Faculty of Architecture, Landscape and Visual Arts

UNIT OUTLINE
LACH 2240

LANDSCAPE ECOLOGY:
Ecological design principles

SEM 1 - 2011

CAMPUS: HEW ROBERTS SEMINAR ROOM, CRAWLEY

UNIT COORDINATOR: AILSA GRIEVE
UNIT DETAILS

Unit title: Landscape Ecology: Ecological Design Principles
Unit code: LACH 2240
Credit points: 6 POINTS
Availability: Semester One
Location: CRAWLEY
Unit web page: www.alva.uwa.edu.au/students

UNIT RULES

Contact hours:
Pre requisites/advisable prior study and incompatibility: Available at: www.handbook.uwa.edu.au

CONTACT INFORMATION

Unit coordinator: Ailsa Grieve
Unit coordinator email: ailsa.grieve@uwa.edu.au
Unit coordinator phone number: 6488 1566
Coordinator consultation hours: Thursday 10 - 1

COMMUNICATION

When you enrol at UWA you are automatically assigned an email address. This address is then used for official electronic correspondence unless you advise in writing that this is not acceptable. For more information about your UWA Student Email account and services available you should visit http://www.ucs.uwa.edu.au/web/students/email

Staff may communicate with students by email, so all students should ensure that they:
(a) activate their Pheme account and student email account
(b) check their account regularly (at least twice per week)
(c) communicate with University staff ONLY through their student email account. (Staff are not required to respond by email to any other addresses.)
UNIT DESCRIPTION

Introduction

This unit explores the role of landscape architecture in the multi- and interdisciplinary practices of landscape systems ecology. The unit starts invariably with a synopsis on the background context of ecology, and ecological related thinking. Ecology will be discussed as a medium between the arts and sciences in the context of its historic and contemporary projections, and ecological theories will be discussed in order to promote ecology as a way of seeing and thinking about the world.

Topics include a broad understanding of varying biophysical types and their behavioral systems including bioregions, landscape character units, species communities, networks, patches, mosaics, corridors, paths, nodes, edges, diversity, representativeness, connectivity and fragmentation.

Ecological design principles that investigate scientific insight with creative and constructive environmental design—implying designed human co-operation and biological partnership—are explored via the designed management of air, water, earth, fire and energy, biomass, food, biodiversity, habitat, eco-links, waste and material resources and values from the regional to the local site scales. Comparisons are made between the designed behavior and performance of cultural settlements in suitably repairing, maintaining and enhancing sustainable ecological systems with the performance of natural ecosystems. The defined sustainable ecological design principles are applicable to all subsequent landscape architecture design studios undertaken in the Faculty.

The unit investigates and illustrates both historical and contemporary ecological design case studies where scientists and designers have collaborated in one form or another to produce physical landscape works, either as site-specific designs or as broader landscape management interventions. Case studies of designed landscape ecology, restoration ecology and ecosystem management are provided.

Unit aims and objectives / learning outcomes

Students acquire the knowledge, skills, ethics and attitudes necessary for the application of ecological design principles to landscape architecture. They become aware of the breadth and depth of information from scientific, humanistic, technological and artistic viewpoints and develop an understanding of interdisciplinary ecological design practices and the importance of skill collaboration. Students develop an awareness of and familiarity with key terms, concepts, principles, methods, techniques and settings of practicing sustainable ecological design; and an ability to apply this knowledge to given environmental design situations and to solve specific ecological design problems.

UNIT REQUIREMENTS

It is expected that students submit all written work in typewritten form. Access is provided to computers and software in the ALVA computer labs. Students must make their own arrangements to obtain and activate user accounts if they require use of this service.

This unit outline should be read in conjunction with the relevant studio guide provided by respective studio coordinator.

UNIT STRUCTURE

Class types (lectures, tutorials/seminars, workshops), venues, days and times

Lectures, tutorial & seminars, Hew Roberts Seminar Room ALVA, Tuesdays 2-5pm.

Attendance/participation requirements

It is in your best interest to attend all formal sessions, there is a direct correlation between the information body of ecology, and the studio focus. Good grades will be a reflection of participation in the unfolding of
semester lectures, tutorials and studios. Please also note that attendance records are kept throughout semester.

