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**Programme Specification**

**Title of Course: MLA Landscape Architecture**

**Date Specification Produced: May 2014**

**Date Specification Last Revised: June 2020**

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:** | **MLA Landscape Architecture** |
| **Awarding Institution:** | **Kingston University London** |
| **Teaching Institution:** | **Kingston University London** |
| **Location:** | **Department of Architecture & Landscape, School of Art and Architecture,**  **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **Landscape Institute LI UK (and recognition by International Federation of Landscape Architects IFLA)** |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The practice of Landscape Architecture ranges in scale from the enhancement of ‘quality of place’ and design for the public realm, to resilient and adaptive landscape infrastructure strategies for cities and their regions. Landscape always embodies change, the unpredictable and the invisible. Effective practice demands diverse skills and knowledge, professional collaboration and communication. The Kingston Masters in Landscape Architecture (MLA) targets professional membership of the Landscape Institute (LI), and aims to empower graduates for professional roles and projects from the local to the big picture, regional and global contexts of landscape practice.

Landscape Architecture involves the appraisal of ‘qualities of ‘place’, and makes proposition in the context of current needs and opportunities, sustainable and ethical practice and future vision and aspiration. The programme is particularly involved with the landscapes of cities and their regions as the fundamental grounding for city futures and the quality of life of citizens. The two year full-time Masters of Landscape Architecture is industry-facing with international reach. It builds on the established Kingston postgraduate Landscape Architecture & Urbanism programmes and the work of the Landscape Interface Studio (established 2004) brings a distinctive identity to the learning experience. This consultancy has international scope, integrating teaching, and research, with live projects, community engagement and landscape policy.

The MLA is aligned with the Department of Architecture & Landscape postgraduate programmes’ strong links with industry. It integrates practice-led and research-informed teaching and builds on and strengthens the Department’s and School’s research culture.

The programme targets talented and motivated graduates and professionals who bring relevant knowledge, expertise, creativity and ambition, to the diverse and expanding field of landscape professional practice, and practice-led research. We welcome suitably qualified applicants from disciplines including: architecture, engineering, geography, hydrology, ecology, land management and landscape architecture.

In year one, the MLA addresses the rapid assimilation and application of key landscape architecture knowledge, skills and techniques with ‘workshops’ and ‘charrettes’ led by specialist practitioners, and test-bed studio design project briefs.

In the summer between years one and two, students are strongly encouraged to engage in work experience appropriate to their interests and professional goals. A Critical Case Study is launched at the end of year one and students are encouraged to begin this in advance of the start of year 2.

In the second year, students focus on a Thesis ‘capstone’ project, informed by team collaboration, critical theory and individual professional portfolio development, directed towards achieving professional employment in the UK, EU or internationally. A part-time mode of study allows for the programme to be offered over four years.

MLA students study with other Architecture and Landscape postgraduate students, and the programme is delivered in the wider context of interdisciplinary creative practice in the Kingston School of Art, Kingston University London. The course and School share the Faculty’s ethos of ‘thinking through making’, and an extended network of landscape and creative colleagues, practitioners and alumni.

We engage with local contexts of study and practice, European good practice, and EU and international markets for Landscape Architecture professional expertise.

1. **Aims of the Programme**

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.

1. **Intended Learning Outcomes**

The programme outcomes relate to 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 professional practice implications and responsibilities of the landscape architect, co-professionals and specialists, in design project proposals, ethical and sustainable practice, appropriate to the Landscape Institute Educational Framework. | 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’. |
| 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. | B2 | Achieve and communicate critical evaluation and proposition, in interdisciplinary teams and working individually. | C2 | Demonstrate and exercise a range of practical professional skills appropriate to landscape architecture projects, and in an interdisciplinary environment, |
| 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. | C3 | Achieve and demonstrate self-confidence, skill and creativity, in presenting their work and ideas alongside those of others. |
| 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. | 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. |

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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:

* a good honours degree (minimum 2.2) or postgraduate degree, or professional work experience in landscape or a relevant discipline such as architecture, spatial design and planning, ecology, engineering, environmental science, land management.
* Relevant work experience is considered on an individual basis

Applicants with prior qualifications and learning may be exempt from appropriate parts of the course in accordance with the University’s policy for recognition of prior experiential learning (RPEL) or prior certificated learning (RPCL). Admission through advance standing is at the discretion of the course leader and will be considered on an individual basis.

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

Applications are considered initially on the basis of the information contained in the application forms including academic and employer references and a portfolio of evidence of personal study or a professional portfolio. Applicants who are present in the UK will normally be required to attend an interview with an academic member of the programme team.

