

LEEDS BECKETT UNIVERSITY

Course Specification

MA Landscape Architecture

2018-19 (LANDC)

www.leedsbeckett.ac.uk



LEEDS
BECKETT
UNIVERSITY

School of Art, Architecture & Design

Award and programme title: MA Landscape Architecture

Level of qualification: Level 7

Interim awards available:

| Award | Title | Level |
|---------|------------------------|-------|
| PG Dip | Landscape Architecture | 7 |
| PG Cert | Landscape Architecture | 7 |

Length and status of programme and mode of study

| Programme | Length (years) Status (FT/PT/SW) | Mode (campus-based / DL or other) |
|---------------------------|--|-----------------------------------|
| MA Landscape Architecture | 1 year FT | Campus-based |
| MA Landscape Architecture | 2 years PT | Campus-based |

Course Specification

Overview and Aims

Landscape architecture is the process of shaping the external environment through planning, design and management. It is a broad-based design discipline that considers the landscape of outdoor environments of all types, both urban and rural, and at a wide range of spatial scales from local to multi-national. As such it embodies both natural and cultural processes and entities. Landscape architects need to understand, appreciate, compliment and enhance the natural and cultural landscape but, above all, display creativity in the development and communication of their ideas at all scales of intervention. In the organisation of the physical world the landscape architect must produce landscapes responsive to a wide range of aesthetic, ecological, social and technical requirements. Within this context landscape is subject to changing circumstances and increasing pressures. The scope for landscape architecture is wide and under constant review in the light of growing public awareness of environmental issues, and an increasing demand for sensitive and stimulating design.

The course aims to provide advanced level study in Landscape Architecture.

The course will provide for all students to further develop their abilities to become perceptive, creative, confident and effective landscape architects who display initiative, enterprise and independence of mind and have a system of values that recognises human needs and cultural diversity alongside environmental awareness.

There is a relatively small number of UK HE institutions offering postgraduate courses in landscape architecture (9 for 2013 entry). The Leeds course, with its origins in Leeds School of Art in 1966, is one of the longest established courses and places design very much at the centre of the discipline. It emphasises the importance of collaborative design and provides opportunities for students to develop professional skills through group projects and working with external clients. The course aspires to excellence in landscape architecture and provides opportunities for study at both strategic and detailed levels.

Postgraduate study extends the experience of undergraduate education in landscape architecture and the aims of the course are mapped onto the undergraduate course aims with learning outcomes corresponding to masters level expectations.

Overall the Course aims to offer a high quality, creative design education as a basis for qualification and practice as a Landscape Architect in accordance with the requirements of the Landscape Institute and International Federation of Landscape Architects.

In more detail the aims of the Course are to develop in the student at an advanced level:

- A critical understanding of the nature, scope and role of landscape architecture in a changing world.
- A personal philosophy towards the design of landscape that recognises the interdependence of natural and human systems and establishes values appropriate to the discipline.
- An ability in the art and science of designing meaningful and enduring landscapes through appropriate analysis and sensitive, creative design solutions
- An understanding, critical awareness and application of contextual issues such as cultural, ethical and economic factors
- An ability in application of landscape technology including plants, hard materials and construction to achieve creative solutions to design-based issues
- An ability to communicate ideas effectively to others, using visual, verbal and written media as appropriate.
- An ability to work collaboratively and autonomously and reflect upon the process and outcomes.
- An ability to reflect on their own learning and undertake effective personal, academic and career development planning.

In combining scholarly activity at master's level with research activity and skills appropriate to professional competence, the Course seeks to advance the theory and practice of Landscape Architecture.

