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**Programme Specification**

**Title of Course: PG Diploma Landscape Architecture**

**Date Specification Produced: May 2013**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **PG Diploma Landscape Architecture** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Architecture & Landscape, School of Art & Architecture,**  **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **Landscape Institute UK** |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The programme is about the contemporary practice of Landscape Architecture. It prepares students for innovative and effective landscape design practice and research. The programme is studio-based and project focused. Projects reflect real time challenges and opportunities and engage with competitions, live briefs and involve client and community interaction. Projects are informed by ongoing research and consultancy in the Landscape Interface Studio (Landscape IS) which includes local and European projects and may involve student participation.

Recent projects have addressed water, places and people in the context of New York Harbor, in the aftermath of Hurricane Sandy, and future scenarios for UK towns and cities, at risk from flooding.

The programme prepares students for the professional practice of landscape design in a range of development and regeneration contexts, from the local to strategic scale, and the programme specifically celebrates opportunities for co-creation and co-professional collaboration.

This programme is accredited by the Landscape Institute (LI), the chartered professional body of landscape architecture in the UK. The programme attracts applicants who have successfully achieved an undergraduate Landscape Architecture, (or closely related) degree, typically in the UK. It is designed to prepare graduates for progression towards full professional membership of the Landscape Institute.

The PG Diploma Landscape Architecture at Kingston takes advantage of its London location, and strong alumni network in landscape and environmental design practice locally and worldwide, providing opportunities for direct exchange of immediate Landscape Architecture knowledge and experience, and a network of contacts for potential employment.

The programme is delivered in parallel with the MA Landscape & Urbanism which attracts multidisciplinary and international candidates who frequently bring related built environment and landscape professional practice knowledge and experience from contexts beyond the UK.

Interaction with creative projects outside of the university and often outside of the UK, and the multidisciplinary and international context of learning with MA Landscape & Urbanism students is central to the special identity and vitality of the programme. The expanding field of Landscape Architecture benefits from this global as well as local perspective and includes themes of environmental resilience, health and well-being, social, environmental and economic sustainability of the public realm,

On successful completion of the Postgraduate Diploma, diplomates are eligible to commence the Landscape Institute’s Pathway to Chartership.

On successful completion of the PG Diploma, graduates may apply to the Follow-On Masters Landscape & Urbanism.

1. **Aims of the Programme**

The Postgraduate Diploma in Landscape Architecture aims to develop knowledge, skills, understanding and creativity that supports progression towards a professional career as a Landscape Architect in practice and, or education and research. The course is designed for students who have already achieved a BA/BSc (Hons) in landscape architecture, and aims to:

* Engage students in a stimulating educational experience that integrates theory and practice, and further develops creativity, knowledge, skills and interrogation in landscape .architecture at graduate level;
* Develop landscape design projects across a range of scales and conditions involving individual and team work, from strategic to detailed design resolution;
* Involve students in the study of the professional practice of Landscape Architecture that includes critique, experimentation, testing and application of ideas, knowledge, skills, and techniques of making and communication in landscape architecture;
* Extend understanding and critical examination of the theoretical, cultural, aesthetic and ethical context of landscape architectural study and practice; and how it relates to expanding global urbanism regeneration and development practice, and relationships with co-professionals across the built environment.

