

UNIVERSITY OF EAST LONDON

POSTGRADUATE PROGRAMME SPECIFICATION *MA Professional Landscape Architecture*

This programme is only offered at: Docklands Campus UEL

Final award	<i>MA</i>
Intermediate awards available	<i>Professional Certificate Professional Diploma.</i>
Mode of delivery	<i>UEL on campus</i>
Details of professional body accreditation	<i>Accredited by the Landscape Institute</i>
Relevant QAA Benchmark statements	Landscape Architecture 2007 General QAA Framework for Masters Level Programmes
Date specification updated	<i>July 2016</i>

Programme content

Programmes and staff in the School of Architecture, Computing and Engineering (ACE) at the University of East London are recognised as among the leaders in the UK, with a particular reputation for innovation in teaching. Professional Landscape Architecture, like other ACE programmes, is recognisable in its 'hands-on' approach to spatial design at all scales. We work with 'live' sites and clients, current practitioners, engage with physical & social context, develop new critical approaches to the field, and participate in small design construction projects around London.

The accredited Landscape Architecture programme at UEL, recruited its first students onto the Conversion Course (Graduate Diploma) in September 2015, and will admit its first Masters students in 2016/17. The accredited Landscape Architecture courses are taught by experienced academics, including award winning designers in practice in London, Built Environment Experts with the Design Council and internationally acclaimed tutors who bring a wide range of experience to the school in this field.

The School of Architecture, Computing and Engineering recognises the growing demand for professionally qualified landscape architects worldwide, and has seized an opportunity to offer this specialist programme to support aspiring landscape professionals.

The course is aimed at

- those who wish to extend their existing qualification in Landscape Architecture to professional accreditation at Masters level,

The programme can also be the first step towards Doctorates in Landscape Architecture.

This programme is growing logically out of the School's longstanding preoccupation with material, context, creative interventions, and regeneration both locally and internationally. It expands material and contextual interests, and actively seeks to explore the possibilities inherent in the temporal, cultural, and environmental design opportunities that landscape architecture encompasses. The programme is designed to develop both intellectual understanding and practical professional tools for landscape architects. Through project based studies, it explores the increasing complexity of demands on our global landscapes, subject to spatial, social, political and economic, as well as environmental pressures. The programme aims to work in collaboration with local and international agencies on live projects where possible, and to tackle cutting-edge issues through the prism of site reality.

The programme is cognisant of current best practice, while also emphasizing the development of individual interest, intuition, and critique. It welcomes students as fellow collaborators in a programme that seeks to challenge and test contemporary landscape architectural practice, with informed commitment sensitivity and passion.

The programme is based in Docklands, the biggest redevelopment area in Europe. It takes advantage of the University's London location with visits to development sites as well as lectures. Site visits will strengthen links with the local landscape culture of the city. Its teachers are abreast of current developments in the field and currently working on publications, conferences and other projects inside the school, and on innovative approaches to landscape architecture in private practice.

MA Professional Landscape Architecture at UEL

The programme offers:

- Working in an interdisciplinary studio setting with Architecture, including joint modules and sites, and opportunities for collaboration with other programmes at UEL
- Involvement in hands on construction projects
- Multiple opportunities to visit landscape projects during and post completion, to engage with real clients and Landscape professionals, building connections to practice and potential employment.
- Opportunities for part time or full time study, and some flexibility to convert between full and part time modes.

Entry requirements

Students with a Undergraduate/ Post Graduate qualification in Landscape Architecture

Applicants with an accredited Bachelors Degree in Landscape Architecture or Landscape Design, or who have completed a one year accredited Graduate/ Post Graduate Conversion Course at a recognised institution completing an MA in Professional Landscape Architecture in one academic year (Full Time), or Two Academic Years (Part time), subject to the submission of a portfolio and meeting other entry requirements.

Eligibility for students without degree equivalent qualifications will be assessed via the accreditation of experiential learning [AEL] on the basis of a short essay, statement and a portfolio. Places will be offered after a successful interview with a member of the programme team.