**Materials and Equipment**
- Field Trip (with Rural Studio) $200 (subsidised partly by Faculty)
- Consumables (CDs, paper etc) $50

**UNIT TIMETABLE**

To view the timetable for this unit please go to: [www.timetable.uwa.edu.au](http://www.timetable.uwa.edu.au)
**SEMESTER CALENDAR**

**NOTE:** Lectures are EVERY TUESDAY 2 – 5PM @ HEW ROBERTS LECTURE THEATRE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>1</td>
<td>1st Mar</td>
<td>Course Introduction, Outline of Unit Guide &amp; Introduction to Ecological thinking</td>
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<tr>
<td>2</td>
<td>8th Mar</td>
<td>Landscape, Ecology &amp; Design – Designed Social &amp; Physical Realisations</td>
<td>Presentation Group 1 (Group 4 facilitation)</td>
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<tr>
<td>3</td>
<td>15th Mar</td>
<td>Other Ecologies</td>
<td>Presentation Group 2 (Group 5 facilitation)</td>
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<td>4</td>
<td>22nd Mar</td>
<td>Bio-Regionalism, Internationalism and Localism</td>
<td>Open Space Session 1</td>
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<td>5</td>
<td>29th Mar</td>
<td>Rural Principles – Sustainability of the small and isolated amongst the large and diverse</td>
<td>Presentation Group 3 (Group 6 facilitation)</td>
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<tr>
<td>6</td>
<td>5th Apr</td>
<td>Urban Principles – Eco-cities, Eco-movement, Eco-measuring</td>
<td>Presentation Group 4 (Group 1 facilitation)</td>
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<td>7</td>
<td>12th Apr</td>
<td>No Classes</td>
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<td>8</td>
<td>19th Apr</td>
<td>Suburban Principles – Climate Control, Energy &amp; Water Design Management</td>
<td>Open Space Session 2</td>
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<td></td>
<td>26th Apr</td>
<td>Non-Teaching Study break</td>
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<tr>
<td>9</td>
<td>3rd May</td>
<td>Garden Principles – Integrated Living Environments</td>
<td>Presentation Group 5 (Group 2 facilitation)</td>
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<td>10</td>
<td>10th May</td>
<td>Principles of Materials – things &amp; processes</td>
<td>Presentation Group 6 (Group 3 facilitation)</td>
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<tr>
<td>11</td>
<td>17th May</td>
<td>Practicals of a Perth Ecology</td>
<td>Open Space Session 3 Assessment 2 Due 2pm</td>
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<tr>
<td>12</td>
<td>24th May</td>
<td>Unit Summary – Integrated Design Models &amp; Cultural Design Ethics</td>
<td>Unit Review Workshop</td>
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<td>13</td>
<td>03rd June</td>
<td>No Classes</td>
<td>Non assessment week/ Folio submission</td>
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<tr>
<td>14</td>
<td>10th June</td>
<td>No Classes</td>
<td>Assessment 3 Due 4pm</td>
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**WEEKLY PROGRAMME:** See APPENDIX 1

**RESOURCES:** See APPENDIX 2

Readings will be handed out weekly at the Tuesday Ecology Lecture; Refer to APPENDIX 2 ‘Recommended Texts’ for a weekly guide to key literature.
ASSESSMENTS

Assessment Mechanism

This unit is assessed by the satisfactory completion of 2 assignments, essentially designed to gauge the student’s comprehension, participation and representation of the unit’s full contact over the semester. Both assignments require a demonstration of the student’s abilities and skills to research – locate, select, organise, and analyse- the relevant information, as well as communicate, both verbally and in electronic form, the information clearly, concisely and in a professional manner. Substantial teamwork is required. Internal assessment is 100%.

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>Assessment 1 Encapsulating an Encultured Ecology</td>
<td>Group Presentation 20%</td>
<td>WEEK 2 – WEEK 11 Refer to schedule</td>
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<tr>
<td>Assessment 2 Ecological Entrepreneurship Proposal</td>
<td>30%</td>
<td>20th May – WEEK 11 2pm in ALVA resource room</td>
</tr>
<tr>
<td>Assessment 3 Ecologica Notebook</td>
<td>40 %</td>
<td>10th June – WEEK 14 2pm in ALVA resource room</td>
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Supplementary assessment is available to Bachelor Degree pass students and Master of Architecture (coursework) students who receive a final mark of 45-49% in a unit when it is the only unit required to complete their course.

