

Template C4



Programme Specification

Title of Course: *MLA Landscape Architecture*

Date first produced	30/04/2014
Date last revised	07/05/2025
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Version number	7
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Architecture and Landscape
Delivery Institution	Kingston University London

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 learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	MLA Landscape Architecture
Exit Award(s) and Title(s):	PG Cert.Landscape Design MA Landscape Design PG Dip. Landscape Design
Course Code <i>For each pathway and mode of delivery</i>	PPLAN1LAN01 PFLAN1LAN01
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London
Location:	Department of Architecture & Landscape, School of Art and Architecture, Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Part-time Full-time
Minimum period of registration:	Part-time - 4 Full-time - 2
Maximum period of registration:	Part-time - 8 Full-time - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.

	<p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Landscape Institute LI UK (and recognition by International Federation of Landscape Architects IFLA)
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The MLA Landscape Architecture aims to provide an effective landscape architecture 'professional advancement' programme or practice-facing professional 'conversion' programme where motivated graduates bring knowledge, understanding, creativity and skills from landscape and related disciplines to the professional study of landscape architecture, to support progression towards a professional career in landscape and interdisciplinary practice and research.

The course is designed for talented students who have achieved a good degree in landscape or a related discipline and aims to:

- Prepare students for effective and informed employment in the expanding profession of landscape architecture and in diverse interdisciplinary contexts of creative contemporary landscape and environment practice;
- Provide a stimulating educational experience that meets and exceeds the requirements of the profession of landscape architecture and involves students in practitioner and live project engagement, to explore the critical scope and potentials of the field;
- Develop and extend critical landscape literacy, knowledge, understanding, and skills, in relation to co-design and production in the interdisciplinary context of study and in relation to the work of co-professionals;
- Engage students in strategic and detailed design proposals, their critical evaluation and effective Landscape Architectural advocacy and resolution;
- Support the development of a personal portfolio for individual career advancement in the field of landscape architecture; including the Landscape Architecture Thesis Project.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

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
A4	Present a portfolio of projects and a 'capstone project' to support and focus individual and professional career–practice and research ambitions.	B4	Demonstrate critical thinking in the development of a personal portfolio, professional practice report and landscape manifesto.	C3	Achieve and demonstrate self-confidence, skill and creativity, in presenting their work and ideas alongside those of others.
A3	Deliver and communicate evidence of in-depth knowledge and critique of seminal texts and precedent projects relevant to contemporary landscape practice.	B3	Achieve and deliver critical thinking and its application in relation to theory and ethical, inclusive, sustainable practice of landscape architecture.	C2	Demonstrate and exercise a range of practical professional skills appropriate to landscape architecture projects, and in an interdisciplinary environment,
A2	Demonstrate aesthetic, ethical and pragmatic discrimination in the choice of materials, construction strategies, processes and their specification, appropriate to the MLA and preparation for reflective practice.	B1	Demonstrate critical thinking in relation to the exploration, evaluation, advocacy of effective landscape design strategy.	C1	Achieve the production of a creative landscape architecture portfolio, professional practice management report and exhibition or digital publication of the 'capstone project'.
A1	Deliver evidence of in-depth understanding of professional practice implications and responsibilities of the landscape architect, co-professionals and specialists, in design project proposals, ethical and	B2	Achieve and communicate critical evaluation and proposition, in interdisciplinary teams and working individually.	C4	Achieve and 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.

	sustainable practice, appropriate to the Landscape Institute Educational Framework.				
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C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

The programme is made up of five modules totalling 300 credits: four 30 credit and three 60 credit modules at Level 7, and is studied over 2 years full-time, or 4 years part-time. All students will be provided with the University Postgraduate Regulations (PR) and specific additions, as required for accreditation by the Landscape Institute. Full details of each module will be provided in module descriptors and student module guides. All students receive the Course Handbook. Typically students must complete 150 credits at each year on the full-time mode and 90, 60, 90 and 60 credits in each year respectively on the part-time 4-year mode. Full-time students are required to pass 150 credits in Year 1 in order to progress to Year 2. Part-time students are required to pass each year's credits in order to progress to the next year.

MLA Landscape Architecture

Level 7							
MLA Landscape Architecture							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Ecology, Design and Making	LD7207	30	7	Year Long		2	3
Landscape Architecture Thesis Project	LD7205	60	7	Year Long		2	4

Landscape Architecture: Portfolio	LD720 2	60	7	Year Long		1	2
Landscape Architecture: Primer	LD720 1	60	7	Year Long		1	1
Landscape Architecture: Reading, Research and Narrative	LD720 4	30	7	Year Long		2	3
Professional Practice Seminars	LD720 8	30	7	Year Long		2	3
Theory and Discourse in Landscape Urbanism	LD720 6	30	7	Year Long		1	2

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

Students exiting the programme with 180 credits are eligible for the MA Landscape Design

E. Teaching, Learning and Assessment

The programme is designed to take account of the KU Curriculum Design Principles. In particular the Masters level programme aims to encourage students to become flexible and independent learners, to take ownership of their learning and become proactive, reflective and independent practitioners. This includes peer learning and group work, as well as independent study, in a range of contexts which may include Landscape Interface Studio live projects engagement:

‘Workshops’ and ‘charrettes’

provide intensive focus and require students to deliver a range of defined outcomes in a short time. Practitioner and group interaction allows for collaborative outputs and the development of individual competencies. Students are encouraged to share skills, knowledge and learning in a proactive environment, to support interdisciplinary ‘action learning’.

Design studio, tutorials and critiques (crits)

are interactive and encourage peer engagement and independent development. Tutorials and critiques are inclusive of peer input and reflection, to highlight the knowledge within the group. Tutorials and crits encourage student interaction in advancing knowledge, capacity and ambition, as well as providing feedback and 'feed forward'. Students and their peers are required to make notes during these sessions to propel individual and group attainment.

