for landscape. The course is designed to provide a broad foundation of critical knowledge and skills in landscape architecture for students wishing to build on their current subject knowledge, or to transfer from related subject areas.

The course has been structured to provide you with critical and creative thinking and landscape architectural skills framed within social, ecological, and environmental contexts of contemporary regional and global relevance. Focusing on the integration of theory and practice, you will investigate a range of topics at the interfaces between people, landscapes, cities, and nature, and develop understanding of the problems

and opportunities facing landscape change in both urban and rural landscapes, covering issues that relate to both individual placemaking and wider infrastructure.

Landscape Architecture as a subject can connect people across disciplines, cultures, and communities with the common goal of creating places that have a positive impact on society, culture, and the environment. The online platform of the MA Landscape Architecture Studies course allows you to benefit not only from a flexible approach to learning, but critically to benefit from exposure to different cultural and professional contexts in a creative and supportive learning community where collaborative working, and critical practice, are encouraged. The course takes this approach from the context of the Arts University Bournemouth where all courses share an interest in making and aspire to innovation, collaboration, and a connected learning experience.

Landscape practice offers a huge diversity of careers, and this course will support you in developing a sense of your own values and charting your own career path. You will develop an advanced portfolio of landscape skills, techniques, knowledge and understanding to develop your career or to prepare for further specialised study. On graduation you will be equipped for landscape practice outside of the UK, or in landscape-related disciplines in the UK and around the world. You will also develop valuable transferable and generic skills in literacy, graphic design, project management and communication, enabling you to work in a range of other environmental areas and professions.

N.B. The MA in Landscape Architecture Studies is not designed to provide a complete training for becoming a (UK) Chartered Landscape Architect and is not recognised professionally by the (UK) Landscape Institute. However, the course provides a basis for further education, career development and work in a variety of areas as well as opportunity for specialised study. For those students wishing to pursue a career as a Landscape Architect in the UK, the course offers a foundation to further education in Landscape Architecture, with students on completion potentially able to access a Landscape Institute accredited 180 credits Masters course in the UK.

### **Approach and Ethos**

The focus of this course is on providing you with an in-depth perspective on landscape design practice, addressing the need for a resilient, equitable and sustainable relationship of human culture with our planet's ecosystem.

The 'Climate Emergency', shortages of land, food, water, and crucial raw materials for manufacturing and energy production, all demand that landscape professionals focus ever more closely on their own practice, and how they make the argument to our clients and project stakeholders for a more impactful approach to countering these challenges. The global pandemic has combined with these challenges to highlight the critical importance to human (and wider environmental) wellbeing of the 'Green and Blue Infrastructure' and the inhabited environments, stitching together our cities, settlements, cultivated landscapes and wildernesses, and linking communities to the resources of the 'natural' environments which surround them.

There is now, more than ever, a recognition and imperative that all involved in the design and management of these places, and their communities, recognise that

landscapes must be conceptualised, designed, and managed as part of an interrelated continuum, more reflective of the 'nested-ness' and resilience of natural ecosystems. The course will support you to critically analyse the components involved in this enquiry, including cultural and philosophical contexts, policy and legislative frameworks, analytical and design processes, principles, tools, and methodologies as part of a multi-disciplinary perspective on complex environmental, cultural, and economic challenges and opportunities to fundamentally embody sustainability into our conceptualisation of landscape.

This course will explore the landscape architecture agenda from three interrelated perspectives:

### **Environmental Resilience**

As a student, you will analyse landscapes for biodiversity, and generate possibilities for their sustainable design and management, in resilient, nested relationships. Designing effectively with nature both maximises the benefits of ecosystem services and increases benefits to people. The course will equip you to bring this integrated approach to your design process, allowing you to develop resilient human infrastructure that enhances biodiversity. The Course takes a holistic approach to placemaking, supporting you to tackle design proposals in the wider context of ecosystems, watersheds, and human communities, and to embed resilience against future challenges like climate change and sea level rise.

### **Social, Cultural and Economic Resilience for Human Well Being**

The course believes that successful inclusive landscapes are looked after by resilient communities who benefit by living in them. You will learn how to design and manage landscapes for social and economic, as well as environmental benefit. A keynote of the course is a focus around human wellbeing on an individual and community scale. You will explore landscape design promoting important issues such as sustainable movement and circulation, equitable access to healthier food and natural environments, as well as improved residential landscape and townscape quality. The course will engage you in placemaking and collaborative design processes to meet a community's challenges effectively and equitably around energy and food poverty, as well as inclusive physical, sensory, learning, and cultural access.

### **Whole Life Carbon and Natural Cycles**

The course takes a 'Cradle to Cradle' approach to landscapes and the carbon challenge. You will explore design and management methodologies to deliver landscapes for water efficiency and reduced embodied carbon. You will be challenged to audit your practice to maximise the use of sustainably sourced products and recyclates, and to minimise dependence on processes and products that depend on material extraction, construction-related greenhouse gas emissions and waste disposal. In the fourth dimension you will be encouraged to consider and design into your landscapes a reduction in operational energy through smart nature centred management and sustainable transport infrastructure.