Assessment Projects

Assessment 1: Encapsulating an Encultured Ecology

(i) Brief Description: In your allocated groups, prepare and present a powerful 20 – 30 minute electronic presentation. Critically research, document and graphically present one of the designated ‘key text’ topics (refer to list below). The assignment is scheduled to start in week 1 so that enough information is collected, analysed and presented in-concert with the Rural Studio program. The essence here is that this research work will help ‘drive’ the scholarly ecological design efforts of the studio. Each group will be allocated times to present as well as a separate time to facilitate the presentation of another group session. Facilitation will involve the questioning and discussion following the respective presentation and should include prior-preparation, meeting with the group, reading topic information, etc.

(ii) Submission requirements:
Part 1: Group tutorial – Presentation of key text topic; Part 2: Facilitation of a Tutorial Presentation

(iii) Assessment Criteria: Noted above.

Ensure the presented information is clear & concise, and is pertinent to an understanding of the objectives of the Ecology unit as well as the project needs within the rural studio. Ensure that you have critically assessed the information rather than simply re-present it as inventory-type material. Visually communicate new ideas about the respective topic. Here researching involves creative design processes that locate, select, organise, analyse and document information – as well as communicate verbally and graphically in written and electronic forms, clearly, concisely and in a beautiful manner. BE CREATIVE - Always re-draw maps, figures, tables and physically model information. You will need to set up regular team meetings to communicate in your group, define & focus on specific tasks & communicate.

The Key Texts and inherent findings will be localised to Perth and the surrounding landscape.

(iv) Tutorial Groups: See APPENDIX 3

Assessment 2: Ecological Entrepreneurship Proposal

(i) Brief Description: Using the provided format (this will be supplied in class), and as a simulation of both realism and idealism document your own ecological entrepreneurship project. Use the information body hosted by the lectures and tutorials to ask ‘what is missing from ecologically sustainable Landscape Architecture in Perth?’ Your idea can be as conservative or outlandish as you feel, as long as it is potentially possible. Examples and procedures will be discussed in
class.

(ii) Submission Requirements: Report, format provided in class. Minimum 3000 words.

(iii) Assessment Criteria: Noted above.

Assessment 3: *The Ecologica Notebook*

(i) Brief Description: Students are to creatively document all of the unit’s progress and information in an ‘electronic’ notebook. This includes all unit guide and lecture materials, tutorial presentations, open space sessions, readers and field trip experiences. It is intended to become an essential ecological design resource for your educational and professional planning and design careers. It should be very personal in places, allowing you opportunities to document reflective practices in your scholarly work.

(ii) Submission Requirements: Electronic document (eg pdf of Indesign/Powerpoint) on a labelled CD or DVD Week 14 – 10th June 2pm in the ALVA Resource Room.

(iii) Assessment Criteria: Noted above.
APPENDIX 1

WEEKLY PROGRAMME

WEEK 1: *Course Introduction, Outline of Unit Guide & Introduction to Ecological thinking*

**Key Idea:**

PART 1: This introductory session will begin with a concise outline of the Unit programme over the semester, noting the relationships between lectures, tutorials, open space sessions, fieldtrip sessions and their learning and assessment expectations.

PART II: The lecture will start to introduce, philosophically, the concept of ecology; the giants within ecological theory history; and how different disciplines have contributed in conducting a cultural ecological conversation.

WEEK 2: *Landscape, Ecology & Design – Designed Social & Physical Realisations*

**Key Idea:** This session builds upon the theoretical base of week one, by following threads from ecological philosophies, disciplines and research into the body, form and inception of ecologic thinking within Landscape Architecture. The idea of sustainability will be introduced, as well as the cross-discipline approaches of landscape ecology, restoration ecology and ecosystem management. Paradigms of political, professional and ethical sustainable development will be discussed with particular links to the social and design aspects of ecological, environmental, technological, phenomenological, and energy based systems. The key cultural differences between ‘ecological’ and ‘conventional’ design will be introduced.