Course Learning Outcomes

| | |
|---|---|
| 1 | Ability to generate site based planning and design proposals of a complex nature, showing understanding of current landscape architectural issues and originality in the application of subject |
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|---|--|
| | knowledge. |
| 2 | Ability to evaluate and apply a comprehensive range of visual, oral and written media to analyse, critically appraise and communicate design proposals in a coherent way to external audiences and associated professionals. |
| 3 | Ability to evaluate materials, processes and techniques that apply to landscape architectural designs and landscape technology and to integrate these into design proposals in a sensitive way and with an appreciation of management implications affecting the development of landscape over time. |
| 4 | Critical understanding of how knowledge is advanced through research and practice in both individual and group settings and to produce clear, logically argued and original written work relating to landscape architecture. |
| 5 | Understanding of the role of the landscape architect in relation to clients, other environmental and design professionals and the landscape industry together with an appreciation of legislative frameworks, EU and UK policy and guidance and ethical considerations. |
| 6 | Ability to identify individual learning needs and relevant approaches to design research and landscape practice that underpin problem solving and decision making and to critically reflect upon their own professional development |

| Learning Outcomes mapped with QAA Qualification Descriptors | | | | | | |
|--|------|------|------|------|------|------|
| QAA MA Level 7 Qualification Descriptor. Students must demonstrate | CLO1 | CLO2 | CLO3 | CLO4 | CLO5 | CLO6 |
| 1/ systematic understanding of knowledge, and a critical awareness | X | X | X | X | X | |
| 2/ understanding of research techniques relevant to own research | | | | X | X | X |

| | | | | | | |
|--|---|---|---|---|---|---|
| 3/ Originality in knowledge application | X | | X | X | X | X |
| 4/ Conceptual understanding and critical evaluation | X | | X | | X | |
| 5/Dealing with complex issues & communication to range of audiences | X | X | X | X | X | |
| 6/Self direction and originality in professional sphere | | X | X | | | X |
| 7/Advance knowledge & develop new skills at advanced level | X | X | X | X | X | X |
| 8/Transferable skills, decision making, & independent learning/development | | X | | X | | X |

| Learning Outcomes mapped with Modules | | | | | | | | |
|---|----------|-------|-------|-------|-------|-------|------|---|
| Title and Level | Core (Y) | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 | CLO6 | |
| LA701 Landscape Architecture Studies 60 credits | Y | X | X | X | | | | X |
| LA702 Landscape Personal Focus Portfolio 60 credits | Y | X | X | X | X | X | X | X |
| LA703 Landscape and Urban Design Studios 40 credits | Y | X | X | X | X | X | | |
| LA704 Contemporary Landscape Architecture Theory and Practice 20 credits | Y | | X | | | | X | X |
| LA705 Advanced Landscape Architecture Project 60 credits | Y | X | X | X | X | X | X | X |

Course Structure

The course is structured to allow for maximum flexibility for study in both full-time and part-time modes. This means that students depending on their entry qualifications can enter the course at the beginning of semester one two or three. This will be agreed in consultation with the course leader. Students will follow either Route 1 or Route 2 set out below depending on their entry qualifications.

Route 1

MA Landscape Architecture (accredited by LI incorporating the Postgraduate Diploma) for students entering with an undergraduate degree in Landscape Architecture or equivalent recognised by the Landscape Institute

| | |
|--|-------------|
| LA703 Landscape and Urban Design studios | 40 credits |
| LA704 Contemporary Landscape Architecture Theory and Practice | 20 credits |
| LA705 Advanced Landscape Architecture Project | 60 credits |
| Postgraduate Diploma (fully accredited by Landscape institute) | 120 credits |
| LA702 Landscape Personal Focus Portfolio | 60 credits |

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|--|-------------|
| Total Credits for MA Landscape Architecture (for students with a BA Hons Landscape Architecture) | 180 credits |
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Route 2

MA Landscape Architecture (partially accredited by LI) for students entering with an undergraduate degree that is not Landscape Architecture (conversion route)

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|---|-------------|
| LA701 Landscape Architecture Studies | 60 credits |
| LA702 Landscape Personal Focus Portfolio | 60 credits |
| LA703 Landscape and Urban Design Studios | 40 credits |
| LA704 Contemporary Landscape Architecture Theory and Practice | 20 credits |
| Total credits for MA Landscape Architecture | 180 credits |

If students wish to achieve the professional diploma with full accreditation from the Landscape Institute following completion of the MA they enrol on the PG Dip LA with advanced standing. This recognizes the modules they have already completed (LA 703 and LA704).