## **Course Aims**

The course aims to contextualise your landscape design practice within a wider framework of interconnected systems, and to explore the benefits which this approach might bring to your professional working practice and to wider social, economic, and environmental agendas, within which you are working, through understanding the wide-ranging debates and themes that constitute the resilient landscapes around us.

Your own interests and aspirations are encouraged. The course will support your personal development towards a creative contribution to landscape architecture and the wider world after graduation.

The overall learning and teaching aims of the course, which also reflect the mission and aims of the Arts University Bournemouth, are:

- A1. To engage critically and/or creatively with a range of environments, landscapes, and landscape practices at different scales, encouraging speculation and risk-taking, whilst developing a critical awareness of the key issues, scope, and potentials of the field
- A2. To develop practical competencies and modes of representation to help you communicate your ideas to professional and non-professional audiences
- A3. To provide a stimulating forum for critical debate and inter-disciplinary approaches to landscape practice and environmental change, encouraging research and the development of analytical, cognitive, and conceptual skills
- A4. To develop and extend critical landscape literacy, knowledge, understanding, and skills, in order that you might evaluate and extend your own autonomous landscape practice
- A5. To prepare you for further education, career development and work in a variety of interdisciplinary, creative, and contemporary landscape and environment practice contexts, as well as opportunity for specialised study.

## **Course Outcomes**

- 1. Ability to generate complex landscape proposals showing understanding of critical social and environmental issues, originality in the application of subject knowledge and, where appropriate, ability to test new hypotheses and speculations
- 2. Ability to use, evaluate, and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain project proposals
- 3. Critical understanding of how knowledge is advanced through research to produce clear, logically argued, and original written work relating to landscape practice, theory, and design
- 4. Ability to evaluate and apply knowledge, understanding, and skills in the technical, theoretical, and practical concerns of landscape practice, and to integrate these into strategic and detailed design proposals
- 6. Ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances using problem solving skills and professional judgement and to identify individual learning needs



## **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Master's degree characteristics
- Subject Benchmark Statement: Landscape Architecture (2019)
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Postgraduate Taught Assessment Regulations

This course is also developed with awareness of the Landscape Institute's Core Landscape Competencies (2021), specifically:

- Creative problem solving
- Healthy places
- Inclusive environments
- Landscapes as systems
- Physical and social context of sites/places/landscapes
- Quality of landscape
- Research and analysis
- Stakeholder and/or community engagement
- Sustainability, climate, and resilience

## **Learning, Teaching and Assessment Strategies**

### **Lectures**

Lectures are pre-recorded videos integrated with the module content providing acquisition of knowledge around key issues, ideas, and contexts. In addition, each module may have up to two guest lectures provided by a relevant non-AUB speaker from industry or academia to provide additional insights into the module topics.

### **Seminars**

These are optional, online, weekly events that provide more opportunities for live discussion and interaction with tutors or fellow students. They are led by the Module Tutor and provide an opportunity for you to share your perspective and seek guidance or clarity on course content and assessments. Seminars do not take place in the final module when they are replaced by individual tutorials.

### **Supervisory Tutorials**

These are one to one tutorials that take place in the final module where you can discuss the development and progress of your project. They are used to air specific issues raised through the work, provide critical observation, and recommend new directions and research strategies.

### **Discussion Fora**

These are asynchronous spaces where you can post messages, ask questions, and discuss ideas with tutors or fellow students. You will be encouraged to engage in critical debate, share ideas or progress on your work with the wider cohort.

### **Online learning resources**

These include recorded videos, texts, diagrams, images as well as reading lists and links to other online material. Technical and making skills are demonstrated through a mixture of recorded sessions and explanatory texts.

## **Professional Development Portfolio**

Throughout your course you will be encouraged to develop your own Professional Development portfolio, a means by which you can record, monitor, build and reflect on your personal development and learning, both in and around the course (skills, interests, research, collaborations etc.). It links with the Learning Agreement made in the Introductory module and is intended to support the development of your Comprehensive Master's Project at the end of the course. It also supports the reflective practice that is key to more independent learning at Master's level, helping you to achieve your full potential and become an effective and critically reflective landscape practitioner.

## **Assessment**

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every module of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available on Canvas, within each module that you undertake.

You will receive a final mark for each module in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are \*2, \*5 and \*8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the module.

You are assessed, broadly speaking in two ways: formatively and summatively.

**Formative assessment** provides feedback that will help you to develop your learning. It should be seen as 'ongoing' assessment in the sense that it enables you to pinpoint strengths and weaknesses and address them appropriately. Formative assessment may take place in tutorials, seminars, critiques, online quizzes and other discussions about your work.

**Summative assessment** generally takes place at the end of a module of study. It is an overall evaluation of your acquisition of the skills and knowledge developed in that part of the course.

Other assessment methods include *Criterion-referenced assessment* which occurs through use of Learning Outcomes in Module Assessments, and *Ipsative assessment* where the iterative nature of some aspects of delivery provide opportunities for gauging the student's current level of performance with previous levels of performance. Ipsative assessment is fed-back in individual tutorials.