*Panarchy, Resilience, Disturbance, Ethics, Equilibrium, Diversity*

WEEK 3: *Other Ecologies*

**Key Idea:** This session will introduce the concept of ‘other’ as an important facet of ecology and ecological thinking. Designs and creative movements that promote and facilitate this ‘other’ will be discussed within different cultural and physical contexts. ‘Other’ ecologies such as Acoustic Ecology will be introduced in detail along with other Art practices such as walking and environmental and site-specific art which push the cultural boundary into the unknown.

*Other, Acoustic Ecology, Peripatetic, Site-Specific*

WEEK 4: *Bio-Regionalism, Internationalism and Localism*

**Key Idea:** This session begins with a state of the world synopsis in terms of global and international statistics, milestones, commitments and actions relating to the designed management of global resources. The session ends by establishing Western Australia within this global context and as a standalone, by understanding where we have been, where we are now, and where we are going. The lecture encounters people & projects along the way that have changed and are changing international and local ecological realities, such as Ian McHarg, Gondwana Link (WA), Trees of Grace (UK) & The Sahara Forest Project (Global).

*SOTE, Landscape character & assessment, GIS, land capability*

WEEK 5: *Rural Principles – Sustainability of the small and isolated amongst the large and diverse*

**Key Idea:** This lecture investigates opportunities for ecological design and landscape architecture practice across the broader rural landscape. Ecological design principles and techniques are discussed, with particular
emphasize on multiple, and integrated benefits associated with conservation and revegetation over farmlands. Particular emphasis will be placed on the research of CSIRO in relation to broad acre farming and the work of Landscape Architects Tract Consultants, who essentially pioneered the Australian land-design guideline in 1978. This lecture will also investigate rural eco-tourism and touch on the principles of place making and programs that are supporting small town sustainability such as Living Communities and Big Hart.

*Fragmentation, patches, edges, nodes, mosaics, corridors, key-lining, islands*

**WEEK 6: Urban Principles – Eco-cities, Eco-movement, Eco-measuring**

**Key Idea:** This lecture is centred on the prophecy that by 2050, 75% of the world’s population will be living in cities (Ricky Burdett & Devan Sudic (ed) The Endless City, 2008). The lecture will examine the idea of ecological footprinting and urban movements such as *The Systems City, The Green City and Transition Towns* that begin to negotiate ecologically focused human habitation. Community participation in design and Urban Pioneering will also be looked at as reflexive and responsive models of design.

*Urbanism, Urban Pioneering, frog-sticking, green development*

**WEEK 8: Suburban Principles – Climate Control, Energy & Water Design Management**

**Key Idea:** This lecture enters the realm of defining suburban ecological design principles by investigating the key strategies that control micro-climate in the built environment. Bio-diversity, energy and water conservation design principles will be discussed. Side to this will also be an investigation of the link between aesthetics and sustainability highlighted in the work by American Landscape Architect Joan Nassauer. The lecture continues by reviewing a number ecologically revelatory residential sub-division designs found both locally and overseas, and touches on the suburban community gardening movement.

*Stormwater Infiltration, Constructed Wetlands, Xeriscaping, Landfill Restoration*

**WEEK 9: Garden Principles – Integrated Living Environments**

**Key Idea:** This lecture investigates innovative projects and the ecological design principles applicable (although not confined to) the scale of the garden landscape. The garden, in this sense is considered, as per studio themes, as a concept that includes the gardens of our lives, such as botanical gardens and gardens for habitat. Design zones, grass-roots innovation, co-operative design, and permacultural design are discussed in light of the historic and contemporary garden design movement. The lesson will also cover the means and methods of producing healthy biomass and food as a critical ecological design principle to modern living, contextualised within the promotion of critical cycles of energy and systems noted in previous lectures.

*Permaculture, zones, sector analysis, hydroponics, aquaculture, Biomass*

**WEEK 10: Principles of Materials – Things & Processes**

**Key Idea:** This lecture investigates the ecological design principles at the micro-scale; the specific ecological properties of materials used in landscape and architectural construction projects. The history of green material product development is outlined, as well as the actual material properties of embodied energy and the concepts of R-value, and material recycling.