Lectures and seminars

are inclusive of guests and provide opportunities for interactive dialogue. Students are required to submit notebook summaries of content and reflection, for formative feedback. Seminars may be student-led to promote the acquisition of knowledge and its confident presentation.

Study visits

engage students in shared investigation of site and context, including meetings with professionals, communities, and clients, as appropriate. These include management, ambition and creativity in gathering evidence and information, to support project development.

Live projects

engage students in contexts outside of the university, as appropriate, with client and community interaction. This is a context for public peer learning, reflection and exchange of skills and ideas. It prepares students for effective professional interaction.

Critical case study

students engage in critical reflection on a specific case study project and the presentation of findings to the peer group for feedback and reappraisal as necessary.

Personal development plan

requires ownership of a personal learning agenda, and specifically identification of skills and knowledge gaps as well as strengths from the start of the programme. This informs independent and peer learning and the identification of summer work experience focus, in discussion with tutors. This is assessed formatively.

The Virtual Learning Environment (VLE)

A range of learning and digital technologies are used to enhance the students' ownership of their learning experience and facilitate peer as well as student-tutor interaction.

The complexity of the subject and its multiple layers of knowledge and information takes advantage of possibilities for large data storage and sharing, and contacts via digital media, including:

Dropbox, MediaFire, KU VLE/Canvas, and Landscape Interface Studio Blog, Twitter and LinkedIn.

Building Information Modelling (BIM) is specifically included in the curriculum to prepare students for its effective use in practice.

The curriculum is designed to provide:

- intensive fast-paced workshops to support immediate skills enhancement;
- a dynamic and stimulating experience, in which emerging and established knowledge and practice underpin landscape architecture learning;
- motivation and support to encourage students (individually and in groups) to develop distinctive project proposals, effective professional practice reports, design development and communication, with clearly expressed research;
- grounding and support for a critical and creative Landscape Architecture Portfolio.

The pedagogic principles:

- bring together MLA Landscape Architecture with other Landscape Architecture and Landscape & Urbanism students to benefit from international collaboration, and interdisciplinary transfer of knowledge and skills;
- include varied delivery and interaction between students, tutors, specialists, with clear critique and assessment, individual and team work, self and peer review and guidance for improved results;
- identify opportunities to work with targeted competitions, clients, alumni, at different scales of experience from the individual, to the community, and city scale;
- develop student knowledge and experience, career ambitions and experience of diverse demands of contemporary creative practice; making use of the Art, Design and Architecture Faculty resources: research expertise, studios, workshops, library, and local landscape resources.

Teaching is practice and research-led and a shared interdisciplinary studio experience, with the intention of extending creativity, individual confidence and the reach of professional and academic experience for students across the programme.

LinkedIn Learning – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. 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.

Assessment

Assessment is both summative and formative. Summative assessment identifies what has been learned (assessment of learning) and therefore the assessed mark informs the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides support for student in identifying their strengths and weaknesses and focusing on areas they need to work on and improve. The assessment strategy and criteria are described written briefs, on the module's canvas page, and mapped to the module's learning outcomes.

The assessment strategies reflect the range of outputs that are required in the contemporary practice of Landscape Architecture and help students prepare for their ongoing professional development through the Landscape Institute's Pathway to Chartership for example. Below is a description of outputs that are submitted for assessment:

Portfolio

The Portfolio is an edited document comprised of multi-media content (drawings, texts, images, audio content, film, etc) that records the design process and resolution of a design project, responding to the requirements of a given brief.

Critical Case Study Report

A critical case study report documents a critical appraisal of a case study aiming to explore and develop understanding of the processes and impacts of landscape architecture projects and the process of design and making. The case study is selected with tutor guidance to respond to the particular interests of the student, and also the areas of knowledge and expertise which students need to develop for future professional practice in landscape architecture. The Report typically includes annotated graphics and a text-based component, or any other media necessary, according to project and module.

Project Report

The Project Report is a graphic report, illustrated with drawings that describe the design process and the professional practice context of a project proposal to include and illustrate the professional stages of work, legal and regulatory frameworks and professional responsibilities and ethics of the practice of landscape architecture and working relationships with co-professionals. The report makes particular reference to the Landscape Institute codes of conduct and wider professional contexts including EU and international as appropriate.

Landscape Architecture Thesis Project

This is the 'capstone project' of the MLA and is designed to give students the opportunity to present a synthesised design proposition that tests and challenges their skills across the spectrum of professional competencies and outputs and their communication and dissemination. This is a project that will be presented through drawings and appropriate media with a portfolio of work of the 'journey' or progression of the project with a clear text Narrative that enables dissemination. A curated document for digital publication or exhibition is to be presented alongside the portfolio of the process.

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment

- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

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

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

Landscape Institute

<https://www.landscapeinstitute.org/>

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European Landscape Convention, Council of Europe

http://www.coe.int/t/dg4/cultureheritage/heritage/Landscape/default_en.asp

http://www.coe.int/t/dg4/cultureheritage/heritage/Landscape/default_en.asp

Landscape Interface Studio website

<http://landscapeiskingston.wordpress.com>

I. Development of Course Learning Outcomes in Modules

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

Module Code	Level 7

		LD7205	LD7204	LD7202	LD7201	LD7206	LD7207	LD7208
Knowledge & Understanding	A4		S	S				
	A3	S	S					S
	A2	S					S	
	A1	S		S				S
Intellectual Skills	B4		S	S				
	B3	S	S		S			
	B1	S		S	S		S	
	B2						S	
Practical Skills	C3	S			S			
	C2			S	S			
	C1	S						
	C4		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.

Additional Information