The work to be assessed generally takes the form of written documents or practical outcomes: assessed reports, digital portfolios, reflective journals, illustrative studies, artefacts and installations, physical and digital models

## **Award of Merit or Distinction**

A Masters' Degree (MA) with Merit or Distinction may be awarded. Only modules at Level 7 contribute towards the determination of a Merit or Distinction.

You should refer to the Academic Regulations, which are available on the Student Hub, for further information on assessment and awards.

## **Course Structure**

All students are registered for the award of Master of Arts; however, exit awards are available if you leave the course early. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of Postgraduate Certificate (PGCert) you must have achieved a minimum of 60 credits at Level 7 including the first introduction module; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), you must have achieved a minimum of 120 credits at Level 7 including all taught modules; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), you must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

## **Course Content**

**Introduction: Where I Stand: Landscape and Resilience** is the first module of the MA Landscape Architecture and provides a foundation for the course and an opportunity for you to consider your own position and approach.

The course then moves through a series of independent **Carousel Modules 1-7**, each focusing on a key aspect of the environmental, ethical, theoretical, and social frameworks in which landscape architecture operates, while developing your techniques, abilities, and competencies through responding to associated project briefs and outputs. These carousel modules are self-contained and designed to be non-linear so they can be taken in any order as determined by your intake time of year.

**Landscape Research Methods and Strategies** follows the Carousel Modules, forming a foundation to the final Comprehensive Master's Project, and providing you with a theoretical and practical grounding in research and research design methods, while giving you the opportunity to identify and test your area of research, key sources, and methods.

In the **Comprehensive Master's Project** during the final three modules of the course, you will develop an extensive individual piece of self-led design project work that will allow you to develop further your own interests and aspirations, and to reflect upon your approach to landscape architecture in the form of a written and illustrated report. Your own interests and aspirations are encouraged. The course will support your personal development towards a creative contribution to landscape architecture and the wider world after graduation.

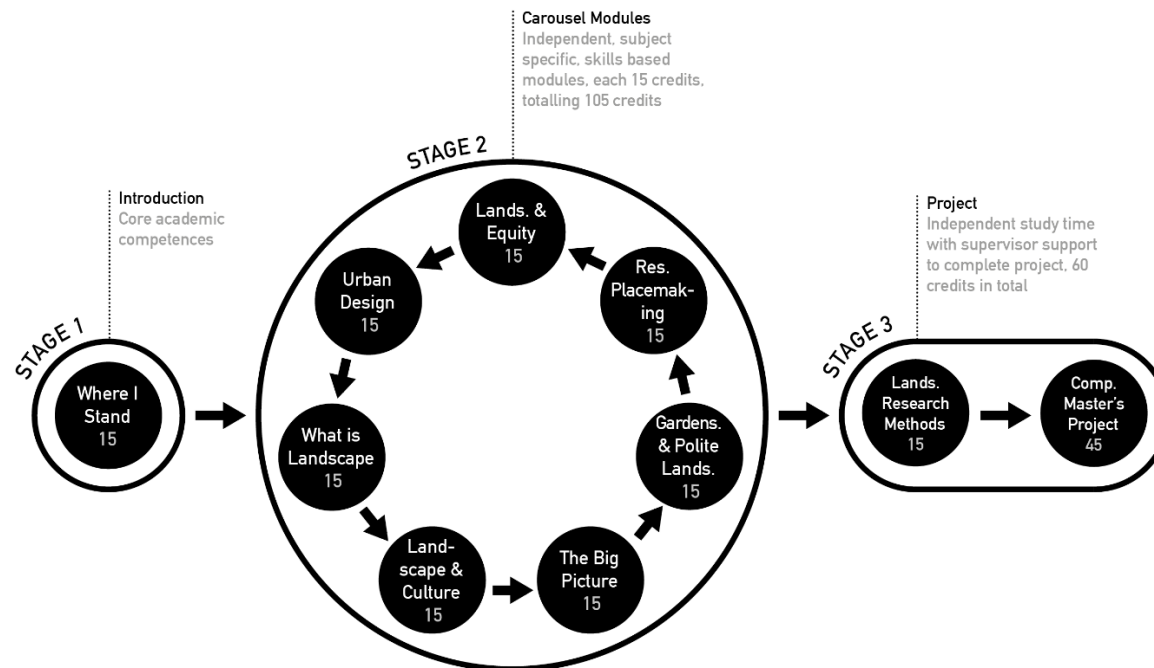
The course culminates in the opportunity to participate in a public online exhibition of your final project.

### **Course Modules**

<b>CODE</b>	<b>MODULE TITLE</b>	<b>CREDITS</b>
<b>Introduction</b>		
LSD700	Where I Stand: Landscape and Resilience	15 credits
<b>Carousel modules</b>		
LSD701	What is Landscape: Analysis, Evaluation and Representation	15 credits
LSD702	Landscape and Culture: History, Philosophy and Society	15 credits
LSD703	The Big Picture: Landscape as Infrastructure and Ecosystem	15 credits
LSD704	Gardens and Designed Landscapes	15 credits
LSD705	Resilient Placemaking: Restorative Landscapes for Ecological, Social and Environmental Wellbeing	15 credits
LSD706	Landscape and Equity: Participatory Design and Social Placemaking for Human and Planetary Justice	15 credits
LSD707	Urban Design: A Language Primer	15 credits
<b>Research and Project</b>		
LSD708	Landscape Research Methods and Strategies	15 credits
LSD709	Comprehensive Master's Project	45 credits

## Course Model

Your workload is balanced across a number of consecutive modules which all run independently. There are three stages of study and two progression points in the course where you move from the introductory module **Where I Stand** to the seven carousel modules, and from the carousel stage to the final two project modules, **Landscape Research Methods** and **Comprehensive Master's project**. There is no progression within the carousel modules which are designed to be taken in any order as determined by your intake time of year. All modules are a core part of the course and there are no options to select or deselect modules.