*Green materials, embodied energy, R-Value, material recycling.*

**WEEK 11: Practicals of a Perth Ecology**

**Key Idea:** This session will visit and discuss the formation of some sustainable and ecologically focused Perth projects such as the Perth Cultural Centre Urban Orchard and Urban Wetland, The Syrinx designed Point
Fraser Wetland and the Grove library. Projects will be examined from concept to material selection and installation, based on ecologic principles discussed so far in the course. This session will also cover the practicalities of working in an environmentally focused office, and how the ecologic aspect of projects can be facilitated within the workforce.

**WEEK 12: Unit Summary – Integrated Design Models & Cultural Design Ethics**

**Key Idea:** This concluding lecture summarises the key ecological design principles interrogated over the semester – grouped in the subjects of air, water, fire, biomass, food, diversity, habitat, eco-links, and waste (Downton 2002). The key to new integrated ecological design management and expression in landscape architecture is presented as incorporating a balanced mix of thorough ecological performance indicators, integrated modelling, check-listing and score-carding devices; together with the qualitative poetics of experimental, flexible, cultural design, constructed and committed to long term monitoring, and sustainable community education and development.

*Integrated sustainable modelling, check-listing, experimental design, new ecologies*
APPENDIX 2

RECOMMENDED TEXTS

Studio Specific
http://www.wheatbelt.wa.gov.au/access/index
http://www.avonnrm.org.au/


Information & Photographs at the Local History Libraries – Perth, Subiaco, Claremont, Fremantle ... (google)

Indigenous Specific


Perth, Australian Landscape & climate change


Cork, S 2010. Resilience and Transformation – Preparing Australia for Uncertain Futures. CSIRO Publishing

Del Marco, A 2004. Local government biodiversity planning guidelines for the Perth Metropolitan Region. Western Australian Local Government Association, West Perth, W.A.


Hopper, S 2009. OCBIL theory: towards an integrated understanding of the evolution, ecology and conservation of biodiversity on old, climatically buffered, infertile landscapes. international journal on plant-soil relationships, 322, pp. 49-86.


Natural Resource Management Ministerial Council 2010, Australia’s Biodiversity Conservation Strategy 2010-2030,


Australian Government, Department of Sustainability, Environment, Water, Population and Communities, Canberra.

Rippey, E.and Rowland, B. Plants of the Perth Coast and Islands: University of Western Australia Press 1995


Seddon, G. 1972, Sense of Place: A Response to an Environment: The Swan Coastal Plain: University of Western Australia.

Steffen, WL 2009, Australia's biodiversity and climate change / Will Steffen ... [et al.], CSIRO Publishing, Collingwood, Vic

**Ecology general**


**Other Ecologies**


Bioregionalism, Internationalism and Localism

Ahern, J 2006, Biodiversity planning and design: sustainable practices / Jack Ahern, Elisabeth Leduc, Mary Lee York, Island Press, Washington.:


Dunlop, M 2008, Implications of climate change for Australia’s national reserve system: a preliminary assessment / Michael Dunlop and Peter R. Brown, Dept. of Climate Change, Canberra


Rural Principles


Albrecht, G 2006. Solastalgia: Environmental damage has made it possible to be homesick without leaving home. Alternatives, 32, 34-36.


CANA 2010. *Voices of the Wheatbelt : Our Place, Our Stories*, Perth, Community Arts Network WA.


Community Development and Justice Standing Committee 2004. Impact of the Arts in Regional Western Australia.

Government of Western Australia, Perth: State Law Publisher.


Gard Ewell, M 2006. *Putting the Culture back into Agriculture*. Madison, WI: Community Arts Network Reading Room.


NHRA 2009c. *Climate Change and Rural Australia. Fact Sheet 20*. Canberra: National Rural Health Alliance Inc.


Wright, P 2009. *It’s like thinking with both sides of your brain. Big hART’s LUCKY Project : an imaginative intervention*. Devonport: Big hART/ Murdoch University.


**Urban Principles**


Bogunovich, D. 2002. *The Eco-City Model*. Unpublished notes presented to The University of Western Australia Landscape Architecture design studio held at the Environmental Technology Centre, Murdoch University, Western Australia. Auckland University, New Zealand.