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| Advanced standing credit for LA 703 and LA 704 | 60 credits |
| LA705 Advanced Landscape Architecture Project | 60 credits |
| Postgraduate Diploma (fully accredited by Landscape institute) | 120 credits |

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

Landscape architecture is a vocational and professional course and its creative and diverse nature provides a stimulating experience at an advanced level. It provides students with both subject specific and transferable skills that enhances their employability in general. Learning through a variety of practice contexts is fundamental. The course is studio-based where students work either individually or in groups to develop design and planning approaches, to train in communication and to gain management skills. Much of the course presents opportunities to develop and apply knowledge in live settings and informed by staff research and practice.

The one-to-one and small group tuition opportunities that the studio environment offers is central to the student experience. Presentations and field visits serve not only to provide context to the creative process but also to inspire students so that they approach their learning in a purposeful and enthusiastic way. Group and interdisciplinary work is a significant element in preparing students for professional practice and enabling students from a diversity of backgrounds to work together to common purpose and at the same time, respect each other's views.

Tutor led presentations and field visits are important features of the course which provide context to the design process and also seek to inspire students so that they approach learning in a purposeful and enthusiastic way.

Learning and Teaching Activities

Emphasis is placed on learning through design projects for exploring, testing and demonstrating the application of theory to practice in a variety of situations and in accordance with professional requirements identified in section 31. Projects are supported by the acquisition of knowledge and understanding, through lectures, visits, seminars, workshops and studio tutorials. In pursuit of capability and independence in learning, students' programmes of study are customized to suit the individual needs and prior learning experiences where necessary through the use of a learning agreement.

Modules are generally project based and the nature of projects can vary, not only between modules, but also because the course aims to utilise opportunities for external or externally related projects when these arise. Because of this the balance of studio work, lectures, visits, presentations, tutorials, seminars etc. can vary not only from module to module but also from year to year in the same module.

Students evidence their achievements through the development of a portfolio, which includes their projects and reports. On completion of the course students present their portfolio in an exhibition format.

Students have the opportunity to study overseas through reciprocal agreements with a number of universities in Europe and the USA.

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

All modules use the VLE as a repository of documents and presentations for students to access.

In the Leeds School of Art, Architecture and Design CAGD is the vehicle for virtual learning and has been developed to specifically support studio based courses. Information prepared by staff such as project briefs and lecture notes are uploaded to the CAGD site. Reference to

wider reference sources and web based information is also made. Students submit most of their assignments on CAGD and have their own portfolio of achievement exhibited. The virtual studio facilitates information sharing and feedback to students particularly at formative stages and provides discussion opportunities.

The VLE also facilitates communication with students through posting notices or sending group emails. Some modules use the VLE for submission and return of assignments. Much of the design work produced by students is developed in CAD and other computer based programmes.

Use of Blended-Learning

N/A

Assessment Strategy

The landscape architecture programme provides a holistic, integrated, creative learning environment. The professional requirements of the course in terms of knowledge, skills, understanding and values must be met in an integrated way in anticipation of future professional practice.

Formative assessment is provided through interim project design reviews at which students verbally/graphically explain their design proposals at developmental stages and receive feedback from staff.

Assessment is project focused, based on process and outcome and is therefore specifically intended to prepare students for the reality of the workplace. Details vary from project to project. However, process is normally assessed by elements such as a notebook or project file that students use for research, design exploration and development. Peer assessment can assess the process of group work. Outcomes of design projects are assessed through submitted drawings, models and text in both digital and hard copy forms.