## **General Course Reference Material**

This is an indicative list of resources providing an idea of the level and range of material covered in the course. Specific reading lists for individual modules will be provided within the online learning platform.

Corner, J. and Balfour, A. (1999). *Recovering landscape: Essays in contemporary landscape architecture*. [eBook]. Sparks NV: Princeton Architectural Press.

Cullen, G. (1961). *The Concise Townscape*. [eBook]. London: Routledge.

Harvey, S. (2007). *The cultured landscape: Designing the environment in the 21st century*. [eBook]. New York: Routledge.

Howard, P., Thompson, I., and Waterton, E. (2020). *The Routledge companion to landscape studies*. [eBook]. London: Routledge.

Murphy, M. D. (2016). *Landscape Architecture Theory: An Ecological Approach*. [eBook]. United States: Island Press.

Selman, P. H. (2012). *Sustainable landscape planning: The reconnection agenda*. [eBook]. Abingdon: Routledge.

Waterman, T. (2015). *The Fundamentals of Landscape Architecture*. [eBook]. United Kingdom: Bloomsbury Publishing.

## **LSD700 Introduction Module: Where I Stand: Landscape and Resilience**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This first module of the MA Landscape Architecture introduces the course and key themes and practices in landscape architecture. Whether you are coming from a landscape architecture background, or from other subject areas, you will have the opportunity to develop new critical skills and ways of working, and to question the frameworks and assumptions which may underlie your practice.

The module will establish the course ethos and aspirations of shaping meaningful and resilient landscapes and communities of the future, and the AUB ethos of collaboration and making. You will consider and articulate your own position and approach to these themes, including your principles, intentions, motives and views (Manifesto), to include examples of critical case study analysis of selected landscape/placemaking precedents. You will develop and articulate your strategy for the course (Learning Agreement) which describes and explains your own learning needs and interests and identifies individual goals and aspirations for the course.

You will also be encouraged to begin a Professional Development Portfolio, to be developed throughout the course, which documents your learning journey and enables critical reflection and future planning tailored to your own interests, experiences, and landscape architectural position. This document is not formally assessed but serves to support the development of the brief and rationale for your Comprehensive Master's Project at the end of the course. It also will help you prepare for lifelong learning, employment, or further study.

### **Outline Syllabus**

- Introduction and contextualisation of course and AUB ethos and aspirations and of transformative practices in landscape architecture
- Engagement with various techniques which support such practices
- Engagement with selected landscape/placemaking precedents
- Role of landscape architecture practice

### **Method of Delivery**

Lectures, discussion fora and seminars Independent research and study

### **Aims**

- A1 To provide an opportunity to reassess your creative practice in relation to the course ethos and contemporary landscape architecture practice
- A2 To develop higher levels of critical reflection skills and support your continuing development as an autonomous learner.

## **Learning Outcomes**

On completion of this module you will be able to:

LO1 Critically respond to issues central to the course ethos and to landscape/placemaking precedents

LO2 Identify, organise, and articulate your individual learning needs and aspirations

## **Assessment Component**

An illustrated essay in two parts (total indicative word count: 2,500 words):

- Part 1: A critical self-reflection on your practice and intellectual position or 'Manifesto' around the course aims with reference to precedent projects and landscapes
- Part 2: The production of a 'Learning Agreement' articulating your learning strategy for the course identifying individual learning goals, interests, and aspirations

100%

## **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.



## **LSD701      What is Landscape: Analysis, Evaluation and Representation**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This module is the conceptual foundation for understanding landscape architecture as a discipline and how it is practiced. The module explores some of the key ideas and theories concerned with the meaning of landscape from social, cultural, environmental, and ethical perspectives. The module considers how we evaluate and place value systems on landscape quality and chart the relationship between landscape and legislation. Lastly, the module explores how we represent our multi-layered understanding of landscape and place, through a range of media.

The module aims to develop your understanding of the breadth of landscape culture and its theoretical foundations in other fields, including geography, ecology, architecture, sociology, and art. It will embed a foundation level of knowledge and a multi-disciplinary perspective on the complex environmental, cultural, and economic challenges and opportunities required to fundamentally embody sustainability into a conceptualisation of landscape and resilience. The module also aims to develop your interest in the relationship between landscape theory and practice, to inform your criticality around design and making.

