

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	Advanced Landscape Planning and Management
5	Programme Code	4151F
6	Programme Accreditation	Seeking CIEEM
7	QAA Subject Benchmark(s)	MSc
8	FHEQ Level	7
9	Last updated	April 2024

10 Programme Aims

Landscape planners and managers are responsible for the development care and maintenance of the land (rural, urban and coastal) past and present. They ensure that our landscapes - ranging from the micro to the macro - meet the needs and aspirations, in sustainable and socially responsible ways, for present and future owners, communities and users. The overall aim of the one-year programme is to develop student's critical and practical skills for the effective planning and management of the natural and designed landscape in relation to key challenges facing contemporary society: climate change, species loss, rapid urbanisation, resource management, social justice, and health and wellbeing.

The overall objective is to educate students in the theories, methods and practice of landscape planning and management. The programme is therefore concerned with the student's development through:

1. The acquisition of advanced knowledge and understanding of theories, concepts and information relating to landscape planning and management and its context at various scales and across multiple temporalities.
2. The development of advanced skills in literacy, planning, solutions/stratagem and communication.
3. The development of the advanced academic and professional skills and understanding required to make informed decisions and recommendations relating to future change in the environment.
4. The development of advanced skills and experience in working individually and collectively to achieve specified tasks in the study, planning and management of landscapes, both urban, peri-urban rural, coastal, and brownfield-to-green field etc.
5. The development of advanced skills and experience in independent learning and in the in-depth study of specialised areas of landscape planning and management.
6. To provide a programme which satisfies the requirements of Level 7 of the FHEQ.
7. To provide a programme which complies with prevailing University policies and QAA codes of practice.

8. To equip graduates for advanced practice in landscape-related disciplines and professions.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

A1 Demonstrate advanced understanding and critical thinking about landscape planning and management as a form of action concerned with long-term care and stewardship of landscapes from micro- to macro- scale, and in relation to time.

A2 Demonstrate an advanced understanding of the complexities of landscape issues and problems and be able to integrate knowledge and skills from different areas of the curriculum.

A3 Have acquired advanced knowledge and understanding of the way landscape has been conceptualised and theorised at different times and in different places, informed by relevant research findings and relevant practice.

A4 Have gained insight into the philosophies, ideologies and critical positions which underpin different approaches to landscape.

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method
A1	Lectures, guided reading, seminars, design tutorials, site visits, independent project proposal
A2	Site visits, field trips, guided reading, lectures, independent project work
A3	Lectures, guided reading, seminars, independent project work
A4	Lectures, guided reading, seminars, independent project work

Assessment Strategy

Intended Learning Outcome	If assessed	Method of Assessment
A1	Yes	Coursework, including assessed essays, management plans, reports, creative design projects, project proposal, dissertation
A2	Yes	Coursework including assessed essays, oral presentations, management plans, both individual and group
A3	Yes	Coursework, including assessed essays and response diaries.
A4	Yes	Coursework, including assessed essays, project proposal and response diaries

Intellectual Skills

On completing the programme students should be able to:

B1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge.

B2. Effectively collect, synthesise and utilise evidence and information.

B3. Synthesize effective planning and management solutions to problems given in the form of module briefs.

B4. Articulate reasoned arguments, drawing on a range of information sources.

B5. Develop research skills and experience in the context of the school's research interests.

Teaching and Learning Methods

Intended Learning Outcome	Teaching Methods
B1.	Lectures, seminars, design tutorials, independent reading, independent project work.
B2.	Seminar preparation, essays, site visits/ fieldtrips, independent project work
B3.	Lectures, management plans, design tutorials, independent project work
B4.	Essays, seminar preparation, independent reading, independent project work.
B5.	Essays, seminar preparation, site visits/ fieldtrips, independent reading, independent project work.

Assessment Strategy

Intended Learning Outcome	If assessed	Method of Assessment
B1.	Yes	Assessed work, including assessed essays, reports, creative design projects, project proposal, and dissertation.
B2.	Yes	Assessed essays, reflexive logs, management plans, project proposal, and dissertation
B3.	Yes	Assessed work including essays, management plans, oral presentations and creative design projects.
B4.	Yes	Assessed work, including assessed essays, management plans, dissertation.
B5.	Yes	Assessed work, including assessed essays, oral presentations, studio projects, project proposal.

