

**PROGRAMME SPECIFICATION  
(Taught Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	Master of Landscape Architecture
<b>5</b>	<b>Programme Code</b>	4157F
<b>6</b>	<b>Programme Accreditation</b>	Landscape Institute (TBC)
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Landscape Architecture (K310)
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Last updated</b>	July 2021

**10 Programme Aims**

The Master of Landscape Architecture is a conversion course for graduates with a cognate undergraduate award and a final postgraduate qualification for students who have already completed an accredited undergraduate qualification in the subject. Entry for 'conversion' students assumes a high level of academic ability in a related subject area, as well as a broad understanding of the discipline of landscape architecture, usually combined with specialist knowledge and/or skills in at least one directly relevant area.

The overall aim is to educate students in the theories, methods and practice of landscape architecture. 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 architecture and its context.
2. The development of advanced skills in literacy, design and communication.
3. The development of the advanced skills and understanding required to make informed decisions and recommendations relating to future change in the landscape.
4. The development of advanced skills and experience in working individually and collectively to achieve specified tasks in the study, design and planning of landscapes, both urban and rural.
5. The development of advanced skills and experience in independent learning and in the in-depth study of specialised areas of landscape architecture.
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 practice in landscape-related disciplines.

## 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate systematic knowledge and understanding of landscape architecture and its interface with planning and architecture. Students will develop an advanced capacity for conducting relevant research and for thinking critically about the design of place and space. They will gain advanced skills to enable them to deal with complex aspects of landscape design and planning in a creative and innovative way. Through studio based design projects, students will refine their design skills and develop the ability to critically compare and analyse landscape projects and styles in a range of contexts. Students will be able to synthesise and apply technical knowledge drawn from diverse sources in the resolution of landscape proposals, combining plant and construction technologies within integrated designs. They will be able to present written and visual work to a professional standard, and to reflect critically upon their personal practice.

### Knowledge and Understanding

On completing the programme students should:

A1 Demonstrate advanced understanding and critical thinking about landscape architecture as a form of action concerned with creating and managing space and place.

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, studio projects, site visits
A2	Studio projects, site visits
A3	Lectures, guided reading, seminars
A4	Lectures, guided reading, seminars

### Assessment Strategy

Intended Learning Outcome	If assessed	Method of Assessment
A1	Yes	Coursework, including assessed essays and studio projects
A2	Yes	Studio projects, both individual and group
A3	Yes	Coursework, including assessed essays and response diaries. MCQ Examinations
A4	Yes	Coursework, including assessed essays 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. Synthesise effective design solutions to problems given in the form of design 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, independent reading, studio projects.
B2.	Seminar preparation, essays, studio projects
B3.	Studio projects
B4.	Essays, seminar preparation, tutorials, independent reading.
B5.	Essays, seminar preparation, tutorials, independent reading.

**Assessment Strategy**

Intended Learning Outcome	If assessed	Method of Assessment
B1.	Yes	Coursework, including assessed essays and studio projects.
B2.	Yes	Assessed essays and studio projects.
B3.	Yes	Studio projects.
B4.	Yes	Coursework, including assessed essays and studio projects.
B5.	Yes	Coursework, including assessed essays and studio projects.

**Practical Skills**

On completing the programme students should be able to:

C1 Respond creatively to complex landscape architectural briefs, generating well-considered design proposals that show understanding of context.

C2. Develop an ability to evaluate materials (both hard and soft), processes and techniques that apply to complex landscape architectural projects and integrate these into feasible design proposals.

C3. Present work effectively in a variety of media.

C4. Present design ideas orally.

**Teaching and Learning Methods**

Intended Learning Outcome	Teaching Methods
C1.	Design studio tutorials and critical reviews.
C2.	Design studio tutorials and critical reviews, guided reading, lectures, site visits.

C3.	Design studio tutorials and critical reviews.	
C4.	Design studio tutorials and critical reviews.	
<b>Assessment Strategy</b>		
Intended Learning Outcome	If assessed	Method of Assessment
C1.	Yes	Assessed studio projects.
C2.	Yes	Assessed studio projects.
C3.	Yes	Assessed studio projects.
C4.	Yes	Presenting work at critical reviews of studio projects.
<b>Transferable/Key Skills</b>		
<p>On completing the programme students should be able to:</p> <p>D1. Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, and digital techniques.</p> <p>D2. Demonstrate self-direction, originality and creativity in tackling and solving problems</p> <p>D3. Work effectively as part of a team</p> <p>D4. Develop personal self-management skills such as setting priorities and time management</p> <p>D5. Listen and critically respond to the views of others.</p> <p>D6. Employ relevant mathematical techniques and computer software to develop and communicate ideas and concepts.</p>		
<b>Teaching and Learning Methods</b>		
<p>D1 Ability to communicate effectively is learnt through producing essays and reports and (primarily) by presenting design work at critical reviews.</p> <p>D2 Is learned particularly through time management guidance as part of the studio tuition process, and the requirement to meet deadlines for submitting essays and presenting studio work.</p> <p>D3 is learned through design group work</p> <p>D4 is learned and applied through the coordination of different assignments for different modules.</p> <p>D5 is learned through design tutorials and crits, and group work</p> <p>D6 is learned through skills workshops and through the use of computer software for different design project.</p>		
<b>Assessment Strategy</b>		
<p>D1 is assessed through the submission of a range of different written essays and reports and through presenting design work at critical reviews.</p> <p>D2 is assessed through the production of essays and studio project work, including a major thesis design over the summer period.</p> <p>D3 is assessed through peer review assessment.</p> <p>D4 is not directly assessed.</p> <p>D5 is assessed as part of the design studio assignments.</p> <p>D6 is assessed as part of the design studio assignments.</p>		

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The taught programme is arranged around a spine of core studio modules in which students engage with increasingly complex design issues. Some of these studios have a particular emphasis, for example in landscape construction or in the use of plant materials. They are supported by other non-studio but still core modules in landscape theory, history of the designed landscape and professional practice and law. In the final semester students undertake the design thesis which involves the following stages: production of a

conceptual design based on survey and analysis, a site proposal, a plan of a detailed area, indicative construction details, a planting strategy and visualisations of the proposed design (which may include virtual or analogue models). Students also write a short report of between 2,000-4,000 words exploring the theoretical basis and site analysis for the proposed design. Interim critical reviews occur at key points in the design process, prior to the final assessment review, where verbal feedback is provided on a formative basis.

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

The Master of Landscape Architecture is a conversion course for graduates with a cognate undergraduate award. Examples of related subject areas include: geography, horticulture, forestry, environmental science, architecture, planning, urban design, interior design etc. However, entry is based on an individual portfolio of experience and qualifications and this list is not exhaustive.

The programme has been developed in liaison with the Landscape Institute.

### **Programme regulations (link to on-line version)**

[4157 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*

In the first two years (for the first graduating cohort) the School will hold Candidate Accreditation for the Landscape Institute. Following the successful completion of the first cohort the School will then hold Full Accreditation with the Landscape Institute. The School is working with the Landscape Institute on the model for the assessment of accreditation.

*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.