Suburban Principles

Principles of Materials
Environmental Technology Centre 1999. Environmental Technology Centre Self Guided Tour Booklet.
Murdoch University, Western Australia. See: wwwies.murdoch.edu.au/etc
http://www.abc.net.au/rr/science/earth/handouts/houses.htm

Garden Principles


APPENDIX 3

TUTORIAL TEAMS - ASSESSMENT 2

NOTE: The Key text for each presentation is a foundation only; it represents a place to start and must be accompanied by student identified further references.

TEAM 1: Perth’s Indigenous Landscapes – Past Present & Future

What are the key indigenous inhabitation, land use and demographic patterns and events of the Perth area? From a socio-cultural perspective what has happened to these landscapes over time and why? What has been lost? What cultural landscapes remain significant and why? How are the social histories respected and represented in local community today and how do they contribute to a sense of place? What can we say for reconciliation and land rights in the Perth area? Are there any groundbreaking movements afoot? Relate to Landscape Architecture.

Students: Nicholas Rose, Qiuyan Su, Marguerite Caddy, Caine Holdsworth, Michael Memeo & Patrick Sims

TEAM 2: Geophysical & Biophysical Perth – Past Present & Future

Describe the ancient geospheric unfolding of the south west landmass, and the concurrent unfolding of the biosphere. How has one influenced the other, and visa versa? How has this shaped Perth as a place? What is distinctive in terms of geology, geomorphology, soils and hydrology? What is unique, endemic, diverse, rare or endangered, and why is this so? How do terrestrial environmental qualities contribute to the character of the landscape and how are they experienced? How do you feel Landscape Architecture can better relate to a deeper geosherical and biospherical understanding of Perth?

Students: Skye Fagen, Chee Wong, Liam Lacey, Thomas Jurkiewicz, Sylwia Dopierala, Jessica Ledger

TEAM 3: Perth’s Immediate Resources

What resources is Perth using? Where are they from and how do they travel? What happens to locally sourced minerals and deposits? How is Perth’s water collected, stored and treated, and is it enough? Who manages the land & resources, and how is accountability of resource management maintained. Are there protocols for bushland clearing, and what strategies are in place to maintain bio-diversity? Whose job is it to ensure sustainability of Perth’s resources?

Students: Nicholas Monisse, Rachel Webb, Christie Stewart, Alison Haynes, Susan McDougall, Susan Stevens

TEAM 4: Perth’s Biodiversity and Climate Change
Key Text: Steffen, WL 2009, Australia’s biodiversity and climate change / Will Steffen ... [et al.], CSIRO Publishing, Collingwood, Vic

With particular reference to the ‘Geophysical & Biophysical Perth’ & ‘Perth’s Resources tutorial document the specifics of climate change as it relates to the Perth area. What is the environmental footprint of Perth & Perth’s people? Look into figures of a changing climate, and map current predictions of temperature and rainfall change. What current schemes are in action or are being tested as ways to reduce carbon impact?
What are the links between human activity and expressed climate change? What effect is climate change now having on human populations – investigate the work and history relating to psycoterratic conditions and solastalgia.

Students: Alister Sidhom, Hamish Firth, Gyu-Sang Ham, Jillian Dallimore, Michal Carder, Angus McBride

TEAM 5: Perth - Who’s coming, how will they fit?

What are the historic, current and predicted demographic patterns from the Perth area? How, thus far, has the Perth landscape been influenced by immigration and colonisation. Where are our current migrants coming from and why? What programs are in place to receive new migrants and refugees and help them to integrate into the Perth landscape (both physical landscape and cultural landscape)? What are the current predictions of Perth’s growth and how is the future growth of Perth being facilitated.

Students: Muhammad Jaafar, Tsz Ting Chan, Louis Van Rooyen, John Morrison, Craig Silver, Robert Grandison

TEAM 6: Perth artists explore landscape
Key Text: IASKA 2005. *From Space to Place Exhibition catalogue*. &
http://tippingpointaustralia.com/

Explore the works of particular Perth Artists with an ecological bent (examples: Julie Wilson-Foster, Cecile Williams and Elaine Clocherty). Review artists from IASKA’s Spaced 2011 such as Kate McMillan, Makeshift & Nigel Helyer. What are these artists contributing in the fields of ecology and landscape communication? What is important about the role that art plays in revealing landscape qualities and ecological processes?