1. **Intended Learning Outcomes**

These include the UK Quality Code for Higher Education, including the QAA Master’s Degree Characteristics 2015, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and an awareness of the Subject Benchmark for Landscape Architecture, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course, students will be able to:** |  | **Intellectual skills**  **On completion of the course, students will be able to:** |  | **Subject Practical skills**  **On completion of the course, students will be able to:** |
| A1 | Deliver evidence of in-depth understanding of the likely professional practice factors, implications and responsibilities of the landscape architect in design project proposals, appropriate to the Postgraduate Diploma and Landscape Institute Educational Framework | B1 | Demonstrate critical thinking in relation to the exploration, evaluation, advocacy of alternative scenarios and key determining factors and priorities for effective landscape design in the urban and wider contexts, including existing conditions, future strategies and new proposals | C1 | Produce a creative landscape architecture portfolio, practice and project management reports and exhibition of design projects across a range of scales and conditions of contemporary landscape architectural practice |
| A2 | Demonstrate aesthetic, ethical and pragmatic discrimination in the choice of materials, construction strategies, processes and their specification, appropriate to Postgraduate Diploma and preparation for reflective practice; | B2 | Communicate critical evaluation and proposition, in interdisciplinary teams and working individually; | C2 | Demonstrate and exercise the range of practical professional skills appropriate to working with landscape design projects, and in an interdisciplinary environment that include: presentation and communication skills, 3D modelling, drawing, digital skills and client and community collaboration skills |
| A3 | Deliver and communicate evidence of in-depth knowledge and critique of theoretical positions, seminal texts and precedent relevant to significant contemporary landscape design projects and practice | B3 | Deliver critical thinking and its application in relation to theory and ethical, inclusive, sustainable practice of landscape architecture | C3 | Demonstrate self-confidence , skill and creativity, in presenting their work and ideas alongside those of others; |
| A4 | Present an individual portfolio of projects and written material which will support and focus individual and professional career –practice and research ambitions | B4 | Demonstrate critical thinking in the development of a personal portfolio,  professional practice reports and design agenda | C4 | Demonstrate a high level of skill in primary and secondary research; particularly in relation to project briefings, site appraisal and appropriate data gathering and mapping. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

An undergraduate degree BA or BSc (Hons) in Landscape Architecture, Landscape Planning

(exceptionally in a closely related discipline) with minimum 2.2 award, and all applicants are required to submit a landscape design portfolio.

A minimum IELTS score of 6.5, TOEFL 88, or equivalent is required for those for whom English is not their first language.

Experience in landscape practice is valued though not an entry requirement.

1. **Programme Structure**

This programme is offered as a full field in full time and part-time modes, and leads to the award of Postgraduate Diploma Landscape Architecture. Entry is at Level 7 with degree equivalent qualifications. (See section D). Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

Landscape Institute (LI)

**E2. Work-based learning,**

Projects within the programme address priorities of contemporary practice in Landscape Architecture and may involve design competitions and working with clients. Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice which is central to the programme.

Previous experience of working in relevant landscape practice contexts is valued. Opportunities for engagement with live projects and community and client interaction are embraced within the programme.

**E3. Outline Programme Structure**

The programme is made up of four modules each worth 30 credits at Level 7, and is delivered over 1 year full-time and 2 years part-time. All students will be provided with the University Postgraduate Regulations (PR), the Course Handbook and specific additions required for accreditation by the Landscape Institute. Full details of each module will be provided in module descriptors and student module guides.

**FULL-TIME**

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| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Landscape Architecture Design Project Portfolio 01 | LD7001 | 30 | 7 | 1 |
| Landscape Architecture Design Project Portfolio 02 | LD7002 | 30 | 7 | 2 |
| Landscape Architecture Professional Practice, Process & Making | LD7003 | 30 | 7 | 1/2 |
| Landscape Architecture: Reading, Research and Narrative | LD7204 | 30 | 7 | 1/2 |

**PART-TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| **YEAR 1** | | | | |
| Landscape Architecture Design Project Portfolio 01 | LD7001 | 30 | 7 | 1 |
| Landscape Architecture Professional Practice, Process & Making | LD7003 | 30 | 7 | 1/2 |
| **YEAR 2** | | | | |
| Landscape Architecture Design Project Portfolio 02 | LD7002 | 30 | 7 | 2 |
| Landscape Architecture: Reading, Research and Narrative | LD7204 | 30 | 7 | 1/2 |

Students exiting the programme with 60 credits are eligible for the award of Postgraduate Certificate in Landscape Architecture.