### **Outline Syllabus**

- Landscape theory as situated practice
- Landscape as a symbolic system
- Role of language in structuring landscape knowledge
- Relationship of theory and practice
- Interdisciplinarity in landscape
- 

### **Method of Delivery**

Webinars, lectures, discussion fora and seminars Independent research and study

### **Aims**

- A1 To provide the opportunity to explore and critically reflect on key concepts and theories in relation to landscape architecture and its wider fields of evaluative and representational practice
- A2 To provide the opportunity develop skills in literacy and written academic communication via a critical and reflective approach

### **Learning Outcomes**

On completion of this module you will be able to:

- LO1 Demonstrate knowledge of key landscape architecture theories, concepts, and values which underpin different approaches to landscape and its representation

LO2 Effectively collect, synthesise, and communicate evidence and information

**Assessment Component**

Critical reflection on the theoretical context of landscape architecture, its principles, and its relationship with wider landscape practices, developed from a weekly blog. Indicative word count: 2,500 words. 100%

**Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

## **LSD702      Landscape and Culture: History, Philosophy and Society**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This module explores cultural traditions and philosophies in the light of current existential crises regarding landscape value. It questions how current practice is influenced by past and present social formations, including histories and philosophies of change. The module is wide-ranging in scope, examining human philosophical, spiritual, aesthetic, and practical relationships to landscapes, placemaking and gardens, and covering traditional cultures to contemporary modes of thought in both 'eastern' and 'western' traditions.

You will have the opportunity to consider key themes from historically distinct cultural traditions and philosophies as well as current existential crises facing landscape. Drawing on your learning experiences during this module, you should prepare and record a presentation that embodies and expresses a critical reflection on a specific cultural, philosophical and/or theoretical aspect of human relationship to landscape. This may involve a specific relationship with precedent case studies, including the places of special significance to yourself.

### **Outline Syllabus**

- Cultural, social, and intellectual histories, theories, and technologies
- Aesthetics, ecology, and sustainability
- Integration, plurality, and diversity

### **Method of Delivery**

Lectures, discussion fora and seminars Independent research and study

### **Aims**

- A1 To provide a stimulating forum for debate, in relation to cultural production, materiality and form
- A2 Develop and extend critical landscape literacy, knowledge, understanding, and communication skills

### **Learning Outcomes**

On completion of this module you will be able to:

- LO1 Demonstrate understanding of the diversity of cultural traditions and underpinning landscape forms and materiality
- LO2 Research, synthesise and communicate evidence and information via a recorded presentation

### **Assessment Component**

A recorded presentation that embodies and expresses a critical reflection on a specific cultural, philosophical, theoretical aspect of human relationship to landscape.  
100%

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

## **LSD703      The Big Picture: Landscape as Infrastructure and Ecosystem**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This module explores complex and conflicting built/natural landscape relationships, systems, and processes, in the context of the growing emphasis on resilience in landscape practice. It covers a broad scale of landscape perspectives including watersheds, forests, and wilderness, cultivated landscapes, urban landscapes, and gardens. A keynote of this module is 'nested-ness' of the Macro, Meso, and Micro cycles that comprise sustainable landscapes at all scales.

The module draws upon a range of innovative landscape approaches, including Green-Blue Infrastructure 'Assets and Functions' Planning, 'Cradle to Cradle', Gaia and Natural Capital Accounting. This module also tackles a range of surveying, landscape analysis, and representation techniques, used to communicate dynamic issues, conflicts, opportunities, and potentials through diagnostic analogue/digital mapping and montage.

You will be researching multi-layered rural, urban and/or coastal landscapes, and recording and analysing a particular site for its potential to deliver sustainable landscape strategies. In an illustrated report you will document a digital mapping-based investigation (e.g. GIS) and presentation of the 'Assets and Functions' and the potential, specific 'Economic, Social and Environmental Benefits' of a defined area of landscape, with reference to a proposed landscape design/management project brief. This work may inform your site choice and brief for your Comprehensive Master's Project.

### **Outline Syllabus**

- Landscape interpretation, site analysis
- Green-blue infrastructure, 'Cradle to Cradle' approaches, and cultural traditions around Gaia and other ecological models
- 'Assets and Functions' of landscape
- Landscape analysis
- Mapping representation techniques

### **Method of Delivery**

Lectures, discussion fora and seminars Independent research and study

### **Aims**

- A1 To develop awareness of relatively large scale, extensive and complex landscape issues, conflicts, opportunities, and potentials
- A2 To critically evaluate and record using digital mapping techniques a proposed landscape project site in response to integrated regional, territorial, or urban analysis

### **Learning Outcomes**

On completion of this module you will be able to:

LO1 Integrate a variety of complex and conflicting landscape issues, land-uses, and functions.

LO2 Research, analyse and record sites using range of techniques to inform resilient strategic and design proposals

### **Assessment Component**

An illustrated report involving the production of a full landscape analysis and evaluation of the landscape context (Green Audit) scoping the potential location and context for the student's Comprehensive Master's Project. 100%

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

## **LSD704      Gardens and Designed Landscapes**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This module considers how the contemporary practice of landscape design, and our conceptual understanding of landscape, are historically grounded in the context of gardens. It offers a synoptic view of garden history, considering a range of cultures and time periods, and a critique of the ways in which different groups and societies have expressed their beliefs and their relationship to nature through place-making.