1. **Programme Structure**

This programme is offered as a full field in full-time and part-time modes, typically across two years full-time or four years part-time, and leads to the award of MLA in Landscape Architecture. Entry is normally at level 7 with a minimum appropriate undergraduate award 2.2 or equivalent practice experience and/or, qualifications (See section D). Transfer from a similar programme is possible, (exceptionally) during year one of the programme, (with passes in comparable level 7 modules) – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

Landscape Institute (LI) professional accreditation is targeted by this programme.

**E2. Work-based learning**

Work-based learning is not included in the programme. Work experience in a context of landscape practice is actively encouraged, although it is the responsibility of individual students to source and secure such opportunity. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this that they can clearly relate to their ambition within the professional practice of landscape architecture and to evaluate their own level of skills and competencies, and the relationship between practice and theory. Previous experience of working in relevant design and interdisciplinary practice contexts is valued.

**E3. Outline Programme Structure**

The programme is made up of five modules totalling 240 credits: two 30 credit and three 60 credit modules at Level 7, and is typically 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 120 credits at each year on the full-time mode and 60 credits in each year on the part-time mode. Full-time students are required to pass 120 credits in Year 1 in order to progress to Year 2.

The MLA first year of study in full-time mode comprises two modules each worth 60 credits taken across teaching blocks 1 and 2.

The Landscape Architecture: Primer module (60 credits) is delivered through intensive practitioner-led workshops. This module is delivered through the year, with more intensity in teaching block 1. It supports the Portfolio module.

The Landscape Architecture Portfolio module (60 credits) is the testing of the synthesis of knowledge, skills and techniques applied in the context of studio teaching in a range of design projects and their iterative development. This module is delivered through the year with emphasis on teaching block 2.

The MLA second year (full-time) comprises the Thesis Project 60 credits and two 30 credit modules, Landscape Architecture: Professional Practice Design and Making, and Landscape Architecture: Reading**,** Research and Narrative across two teaching blocks.

In the summer period between Years 1 and 2, students typically commence work on the Critical Case Study, which is assessed as part of the Professional Practice Design and Making module in Year 2. Students are also strongly encouraged to undertake relevant work experience to support critical reflection and consolidation of the learning achieved in the first year and specifically to prepare for the second year of the programme. Arrangement of the work experience is the responsibility of the student.

**FULL-TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL 7** | | | | |
| **Compulsory Modules** | **Module Code** | **Credit**  **Value** | **Level** | **Teaching**  **Block** |
| **YEAR 1** | | | | |
| Landscape Architecture: Primer | LD7201 | 60 | 7 | 1/2 |
| Landscape Architecture:  Portfolio | LD7202 | 60 | 7 | 1/2 |
| **YEAR 2** | | | | |
| Landscape Architecture:  Professional Practice Design & Making | LD7203 | 30 | 7 | 1/2 |
| Landscape Architecture:  Reading**,** Research and Narrative | LD7204 | 30 | 7 | 1/2 |
| Landscape Architecture:  Thesis Project | LD7205 | 60 | 7 | 1/2 |

**PART-TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL 7** | | | | |
| **Compulsory Modules** | **Module Code** | **Credit**  **Value** | **Level** | **Teaching**  **Block** |
| **YEAR 1** | | | | |
| Landscape Architecture: Primer | LD7201 | 60 | 7 | 1/2 |
| **YEAR 2** | | | | |
| Landscape Architecture:  Portfolio | LD7202 | 60 | 7 | 1/2 |
| **YEAR 3** | | | | |
| Landscape Architecture:  Professional Practice Design & Making | LD7203 | 30 | 7 | 1/2 |
| Landscape Architecture:  Reading**,** Research and Narrative | LD7204 | 30 | 7 | 1/2 |
| **YEAR 4** | | | | |
| Landscape Architecture:  Thesis Project | LD7205 | 60 | 7 | 1/2 |

**Interim awards**

Students leaving the programme with less than 240 credits may be eligible for a Postgraduate Certificate, Postgraduate Diploma or MA at the discretion of the Programme Assessment Board.

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

Students exiting the programme with 120 credits are eligible for the award of Postgraduate Diploma in Landscape Design.

Students exiting the programme with 180 credits are eligible for the award of MA in Landscape Design.

1. **Principles of 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-ledto 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 pace 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.Primarily summative assessment is intended to identify 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 in written briefs and mapped to the module learning outcomes. The assessment criteria are described verbally at project briefings.

The assessment strategies are designed to replicate the range of outputs that are required in the contemporary practice of Landscape Architecture and help students to prepare for their ongoing professional development through the Landscape Institute’s *Pathway to Chartership* for example.