1. **Principles of Teaching Learning and Assessment**

The curriculum is designed to provide a dynamic and stimulating experience, in which emerging and established theory and practice underpin Landscape Architecture learning. Motivation and support encourages students (individually and in groups) to develop distinctive project proposals, effective professional practice reports, design development and communication, with clearly expressed research. The programme provides grounding and support for a critical and creative Landscape Architecture Portfolio. In particular, the curriculum is designed to provide research and practice-led teaching such as the opportunity to be involved with ongoing practice and research of the Landscape Interface Studio. Links with the industry and the professional body-the Landscape Institute, are integrated within the learning experience through engagement with the Landscape Institute Professional review Group. Crits and seminars involve practitioners, some of whom are alumni of the programme.

Technology-enhanced learning is embedded in the programme in particular in relation to group working and knowledge sharing, and current industry standard practice and relevant software (such as that used for Building Information Modelling) is presented and supported by group working and alumni presentations.

**VLE/Canvas** – The School uses the virtual learning environment (Canvas/VLE), which acts as the main online location and portal for course and School information and news. Course materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE.

**Lynda.com** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform Lynda.com. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

**The pedagogic principles:**

Teaching is practice and research-led and brings together PG Diploma Landscape Architecture and MA Landscape & Urbanism students in a shared interdisciplinary studio experience, which includes varied delivery and interaction between students, tutors, and specialists, with clear critique and assessment, individual and team work self and peer review and feedback and feed forward guidance for improved results. We identify opportunities to work with targeted competitions, clients, alumni, at different scales of experience from the individual, to the community, and city scale; and develop student knowledge and experience, career ambitions in the context of the diverse demands of contemporary creative practice. The programme makes use of the School and Faculty research expertise, studios, workshops, library, and local landscape resources.

1. **Support for Students and their Learning**

**Aims of the Personal Tutor Scheme:**

* to provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and supporting students with any individual needs and guidance on availability of KU/Kingston School of Art support
* to provide a holistic overview and guidance for individual study and the development of personal practice
* to provide ongoing formative feedback and personal development recommendations embedded in studio culture and teaching
* to support students in taking ownership of their study and in developing ability to be self-reliant and reflective and to use feedback/feed forward to best advantage

**Key Features of the Personal Tutor scheme:**

* the personal tutor is allocated at the beginning of the academic year
* the introductory/welcome tutorial meeting will occur at the beginning of the academic year with regular studio tutorials
* students will keep the same personal tutor throughout their year/s of study
* one-to-one meetings may vary in length depending on the profile and needs of individual students

Students are also supported by:

* Programme team: Studio tutors, Module Leaders and tutors
* 3D Workshop team
* Library/Learning Resource Centre staff
* Digital Media Workshop technical support team
* Group work and peer group support of independent study is encouraged
* A dedicated Course Administrator
* Faculty Student Achievement Officer who provides pastoral support
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students,
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* An induction week at the beginning of the academic session
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site;
* Lynda.com – an online platform offering self-paced software tutorials
* Staff Student Consultative Committee (SSCC)
* Board of Study (BOS)
* Support for students with disabilities
* English Language support for international students
* Kingston University Student Services including health centre
* Careers and Employability Services
* The Union of Kingston Students

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at the subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
* Landscape Institute Professional Review Group and annual monitoring

1. **Employability Statement**

The programme and the teaching practice reflects the ‘Led by Learning’ principles: the ability to adapt, evolve and innovate in the context of landscape architecture,

Graduate Destinations include:

* UK multi-disciplinary practices previous graduate examples: multidisciplinary practices developing project for Victoria Circus Central London, masterplanning of London Olympics 2012 and Rio 2016, and in UK landscape practice working on Singapore Gardens by the Bay
* Design and Landscape Management for the National Trust and Royal Parks London
* Building Information Modelling for example within multidisciplinary practice with engineers for High Speed 2 rail project.
* Establishing not-for-profit initiatives and community engagement projects such as ‘the edible bus stop’.