The major review at the end of level 7 is in the form of an exhibition (Degree Show) and portfolio submission which will include drawings, models, reports and sketchbooks based on individual and group work. All work is summatively assessed at this point and each student makes a verbal presentation to the team of examiners.

Feedback on Assessed Coursework

The studio-based nature of the course provides for on-going formative verbal feedback during one to one tutorials at the drawing board/computer and student presentation seminars. Students are alerted to the importance of this at the start of the course and encouraged to record the comments themselves as part of their reflective portfolios/notebooks. Written formative feedback is provided at key reviews. Students are encouraged to discuss with the relevant module tutor any clarification necessary or issues they have with this feedback.

Module Assessment Methods

| Module Titles | Core (Y) | Project | Coursework or learning agreement |
|---|----------|---------|----------------------------------|
| LA701 Landscape Architecture Studies (60 credits), level 7 | | 100% | |
| LA703 Landscape and Urban Design Studios (40 Credits) level 7 | | | 100% |
| LA704 Landscape Theory and Practice (20 Credits), level 7 | | | 100% |
| LA 705 Advanced Landscape Architecture (60 credits), level 7 | | 100% | |

Employability and Professional Context

Personal and Professional Development

Rooted in design practice the course also gives students opportunities for interdisciplinary collaboration and its flexibility enables students to customise learning according to their needs, interests and career aspirations. In this way students develop a design portfolio that demonstrates enhanced personal skills and professional knowledge in analysing, planning and designing external environments. The course is analytical and reflective as well as demanding in developing personal creativity. In this way it seeks to lead to a significant enhancement of an individual's personal and professional qualities, to further the discipline and practice of landscape architecture.

Live Projects

The course is actively involved with landscape architecture initiatives in the region, assisting local communities and practitioners in live projects and competitions. Project-based modules integrate theory and practice relevant to current and emerging workplace challenges.

Employment

As a practice based course, we have developed a strong professional and alumni network which enriches the student experience and assists graduates in finding rewarding careers in the UK and overseas. Students have opportunities for work based learning whilst on the course.

Students prepare a portfolio of their design work which assists in interviews and application for employment.

Although the market for qualified landscape architects has been affected by the global financial crisis the significance of the profession in addressing environmental issues means that there are many opportunities with landscape practices both in the UK and overseas. Through its relatively long history the course has contacts with many landscape practices and provides frequent opportunities for students to meet with practicing landscape architects.

Further Study

The course provides a pathway for advanced research. Currently two who have undertaken modules from the programme are enrolled on PhD programmes at Leeds.

Learning Environment

Based in a new award-winning building in the heart of the city, our multi-media studio provides a stimulating learning environment for students. Here, students are tutored by a multi-disciplinary team of experienced tutors and practicing professionals. Lectures and specialist workshops are enriched by small group seminars and one-to-one tutorials together with opportunities for UK and overseas study visits.

Landscape Institute

On successful completion of the accredited course students are eligible to become licentiate members of the Landscape Institute.

After gaining employment in a landscape practice they can continue their professional development by following the Landscape Institute's 'Pathway to Chartership'. This involves assembling a portfolio of their practice experience, typically over a period of about 2 years, meetings with a mentor and a final interview. Successful completion of the pathway results in Chartered membership of the Landscape Institute.

The course also has a close relationship with the Yorkshire & Humber Branch of the Landscape Institute, frequently hosting its meetings and events.

Work-Related Activities

N/A

Placement or Work-Related Activity Level:

N/A

Placement or Work-Related Activity Length in Weeks:

N/A

Type of Placement or Work-Related Activity:

N/A

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/ registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Record of Enhancement

| No. | Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated) | Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply) |
|------------|--|---|
| | Example Assessment changed from examination to presentation in Module X, see section entitled Module Assessment Methods. | Level 5 from September 2018-19 entry |