You will study garden design precedents from different perspectives, examining their physical components and spatial programs, their meaning and symbolism as well as questions of power, control and display. This module also considers the connections between gardens and other arts practices, and the relations between planting, ecology and the wider environment.

The module provides the opportunity for you to study historical precedents in preparation for your own ventures in garden design. It aims to embed a critical appreciation for historical gardens movements and philosophies while developing your understanding and skills in designing and communicating successful gardens. Drawing on your learning experiences during this module, you will develop and communicate an annotated garden design proposal which draws upon historical garden precedents.

You may use this assignment to inform a conceptual framework for your Comprehensive Design Project.

### **Outline Syllabus**

- Nature of gardens
- Degree of formality / informality
- Circulation and use
- Meaning and Symbolism
- Questions of power, control and display
- Connections to other arts practices
- Planting, ecology and environment

### **Method of Delivery**

Lectures, discussion fora and seminars Independent research and study

### **Aims**

- A1 To develop awareness and appreciate the value of historical precedents for contemporary practice in landscape design.

A1 To develop understanding of the principles and processes for delivering successful gardens

A2 To critically analyse historical movements and philosophies in garden design from the perspective of the students' own design practice.

### **Learning Outcomes**

On completion of this module you will be able to:

LO1 Critically analyse historical movements and philosophies in garden design to inform your own design practice.

LO2 Develop and communicate a garden design proposal for a specific context, drawing on historical precedents.

### **Assessment Component**

An annotated garden design proposal which draws upon historical precedents, to include a plan at an appropriate scale, additional illustrative material as appropriate, and a 500-word explanatory text. 100%

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.



**LSD705**      **Resilient Placemaking: Restorative Landscapes for Ecological, Social and Environmental Wellbeing**

**Level:** 7  
**Credit Points:** 15  
**Weighting:** 1.0  
**Study Time:** 150 hours

**Description**

This module explores the critical contribution which both designed, and 'natural', landscapes play in delivering human health and wellbeing by relieving the sources of ecological, social and environmental stress which mitigate against wellbeing.

With global recognition that the 'Treatment Model' of health care is increasingly unaffordable and issues of health inequality increasingly evident, this module critically evaluates the role which landscape can play in helping to deliver the sustainable 'Preventative Model', through the provision of 'salutogenic' (health promoting) landscapes and cities.

The module examines a range of theoretical and practical approaches and design methodologies relating to the design and management of landscape to achieve physical and mental health, spiritual wellbeing, and resilience in support of these strategic wellbeing goals. Keynote focuses of this module are diversity, environmental justice and inclusivity relating to the individual and to the wider social context, explored through interdisciplinary perspectives and precedent analysis relating to diverse cultural approaches, historical and contemporary, including evidence-based aesthetic and multi-sensory landscape concepts, such as Biophilia, Prospect-Refuge Theory, Attention Restoration Theory, Horticultural Therapy, Forest Bathing, and therapeutic placemaking in health care.

The module equips you to engage with, critique, and develop your own proposals.

The module coursework challenges you to identify a defined area of landscape you know well, which could be the site for your Comprehensive Design Project, and prepare a "Restorative Landscape Proposal", and illustrated design investigation in two dimensional graphic and written format analysing a defined area of landscape and representing the potential health-enhancing, social/cultural, and ecological wellbeing 'benefits/functions' for that site with reference to precedent examples and in response to a specific health concern.

You may use this assignment to inform a conceptual framework for your Comprehensive Design Project.

**Outline Syllabus**

- Relationship between landscape and human health
- Health, wellbeing, and resilience across cultures
- Diversity and inclusivity
- Social-ecological models of health, environmental justice, and issues of health inequality
- Biophilia and the multi-sensory/experiential landscape

- Restorative landscape principles and techniques

### **Method of Delivery**

Lectures, readings, discussion fora and seminars Independent research and study

### **Aims**

- A1 To provide knowledge and understanding of a range disciplinary and theoretical approaches to salutogenic landscape design
- A2 To apply principles of salutogenic landscape design to a defined area of landscape in response to a specific health concern.

### **Learning Outcomes**

On completion of this module you will be able to:

- LO1 Demonstrate critical understanding of a range disciplinary and theoretical approaches to salutogenic landscape design.
- LO2 Critically review and assess a defined area of landscape (“the study site”), with reference to examples and in response to the provided design brief.
- LO3 Propose ecological, programmatic and planting interventions to the study site in accordance with the design brief, demonstrating an understanding of, and ability to apply, restorative landscape design principles to physical space.

### **Assessment Component**

A ‘Restorative Landscape Proposal’: an illustrated design investigation in two dimensional graphic and written format analysing a defined area of landscape and representing the potential health-enhancing, social/cultural, and ecological wellbeing ‘benefits/functions’ for that site with reference to precedent examples and in response to a specific health concern. 100%

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

**LSD706**      **Landscape and Equity: Participatory Design and Social Placemaking for Human and Planetary Justice**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

**Description**

This module considers how landscape architecture practice can promote social justice and equitable communities through inclusive design, exploring innovation in tools and techniques to overcome the physical economic, social, cultural and political barriers toward the equitable enjoyment of landscapes.