Students: Nicholas Camerer, Claudia De La Motte, Angus Mickle, Allan Than-Htay, Shadra Cooper, Jasmine Luck
Building clean-up and folio collection

Studios are expected to be left clean and tidy. Students must remove all personal property immediately after the submission of their folio. If the content of a folio is used for exhibition then the student must write their name on the back of the work so that when the exhibition is demounted collection is simplified. If staff or the Faculty wish to reserve work for reproduction and/or accreditation purposes then this should be negotiated with individual students.

Return of Student Work

Marked assessments submitted on time will be made available for collection by students at least one week before the next assessment in the unit is due, or no more than four weeks after submission, whichever is sooner.

Student Support

Student Services offers services and programmes that complement the university experience and promote links with the broader community. Information about the services offered is available at http://www.studentservices.uwa.edu.au/ss

Student Guild

Information about the University Student Guild is available at http://www.guild.uwa.edu.au

ACE

All newly enrolled students (at any level) are required to complete the Academic Conduct Essential (ACE) unit. Further information can be found at http://www.ace.uwa.edu.au

POLICIES AND PROCEDURES

Charter of Student Rights and Responsibilities

The University's charter of student rights is available at http://www.secretariat.uwa.edu.au/home/policies/charter

Academic conduct and Ethical Literacy

The Faculty and the University take very seriously issues of academic literacy and ethical scholarship. The University has developed a series of policies relating to ethical literacy and the Faculty’s Academic Conduct Policy reflects these guidelines. The Faculty uses the University wide reporting and penalty mechanisms for students found to have been involved in academic misconduct. To view the Faculty's Academic Conduct Policy please refer to: http://www.alva.uwa.edu.au/students/policies/academic-conduct

Appeals

Where there is dissatisfaction with an assessment result and/or progress status students may lodge an appeal. For information regarding the appeals process please go to: http://www.secretariat.uwa.edu.au/home/policies/appeals

FACULTY POLICIES AND PROCEDURES

Attendance

Under General Rule 1.2.1.15, students are required to attend prescribed classes and submit work of a satisfactory standard. Under General Rule 1.2.1.16 a student may be prohibited by the Faculty from undertaking further study or examination in the unit concerned if the requirements of 1.2.1.15 are not met.

Extensions

The Faculty approves extensions only in exceptional circumstances in order to ensure that all students are treated fairly and that submission date schedules, which are designed to produce ordered work patterns for students, are not disrupted. Extensions may be authorised only by the Manager, Student Office.

In all cases, requests for extensions require the submission of an official extension form before the due date.

To view the full ALVA Extension policy and application procedures go to: http://www.alva.uwa.edu.au/students/policies/extension

Submission of late work

All assessment tasks are due no later than 4pm on the date indicated in the unit's Assessment Mechanism Statement, with the exception of in-class assessment items such as tutorial presentations. Any assessment task which is submitted after the time indicated in the assessment mechanism statement on the due date without a formal approved extension will be considered late and appropriate penalties will be applied. The late work policy should be read in conjunction with
the ALVA Extension Policy available at http://www.alva.uwa.edu.au/students/policies/late-work

Digital Submissions
The ALVA Digital Submissions policy is available at: http://www.alva.uwa.edu.au/students/policies/assessment/digital-submissions

Academic conduct
Academic misconduct includes plagiarism, collusion and other forms of cheating. The University of Western Australia defines Academic Misconduct as "any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment".

The full ALVA misconduct policy is available at: http://www.alva.uwa.edu.au/students/policies/academic-conduct

Special Consideration
Special consideration allows Faculties to take into account significant and unforeseen factors that may have affected your academic preparation or performance. Students who believe they may be eligible for special consideration should make an appointment to meet with the Manager, Student Office as soon as possible after the onset of the medical condition or other circumstance. For information regarding special consideration please go to: http://www.guild.uwa.edu.au/home/student_assistance/academic_help/special_considerations

Academic Writing
Student Services provides an online guide to assist you in writing essays and general academic writing. Tools, techniques and tips on how to complete your written assignments is available at http://www.studentservices.uwa.edu.au/ss/learning/alva and http://www.studentservices.uwa.edu.au/ss/learning/academic_writing