The programme has a good record of employment and recognises the need to prepare graduates for the increasingly competitive market. Graduates from the PG Diploma Landscape Architecture have typically found employment in LA & multidisciplinary design practices of all scales, including international and multinational. Many find work through our established contact network, the student and programme reputation.

The LI practice network and Kingston landscape alumni are invited to the summer show. Graduates of the programme make individual contact with alumni distributed locally in London and internationally as well as benefiting from the academic and practice contact networks of the teaching team and the social media contacts of the programme.

Successful graduates are well equipped to:

* support development within landscape and multidisciplinary contexts for Green Infrastructure projects at the strategic scale;
* work with co professionals in specific areas of practice, for example ‘water, places and people’, ‘landscape as critical agency’ (informed by staff practice and research);
* support client and community engagement in design for the public realm;

Specific LA employability skills are developed throughout the programme including:

* professional approach to enquiry, learning and practice
* an overall aim to enrich the quality of life of users in creative environmental design practice, team working and client respect, and
* embedded respect for individual, community experience and sustainable environmental design and stewardship

1. **Approved Variants from the Postgraduate Regulations**

None.

1. **Other sources of information that you may wish to consult:**

Landscape Interface Studio website

[http://landscapeiskingston.wordpress.com](http://landscapeiskingston.wordpress.com/)

Course page on the University website

<http://www.kingston.ac.uk/postgraduate-course/landscape-architecture-pgdip/>

International Federation of Landscape Architects

<http://www.iflaonline.org/>

QAA Master’s Degree Characteristics 2015

<http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

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| --- | --- | --- | --- | --- | --- | --- |
|  | | | **Level 7** | | | |
|  | **Module Code** | | **LD7001** | **LD7002** | **LD7003** | **LD7104** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S |  |
| A2 |  |  | S |  |
| A3 |  |  |  | S |
| A4 | S | S | S | S |
| **Intellectual Skills** | B1 | S | S | S |  |
| B2 |  |  | S |  |
| B3 |  |  |  | S |
| B4 | S | S | S | S |
| **Practical Skills** | C1 | S | S | S |  |
| C2 | S | S | S |  |
| C3 | S | S | S |  |
| C4 | S | S |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**COURSE DIAGRAM – Postgraduate Diploma Landscape Architecture**

**FULL TIME**

TB1 TB2 TB3

Landscape Architecture Design Project Portfolio 02

LD7002 30

Landscape Architecture Design Project Portfolio 01

LD7001 30

1

Landscape Architecture Professional Practice, Process & Making

LD7003 30

Landscape Architecture: Reading**,** Research and Narrative

LD7204 30

1 Follow on Masters (with accredited prior learning) in a subsequent year

**PART TIME – YEAR 1**

TB1 TB2 TB3

Landscape Architecture Design Project Portfolio 01

LD7001 30

Landscape Architecture Professional Practice, Process & Making

LD7003 30

**PART TIME – YEAR 2**

TB1 TB2 TB3

Landscape Architecture Design Project Portfolio 02

LD7002 30

1

Landscape Architecture: Reading**,** Research and Narrative

LD7204 30

1 follow on MA is available to successful diplomates by application

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | PG Diploma Landscape Architecture |
| **Intermediate Award(s):** | PG Cert Landscape Architecture |
| **Minimum period of registration:** | 1 year full-time  2 years part-time |
| **Maximum period of registration:** | 2 years full-time  4 years part-time |
| **FHEQ Level for the Final Award:** | Postgraduate Diploma |
| **QAA Subject Benchmark:** | Landscape Architecture |
| **Modes of Delivery:** | Full-time / Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:** | Architecture & Landscape |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | PFDLA1DLA01 (Full-time)  PPDLA1DLA01 (Part-time) |
|  |  |