**Landscape Primer**

This is the assessed output of the immersive workshop/charrettes, that address exercises in key professional skills such as site investigation, ground shaping, planting techniques, and also research techniques, drawing and communication techniques , industry standard digital media, model making. The Primer is a record of the student’s individual learning and group exercise outputs, references, reflections and notes as a log, or diary of learning. It provides a platform for the student’s engagement with the rest of the programme and with design projects and the Landscape Portfolio.

**Landscape Portfolio**

The Portfolio is the output from the module that runs alongside the Primer module and involves students in design projects and their graphic communication, that are set to test the application of skills and knowledge developed in the immersive workshops. The Portfolio records the design process and resolution of a number of design project briefs.

**Critical Case Study**

The case study involves students in a critical appraisal of a case study project, identified with tutor guidance to explore and develop understanding of the processes and impacts of landscape architecture projects and the critical deign and making of the project. The case study is selected with tutor guidance to respond to the particular interests and also the areas of knowledge and expertise which individual students need to develop for their professional engagement with the effective practice of landscape architecture. The case study is identified for a start in teaching block 3 in the summer between Years 1 and 2 for full-time students. The development and delivery of the case study takes place in Year 2 (for full-time students) as 50% part of the Professional Practice module. This is a graphically annotated as well as text-based submission.

**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. The Project Report specifically addresses scenarios of design, making and aftercare. The Critical Case Study 50% and Project Report 50% comprise the assessment strategies for the Professional Practice module.

**Landscape Reader**

The Landscape Reader involves students in lectures and seminars and note-taking and the critical reading and reviewing of seminal texts and journal articles.

**Illustrated Landscape Manifesto**

The Illustrated Landscape Manifesto requires students to assert a position in relation to the lectures, seminars and discussion that will inform their design work and professional engagement with the discipline. This assessment strategy aims to build landscape literacy and an agenda or principles that will support informed design development and resolution.

**Project Narrative**

The Project Narrative enables students to develop the expression and articulation of the motivation and aspiration of a design project and the rationale for design decision making. This is also an annotated and illustrated document. The Landscape Reader, 20% Illustrated Manifesto 60% and Project Narrative 20% comprise the assessment strategies for the Theory module.

**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 the 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.

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

**The Personal Tutor Scheme**

**Aims**

* to provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and supporting students with any individual needs and guidance 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
* one-to-one meetings may vary in length depending on the profile and needs of individual students.

Students are supported by:

* Course Director to help students understand the programme structure
* Programme team: Studio tutors, Module Leaders and tutors
* Personal Tutors to provide academic and personal support
* 3D Workshop technical team
* Library/Learning Resource Centre staff
* Digital Media Workshop technical support team
* Group work and peer group support of independent study is encouraged
* The Student Office with a dedicated Programme Administrator
* A Student Achievement Officer who provides pastoral support
* An Academic Success Centre that provides academic skills support for 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 each new academic session
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* Staff Student Consultative Committee
* Support for students with disabilities
* English Language support for International students
* Kingston University Student Services including health centre
* Careers and Employability Services including Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
* The Union of Kingston Students
* Student membership of the Landscape Institute

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 (Module Evaluation Questionnaires) and a Postgraduate Survey.
* Moderation policies
* Feedback from employers
* Landscape Institute professional body requirements and LI Professional Review Group annual monitoring
* International Federation of Landscape Architects interaction.

1. **Employability Statement**

The programme recognises the need to prepare graduates for the increasingly competitive market of practice and will support students in targeting new opportunities across the sector, often in multidisciplinary teams in the UK and international contexts of practice. The MLA is a professional qualification to be presented for accreditation by the Landscape Institute. The MLA reflects the International Federation of Landscape Architects (IFLA)/UNESCO Charter for Landscape Architectural Education and the European Landscape Convention.

The part-time mode of study allows students to engage in practice employment alongside study. This is seen as a positive contribution to the experience of the cohort in bringing immediate practice reference and peer learning to the group.

Graduates of the School’s established postgraduate Landscape courses currently work across a range of scales and geographies of practice from bespoke small & medium enterprises including award winning practices such as Gustafson Porter London & Seattle, Grant Associates (Singapore Gardens by the Bay project); Land Use Consultants, to major international multidisciplinary practices ARUP: London Olympics, High Speed 2 Building Information Modelling; AECOM: London and Rio Olympics; and for agencies including the Historic Royal Parks, National Trust, and international agencies.

Other graduates progress to research roles, working towards research degrees and in education Santiago University Chile and University of Pune India.