Practical Skills

On completing the programme students should be able to:

C1 Respond critically and creatively to complex site-specific landscape planning and management briefs, generating well-considered proposals and solutions that show understanding of context, scale and temporality.

C2. Develop an ability to evaluate materials (both hard and soft), processes and techniques that apply to complex landscape planning and management issues and integrate these into feasible proposals and/or strategy.

C3. Present work effectively in a variety of media (including written, oral, diagrammatical, creative).

C4. Research skills for understanding and engaging with complex idea and a range of stakeholders and for conduction detailed assessments (e.g. environment and visual assessments).

Teaching and Learning Methods

Intended Learning Outcome	Teaching Methods
C1.	Lectures, Site visits, field trips, guided reading, design tutorials, independent project work.
C2.	Lectures, guided seminar readings, design studio tutorials, site visits and independent project work
C3.	Lectures, seminars, design tutorials, field work/site visits, independent project work.
C4.	Lectures, seminars, field work/site visits, independent project work.

Assessment Strategy

Intended Learning Outcome	If assessed	Method of Assessment
C1.	Yes	Assessed work including essays, management plans, reports, creative design projects, project proposal, dissertation.
C2.	Yes	Assessed work including essays, management plans, reports, and reflexive diary.
C3.	Yes	Assessed work including essays, reports, presentations, creative design projects and dissertation.
C4.	Yes	Assessed work including management plans, project proposal and dissertation

Transferable/Key Skills

On completing the programme students should be able to:

D1. Effectively and fluently communicate information, ideas, principles and arguments.

D2. Develop personal self-management skills such as setting priorities and time management.

Teaching and Learning Methods

D1 Ability to communicate effectively is learnt through producing essays and reports and (primarily) by presenting proposals, solutions, ideas and strategy through oral presentations, management briefs and the dissertation.
 D2 Is learned particularly through time management guidance as part of the dissertation, and the requirement to meet deadlines for submitting essays and presenting studio work.

Assessment Strategy

D1 is assessed through the submission of a range of different written essays and reports and through presenting ideas and work through seminars and oral presentation.
 D2 is assessed through the production of essays and other assessed work, including a dissertation over the summer period.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The taught programme consists of core modules in Landscape Planning and Management and Planning. In the third semester students undertake a (60 credit) 15,000 dissertation informed by project work and/or research.

Key features of the programme (including what makes the programme distinctive)

Landscape planners and managers are responsible for the development, stewardship and long-term management of the land (rural, urban, coastal etc) past and present. They ensure that our landscapes, of scales ranging from the micro to the macro, meet the needs and aspirations, in sustainable and socially responsible ways, for present and future owners, communities and users.

The MSc in Advanced Landscape Planning and Management is designed to educate students in the knowledge, values and fundamentals of landscape planners and managers and provide advanced understanding, founded in strong practical skills, of its interface with pressing societal challenges such as climate change, species loss, urbanisation, resource management, social/ecological justice and health and wellbeing. The programme therefore foregrounds transdisciplinarity (with planners, geographers, ecologists, scientists, artists etc) as well as coproduction and collaboration with non-academic stakeholders responsible for managing landscapes (governments, national parks, Environment Agency, SSSI's, heritage sites, forestry agencies, community groups etc).

It aims to develop critical approaches to the theories, methods, and techniques that are applied to the practice of landscape planning and management, to develop plans and strategies that cater for the complex relationships and stakeholders at stake in shaping past, present and future landscapes, as well as site-led management and maintenance resolutions. The programme will develop students understanding of legislation, planning and industry standards relevant to the activities and environments that are the subject-matter of the discipline. And it will advance student's academic skills in research philosophies, design, and empirical data collection in relation to a landscape problem/project. The programme opens up career paths for those interested in managing landscapes of various sites, nature-based careers, landscape conservation, etc as well as further academic study (e.g. PhD).

The unique selling points of the programme are:

- The climate crisis, green infrastructure and nature-based thinking
- Critical social and political landscape approaches
- Advanced landscape planning and management research skills

Programme regulations (link to on-line version)

[4151 Programme Regulations 24-25](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available [here](#).
Accreditation reports
N/A

Additional mechanisms
N/A

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.