The module will critically examine placemaking design and management ‘as if everyone mattered equally’, i.e., regardless of race, age, disability, sex, religion or belief and sexual orientation. It will explore access to safe, healthy places and inclusively accessible resources, such as public transportation, parks, and sources of fresh food. The module will also critically analyse co-design initiatives which bring together designers and communities in the planning of healthy and equitable landscapes.

Coursework comprises a fully illustrated survey and evaluation of a selected landscape/place, analysed from the perspective of inclusive access and enjoyment, and of intrinsic wellbeing benefit, and a design proposition and/or set of appropriate recommendations. The nature of the inclusion/exclusion and the specific brief will be set by yourself, and you may draw on both local and global exemplars, and your own personal history and interests.

You may use this assignment to inform a conceptual framework for your Comprehensive Design Project.

**Outline Syllabus**

- Barriers to access, equity, and inclusion
- Socially sustainable and user-orientated approaches to design
- Equity and participation in place change
- Role of the designer in the equitable design process

**Method of Delivery**

Lectures, discussion fora and seminars.  
Independent research and study

**Aims**

- A1 To develop understanding of the principles and processes that deliver accessible and inclusive environments
- A2 To embed the principles of inclusive environments in landscape projects, with the acknowledgement of diversity and difference

### **Learning Outcomes**

On completion of this module you will be able to:

LO1 Demonstrate understanding of the principles, processes and practices needed to achieve an inclusive environment

LO2 Identify issues, challenges and opportunities for equitable design in a specific context, and develop plans for innovative solutions to problems via a design proposition and/or set of appropriate recommendations

### **Assessment Component**

A fully illustrated survey and evaluation of a selected landscape/place, analysed from the perspective of inclusive access and enjoyment, and of intrinsic wellbeing benefit, and a design proposition and/or set of appropriate recommendations.

100%

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

## **LSD707      Urban Design: A Language Primer**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This module provides an introductory primer to Urban Design, exploring its language and terminology and using recent urban design theory as a tool for understanding urban landscapes. It showcases how successful landscape design is integral to the discipline of Urban Design, and critically examines cities from the perspectives of a range of urban theories.

The module provides you with the opportunity to consider Urban Design as a function of intentional relationships to context, considerate of both human community and wider environmental concerns. The module will look at how economic, environmental, social and cultural parameters, within urban and landscape design theoretical constructs can enable thriving urban landscapes. Key terms of Urban Design and concepts such as the City Beautiful movement, the garden city, the 15-minute city, the salutogenic city, the smart city and the merging of physical and digital landscapes will be discussed in parallel with exemplary urban design projects from around the world. The module will allow you to particularise your understanding of case study precedents and a selected design project site context, and to develop a strategic vision for the design of urban landscapes from an Urban Design perspective.

Module coursework comprises a fully illustrated survey and critical evaluation of an urban landscape/place, analysed from the perspective of the relevant urban design theories and discourses, and a design proposition and/or set of appropriate recommendations. The specific brief will be set by yourself, and you may draw on both local and global exemplars, and your own personal history and interests. The coursework will consider how the discourse of Urban Design relates to a design proposition based upon intrinsic wellbeing benefit.

The study should comprise two elements:

Part A: The analysis of the context, using the methodology of Urban Design from the perspective of a specific urban theorist or set of conceptual propositions.

Part B: An outline Urban Design proposal for delivering specific wellbeing goals (economic, environmental, social and/or cultural). As part of this study, students should include a consideration of their own perspective on urban landscape practice.

You may use this assignment to inform a conceptual framework for your Comprehensive Design Project.

### **Outline Syllabus**

- Urban Design theories and their relationships to urban landscapes
- Concepts relating to liveable cities and contemporary urban landscapes

- Role of the landscape professionals in the Urban Design process

### **Method of Delivery**

Lectures, discussion fora and seminars.  
Independent research and study

### **Aims**

- A1 To develop understanding of the principles, processes and practices that deliver liveable urban landscapes
- A2 To embed Urban Design principles in the design discourse of the liveable urban landscapes.

### **Learning Outcomes**

On completion of this module you will be able to:

- LO1 Demonstrate understanding of Urban Design principles, processes and practices needed to create liveable urban landscapes.
- LO2 Identify issues, challenges, and opportunities for liveable urban landscape design in a specific context, and to develop plans for innovative solutions via a design proposal and/or set of appropriate recommendations

### **Assessment Component**

A fully illustrated survey and critical evaluation of a selected urban landscape/place analysed from the perspective of relevant urban design theories and a design proposition and/or set of appropriate recommendations.

100%

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

## **LSD708      Landscape Research Methods and Strategies**

**Level:** 7  
**Credit Points:** 15  
**Study Time:** 150 hours  
**Duration:** 8 weeks

### **Description**

This module provides you with a theoretical and practical grounding in research and research design methods, exploring both conventional and innovative methodologies from a range of disciplines. The module serves as a foundation to the Comprehensive Master's Project and will provide opportunities for you to identify and test your area of research, key sources and appropriate methods of inquiry including the consideration of confidentiality and ethical issues. It will also help you to develop creative and innovative connections between research and design practice.