Student employability:

* The course is outward-facing and industry-focused. The Landscape Interface Studio 10 years of working with live projects in postgraduate landscape at Kingston has an established track record of successful preparation for employment.
* Intensive workshops, live projects, client and community engagement are fundamental to the teaching and learning programme. Students are prepared for practice opportunities that this course targets.
* Summer work experience and case study visits allow for individual bespoke and direct landscape practice involvement.
* Assessment strategies include student-led seminars, professional portfolio, and Thesis project exhibition and publication, which deliver explicit evidence of the capacity, creativity and employability of the individual student.
* Contact with our network of colleagues outside of the university brings a close relationship and connectivity with the world of practice and diverse opportunities for employment.

Successful graduates will be well equipped to:

* work in 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 advocacy, policy and design (informed by staff practice and research);
* support client and community engagement in design for the public realm;

Specific Landscape Architecture 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 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 Institute**

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

**European Landscape Convention, Council of Europe**

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

**Landscape Interface Studio website**

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

**Course Page on the KU website**

<http://fada.kingston.ac.uk/al/mla/>

**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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Level 7** | | | | |
|  | **Module Code** | | **LD7201** | **LD7202** | **LD7203** | **LD7204** | **LD7205** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S |  | S |
| A2 |  |  | S |  | S |
| A3 |  |  | S | S | S |
| A4 | S | S |  | S |  |
| **Intellectual Skills** | B1 | S | S |  |  | S |
| B2 |  |  |  |  |  |
| B3 |  |  |  | S | S |
| B4 | S | S | S | S |  |
| **Practical Skills** | C1 | S | S | S |  | S |
| C2 | S | S | S |  |  |
| C3 |  |  |  |  | S |
| C4 |  |  |  | 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.**

**MLA Landscape Architecture Course Diagram**

**FULL-TIME YEAR 1**

Teaching Block 1 Teaching Block 2 Teaching Block 3

Encourage

Work Experience

Preparation for Critical Case Study

assessed in LD7203

LD7201 Landscape Architecture: Primer

60 credits

LD7202 Landscape Architecture: Portfolio

60 credits

**FULL-TIME YEAR 2**

Teaching Block 1 Teaching Block 2 Teaching Block 3

LD7203 Landscape Architecture: Professional Practice Design & Making

*Co-taught with LD7003 (PG Dip LA) and LD7103 (MALU)*

30 credits

LD7204 Landscape Architecture: Reading, Research and Narrative

*Co-taught with LD7104 (PG Dip LA and MALU)*

30 credits

Professional Publication integrated with MA Landscape & Urbanism

LD7205 Landscape Architecture: Thesis Project

*Module mirrors LD7105 (MALU)*

60 credits

**PART-TIME – YEAR 1**

Teaching Block 1 Teaching Block 2 Teaching Block 3

Encourage

Work Experience

Preparation for Critical Case Study

assessed in LD7203

LD7201 Landscape Architecture: Primer

60 credits

**PART-TIME – YEAR 2**

Teaching Block 1 Teaching Block 2 Teaching Block 3

Encourage

Work Experience

Preparation for Critical Case Study

assessed in LD7203

LD7202 Landscape Architecture: Portfolio

60 credits

**PART-TIME – YEAR 3**

Teaching Block 1 Teaching Block 2 Teaching Block 3

Landscape Thesis Project Preparation

LD7203 Landscape Architecture: Professional Practice Design & Making

*Co-taught with LD7003 (PG Dip LA) and LD7103 (MALU)*

30 credits

LD7204 Landscape Architecture: Reading, Research and Narrative

*Co-taught with LD7104 (PG Dip LA and MALU)*

30 credits

**PART-TIME – YEAR 4**

Teaching Block 1 Teaching Block 2 Teaching Block 3

Professional Publication integrated with MA Landscape & Urbanism

LD7205 Landscape Architecture: Thesis Project

*Module mirrors LD7105 (MALU)*

60 credits

**Technical Annex**

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| **Final Award(s):** | MLA (in) Landscape Architecture |
| **Intermediate Award(s):** | PG Cert. Landscape Design if leaving with 60 credits  PG Dip. Landscape Design if leaving with 120 credits  MA Landscape Design if leaving with 180 credits |
| **Minimum period of registration:** | FT = 2 years PT = 4 years |
| **Maximum period of registration:** | FT = 4 years PT = 8 years |
| **FHEQ Level for the Final Award:** | Level 7 |
| **QAA Subject Benchmark:** | N/A |
| **Modes of Delivery:** | Full-time / Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:** | Architecture & Landscape |
| **Course/Route Code:** | PFLAN1LAN01(Full-time)  PPLAN1LAN01 (Part-time) |
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