Applicants with either prior-certified learning or prior-experiential learning that closely matches the specified learning outcomes of the taught part of the programme may be able to claim exemption via agreed university procedures. No exemption can be claimed against the research part of the programme or in situations where a professional body excludes it

In the case of applicants whose first language is not English, then IELTS (or equivalent) is required. Students whose first language is not English will have achieved a score of 6.5 in IELTS (and no less than 6.0 in each individual component) or equivalent.

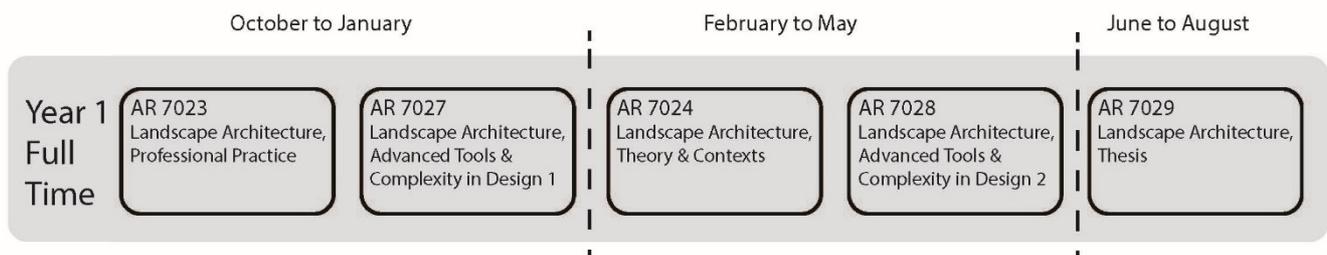
At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Programme structure

The MA in Professional Landscape Architecture is composed of five modules structured per the diagram below.

Full time students will take 5 modules in one academic year. Part time students will take two modules in the first year, then two modules and the thesis in a further year.

Part time students will take up to two years to complete the nine modules.



Learning environment

Architecture has its own building on the Docklands Campus, designed by one of our staff. As well as its excellent studios where students work together, there are extensive wood and metal workshops, photographic facilities, computer suites and printing facilities. The library has a dedicated Landscape Architecture section for books and journals as well as online resources, sections on planning, urban and architectural design, ecology and the arts. There are opportunities to participate in small construction projects and at the end of the academic year the students exhibit their work at the end of year show

The programme is divided between lectures, seminars, workshops, fieldwork and studio-based practice. The programme incorporates field visits including overseas study trips. All students will be supported by tutorials.

At this level, students are expected to be highly motivated and committed to design intensive self-directed learning.

Presentations of work in progress, in formal settings will provide opportunities for students to make measured judgements on the achievements and progression of both their own projects, and those of their peer group.

Assessment

The programme has both informal and formal formative assessment through tutorials and interim submissions which will be returned to students with indicative marks and feedback for improvement. All work submitted at interim assessment points can be improved, and will ultimately marked as part of a portfolio or formal submission at the end of the module . Summative assessment takes place at semester breaks, and is subject to standard UEL procedures for marking, assessment & progression boards.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme. The 8 taught programme modules are assessed through essays, reports and design portfolios.

The work culminates in the Masters Thesis, on a subject of the student's choosing, within the wide parameters of the field. A student must pass the taught modules with a minimum overall average mark of 50% in order to begin the Thesis

Relevance to work/profession

The MA in Professional Landscape Architecture covers critical topics, knowledge and skills that are essential to employment as a professional landscape architects in public and private sector, in the UK and overseas. As one of few accredited programmes in the UK, it supports entry to the work experience based Pathway to Chartership with the Landscape Institute. The MA in Professional Landscape Architecture will also allow students to work in a wide range of programmes and organisations, both public and private and to develop their careers in a wide range of other professional arenas where knowledge of the environment and spatial design, and the opportunities and constraints inherent in it, is relevant.

Dissertation/project work

The Thesis Project is the culmination of the students' work on the programme. The topic is the choice of the student, in consultation with his or her tutor, and normally developed through the project work in the first two modules, following group discussions on topics in the dissertation seminars.