You will explore and develop research methods, frameworks, and theories for engaging and analysing landscape and cities appropriate to your own landscape interests and position. You will develop an outline brief and rationale for your Comprehensive Master's Project which critiques and translates your subject Manifesto, developed in the Introduction Module, into the strategies and approach that you will use for your Project. You are encouraged to define aspirational agendas that address current environmental and social challenges, some of which may be at the current boundaries of the discipline.

### **Outline Syllabus**

- Different research cultures and research methods, frameworks, and theories
- Relationship between research, analysis, and design
- Use of hypothesis in the application of knowledge
- Research presentation and communication
- Ethical practice

### **Method of Delivery**

Lectures, discussion fora and seminars  
Independent research and study  
Engagement with a site and formulation of brief and strategies

### **Aims**

- A1 To provide a theoretical and practical foundation in methods of evaluation and analysis pertinent to undertaking landscape research
- A2 To synthesise and integrate research concepts and ideas in the development of a subject Manifesto and Comprehensive Master's Project brief, identifying appropriate aims and objectives at a range of scales

### **Learning Outcomes**

On completion of this module you will be able to:

LO1 Demonstrate understanding of the application of methods and types of formal and informal research and analysis that can be used in the landscape sector

LO2 Plan and develop distinct research strategies relevant to your chosen areas of research in the development of a Comprehensive Master's Project proposal

### **Assessment Component**

Formal written and illustrated Comprehensive Master's Project Proposal identifying appropriate aims and objectives at a range of spatial and temporal scales, underpinned by well-documented research, and incorporating a relevant research methodology. 100%

The proposal will include a critical reflection on your Manifesto, completed for the Introduction Module assignment, to include your landscape architecture principles, intentions, motives or views, to support the development of your strategy and approach for your Comprehensive Master's Project.

### **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.



## **LSD709      Comprehensive Master's Project**

**Level:** 7  
**Credit Points:** 45  
**Study Time:** 450 hours  
**Duration:** 24 weeks

### **Description**

The Comprehensive Master's Project is a 45-credit extensive individual piece of self-led project work that will allow you to synthesise the ideas, knowledge, understanding, and skills that you have developed through the course, and to apply them in an appropriate way to address the issues posed by your chosen project. The Comprehensive Master's Project provides you with the opportunity to develop your own research design project that articulates your developing position and approach as advanced landscape designers and landscape professionals through personal research to a final project.

Working on your own initiative, with the support of an assigned project supervisor, in this module you will resolve and develop the design project which you will have previously established and researched in the Research Methods and Strategies module, from the theoretical and strategic to final detail design, using multiple design scales and incorporating representation techniques appropriate to the project. You will be challenged to reflect on and develop your practice in directions supportive of equity, inclusion, resilience, and wellbeing, and asked to reflect on this at an individual human, community, and wider environmental and settlement scale. You will be asked to conceptualise the nature of your design practice and development propositions, as fully integrated within, and supported by systems of space/place, energy, resources, services and human culture and surrounding ecologies.

Through the study of a specific landscape from a regional scale, progressively down to the detailed scale of material and technological resolution, there is a focus throughout on applying contemporary theoretical ideas and technologies to address the environmental and social challenges of the landscape explored.

### **Outline Syllabus**

The relationship between analysis, design and practice.

The programme of study will vary according to the academic needs and interests of individual students. Irrespective of subject specialisation, it will entail the negotiation of a body of creative work between yourself and your project supervisor.

### **Method of Delivery**

There are no taught elements for this module, with all student contact facilitated through 1-to-1 contact with an assigned project supervisor.

## **Aims**

- A1 To develop a creative ecological and ethical approach and understanding for your Comprehensive Master's Project and a technically competent design proposition
- A2 To use and enhance an appropriate range of representational, documentary and communication skills to test, inform and explain proposals, and to diverse audiences
- A3 To develop an ability to synthesise and integrate concepts and ideas in the wider contextual knowledge of the discipline and to relate them to practical contexts and issues
- A4 To demonstrate a questioning and critical approach to the design brief and a strategic explanation of the design process identifying key issues and parameters
- A5 To provide opportunities for you to manage your own learning from the increased complexity and rigour of creative production required for landscape practice

## **Learning Outcomes**

On completion of this module you will be able to:

- LO1 Prepare strategic and detailed proposals considering complex environmental and social contexts and the requirements of stakeholders and the brief
- LO2 Evaluate and apply a comprehensive range of visual, oral and written media to test, inform and explain proposals
- LO3 Synthesise and integrate concepts and ideas in the wider contextual knowledge of the discipline and to relate them to practical contexts and issues
- LO4 Demonstrate a questioning and critical approach to the design brief and a strategic explanation of the design process identifying key issues and parameters
- LO5 Develop and display the generic skills required to acquire new competencies for employability and career progression

## **Assessment Component**

A design portfolio and 4,000-word reflective design report documenting the design and process work ranging from the development of the brief and design thinking to the use of materials, drawings and 3D making processes, with consideration of environmental, social, and spatial issues, including systems of space/place, energy, resources, services, and human culture, surrounding ecologies and the design and management planning of plant communities. 100%

## **Reference Material**

Reading lists for individual modules will be provided within the online learning platform.