Students will be able to

- focus their attention on an area of particular interest to them, in order to develop a specialised design approach that can support them in their career
- contribute to the development of new landscape design based research and advanced study within landscape architecture
- become familiar with the procedures and conventions of academic scholarship
- add to the body of knowledge within the field of landscape
- gain experience in the compilation, ordering and interpretation of research and design, and the development of clear arguments
- develop writing and presentational skills
- develop conceptual skills and lateral thinking demonstrate hands on practical skills

Added value

As one of few accredited programmes in the UK, it supports entry to the work experience based Pathway to Chartership with the Landscape Institute.

This programme focuses on critical topics in landscape architecture while also allowing students to pursue their own personal interests within this exciting environmental field.

Your future career

There is a high industry employment rate. Most accredited programme graduates walk into a job. 85% of landscape architects are working in full-time roles (Landscape Institute 2016).

Some graduates begin employment as an Assistant or Graduate Landscape Architect, while working towards Chartered Status. You will find landscape architects employed under a wide range of different job titles, such as Landscape Officer, Landscape Designer, Urban Designer, Project Officer, Green Space Manager, Landscape Surveyor, Landscape Manager and Environmental Designer.

Private sector: Today, private practices make up the majority of employers for landscape architects. These practices range in size, specialities and often landscape architects will work within a multi-disciplinary team. 73% of landscape professionals work for a private practice (Landscape Institute 2016)

Public sector: Landscape architects can work for local or national government within the public sector. Today, 21.5% of landscape professionals work in this sector. (Landscape Institute 2016)

The integration of landscape design with architectural and urban design practice is of ever-increasing importance. Landscape Architects are more and more in demand professionally, nationally and internationally. With experience you can then move into senior management positions at Associate Director or Director level.

Or you may decide to set up your own consultancy and work for yourself.

How we support you

The course leader and other faculty members have significant professional networks within spatial design in London, and the programme actively cultivates these links in the development of live project sites and construction projects, supporting access to employment for UEL students.

Bonus factors

Students will have the opportunity to participate in any suitable research or building project activity the staff are pursuing in the field, acquiring practical skills and contributing to 'real world' work .

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- develop a wide understanding of contemporary landscape issues
- identify and pursue your own detailed interests within the broad spectrum of this field
- develop professional skills to allow you to craft a career within Landscape Architecture or related environmental and spatial design professions
- develop critical and aesthetic skills in landscape architecture

What will you learn?

Knowledge

- a systematic understanding and critical awareness of, and the ability to apply, key tools and principles in contemporary landscape architecture, to complex contexts across a range of scales
- understanding of the political, social, economic, ethical and aesthetic significance of the choices made by landscape architecture professionals within this field
- understanding of content and sequence of typical work stages, project management, policy and legislative frameworks
- models of urban development, debates about environmentally sustainable cities, and the possibilities for landscape that form an integral part of urban development
- conceptual and practical frameworks from which to develop alternative landscape and open space strategies for specific contexts

Thinking skills

- enhanced specialist knowledge to ensure a confident position on issues of landscape architecture for their own practice
- ability to assess and discuss pertinent theoretical and design issues with confidence
- engagement in critical analysis and synthesis of arguments through design and writing
- critical reflection on own learning analytical, investigative and strategic skills

Subject-Based Practical skills

- developing & representing landscape designs and design strategies from feasibility to construction
- communicating and discussing options with colleagues, clients and other professionals
- gathering, sorting, analysing, representing and effectively applying research material
- planning, developing and delivering bibliographically-based written research

Skills for life and work (general skills)

- ability to develop, structure and communicate ideas with clarity through design projects and in spoken and written form
- time management and working to deadlines
- finding information and using information technology
- assessing large amounts of interdisciplinary research cogently
- knowing how and when to seek assistance in completing tasks
- learning through reflection on own research, practice and experience

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 4 equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 180 for Masters in Professional Landscape Architecture

Typical duration

The duration of this programme is

- one academic year full-time or two academic years part-time for the conversion route.

Enrolment is in September

It is possible at some stages to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments.

Many of our students make use of this flexibility. This can impact on the overall duration of their study period.

How the teaching year is divided

The teaching year begins in September and ends in June. The Masters thesis is self directed, and will be completed between June and August. A typical student registered in a full-time attendance mode will study the equivalent of 120 credits over the first year 180 in second year. A typical student registered in a part-time attendance mode will study for one day per week and will complete 60 credits in year 1, 120 in year 2

What you will study when

Level	UEL Module Code	Available by distance learning (Y/N)	Module Title	Credit	Status
7	AR 7023	N	Landscape Architecture: Professional Practice	30	Core
7	AR 7024	N	Landscape Architecture: Theory & Contexts	30	Core
7	AR 7027	N	Landscape Architecture: Advanced Tools &	30	Core
7	AR 7028	N	Landscape Architecture: Advanced Tools & Complexity in Design 2	30	Core
7	AR7029	N	Thesis	60	Core

Requirements for gaining an award

In order to gain a Professional Certificate, you will need to obtain 60 credits at Level 7

In order to gain a Professional Diploma, you will need to obtain 120 credits at Level 7

In order to obtain a Masters, you will need to obtain 180 credits at Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.

Masters Award Classification

Where a student is eligible for a Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Further information

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

Lectures, seminars, studio work, fieldwork devoted to aspects of tools, theories, context and practice. There are essay tutorials at the end of each component. Specialist guest lectures from practitioners, workshops and crits centring on the students' own design work. Students are asked to lead seminar discussions on assigned reading, and to give talks on their own work and experiences to reinforce the links between what they learn and what they can do with it. The thesis is supported by regular presentations and tutorials in which approach and content are discussed in forum format at regular intervals. Student's contributions to seminar discussions and workshop sessions, provide an opportunity to demonstrate a grasp of complex ideas, and an ability to formulate a response to them

Thinking skills are developed through

A constant process of critical examination by the students of the programme material and of their own thinking. An increasing understanding of the complexities of the subject matter is acquired in parallel with an increasing understanding of themselves as learners and makers. However large the scale of the particular subject of enquiry, students are always encouraged to relate it to their own experience and work, as well as assessing it in its own right. These skills are developed through the forms of active learning in the programme: workshops, presentations, one-to-one tutorials and written work.

Practical skills are developed through

Design and technical workshops, construction weeks, visits to live sites and practitioners offices, and seminar sessions on essay and thesis writing. The workshops develop students' ability to carry out assessments of their designs, and to test design alternatives. Construction weeks and site visits allow students to understand the relationship between drawing and building. The research and writing seminars deal with finding information, organising a piece of written work, and quantitative and qualitative research & analysis techniques. Bibliographies both for the programme as a whole, and for each lecture series, are provided. A list of available libraries and reliable web sites is also issued. Thesis seminars are run throughout the second semester of the thesis year.

Skills for life and work (general skills) are developed through

- *the demands of the study*
- *Planning activities with feedback;*
- *Project work.*

Assessment

Knowledge is assessed by

Essays/ written reports/ portfolio per component that asks the student to use the content of the component to develop an informed and cogently defended view of a chosen problem.

The work culminates in the Masters Thesis, on a subject of the student's choosing, within the wide parameters of the field. Further information about assessment criteria can be found in the handbook.

Thinking skills are assessed by student performance in seminars, reports/essays/portfolio and the Thesis. Each of these is a learning as well as an assessment tool

Practical skills are assessed by

- Design presentation workshop and design exercises
- Portfolio completion.

Skills for life and work (general skills) are assessed by

- *Project work;*
- *Group work.*
- student performance in the studio reports/essays /portfolio, the thesis, as well as in individual tutorials and Thesis seminars

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (UELPlus / Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/ga/CurrentExternalExaminers.htm>

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations;
- Student representation on programme committees (meeting 3 times a year);
- Student/Staff consultative committee (meeting 3 times a year).

Students are notified of the action taken through:

- Circulating the minutes of the programme committee;
- A newsletter published three times a year;
- Providing details on the programme noticeboard;
- Individual responses to students as required;

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Landscape Institute Professional Review Group;
- Annual student satisfaction questionnaire;
- Feedback from practices seeking students for employment

Further information

Where you can find further information

- The UEL web site (<http://www.uel.ac.uk>);
- The student handbook
- Module study guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>;
- UEL Quality Manual <http://www.uel.ac.uk/qa/>;
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>;
- The Landscape Institute <http://www.landscapeinstitute.org/>
- 'Be a Landscape Architect' website <http://www.bealandscapearchitect.com/>