

Course Specification

| Course Summary Information | | |
|----------------------------|---|--|
| 1 | Course Title | Master of Landscape Architecture Master of Landscape Architecture with Professional Placement |
| 2 | Course Code | PT1582 (Full-time) PT1583 (Part-time) PT1584 (Full-time with Professional Placement) |
| 3 | Awarding Institution | Birmingham City University |
| 4 | Teaching Institution(s) (if different from point 3) | N/A |
| 5 | Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable) | The Landscape Institute The International Federation of Landscape Architects |

| 6 | Course Description |
|---|--|
| | <p>This forward looking and innovative MLA Landscape Architecture is a Conversion Masters that offers applicants who wish to make a career change the opportunity to qualify and become a professional landscape architect.</p> <p>The MLA Landscape Architecture provides you with opportunities to explore responses to climate change emergency and biodiversity loss, and help in planning and designing meaningful, fair and resilient landscapes, places and communities of the future. Exploring these themes and issues is central to our common future and our Landscape Architecture course is very well placed to build employability skills that will position you at the forefront of these subjects.</p> <p>The course stimulates a design studio culture and encourages high levels of research, design innovation, creativity and distinct ownership of ideas and concepts. We put an emphasis on contemporary practice and real-world projects aligned to develop the critical integration of theory and practice across scales, from landscape planning to master planning to detail design.</p> <p>We invite applications from students from any disciplinary background.</p> <p>What's covered in the course? This Conversion Masters is professionally oriented and has two stages: Year one is structured to develop key design and communication skills that support all aspects of projects in a studio-based learning environment which is underpinned by landscape history and theory lectures. Students will learn that landscape is a sequence of interrelated designed environments connected by land, ecology, water, climate and infrastructure, sitting in a cultural context that extends from parish to global, political and</p> |

economic systems. The design skills will develop from process-led narratives using industry standard visual communication and analysis techniques, which include digital mapping and three-dimensional modelling, model making, virtual reality, visualisation, rendering, drawing, and design across the range of scales.

Year two builds on the foundation of knowledge and skills acquired in year 1 and will help you develop further the creative, artistic, technical and intellectual abilities through a diverse range of design projects that explore contemporary issues, which grow in scale and complexity. The format of studio learning is continued with an increased emphasis on research and experimentation. Design themes include research-led design projects relating to landscape health and well-being, habitat creation and biodiversity, climate change, settlement design and food security, as well as large infrastructure schemes like High Speed 2 (HS2) and the West Midlands National Park.

Our modules, including our new **Design for Climate Change** module, provide a fascinating forum for systems scale interventions, innovation and exploration of new sustainable approaches to respond to the climate change emergency, imaginative solutions to extreme weather events, biodiversity loss and for the planning and designing of ecologically inspired places and communities.

Our links to industry, local authorities and our Co.Lab partners offer an opportunity for you to be involved in the complex nature and challenges of being a landscape architect in the real world. These extend to collaborating with local stakeholders and institutions and working alongside colleagues across the University on projects that demonstrate the authority of Landscape Architecture in improving the quality of future urban and rural living.

The Professional Placement version of the course is optional and is offered as an alternative to the standard version of the course. This will allow you to complete a credit bearing, 20-week Professional Placement as an integral part of your Master's Degree. The purpose of the Professional Placement is to improve your employability skills which will, through the placement experience, allow you to evidence your professional skills, attitudes and behaviours at the point of entry to the postgraduate job market. Furthermore, by completing the Professional Placement, you will be able to develop and enhance your understanding of the professional work environment, relevant to landscape architecture, and reflect critically on your own professional skills development within the workplace.

Employment opportunities and flexible learning

Our postgraduate course has been running for over 60 years which means that over this time a well-established employer network has evolved with former students setting up nationally renowned consultancies representing all levels of the profession from director

to associate landscape architect. We have very strong links with local, regional and national employers and through this you will be able to take advantage of these extensive relationships.

Many of our students opt to work in practice and study part-time after year one. To help balance the MLA with your existing commitments, we have structured the course to provide some flexibility so that you have the option to complete the MLA in two years by dedicating one day a week in your first year and two days a week in your second year. Alternatively, you can complete the course over three years by following the one day a week model.

Professional standards

Each year, the course is assessed to evaluate how it meets the accreditation standards set by the Landscape Institute; in particular, how the curriculum prepares employment-ready students. To ensure the academic rigor and creative flair is maintained, the course is reviewed annually by External Examiners.

Our Master's courses are fully accredited by the Landscape Institute and recognised by the International Federation of Landscape Architects. We are also an active member of the European Council of Landscape Architecture Schools.

| 7 Course Awards | | | |
|---|--|--------------|------------------------|
| 7a | Name of Final Award | Level | Credits Awarded |
| | Master of Landscape Architecture | 7 | 300 |
| | Master of Landscape Architecture with Professional Placement | 7 | 360 |
| 7b Exit Awards and Credits Awarded | | | |
| | Postgraduate Diploma in Landscape Studies | 7 (stage 1) | 120 |
| | Postgraduate Diploma in Landscape Architecture | 7 (stage 2) | 120 |

| 8 Derogation from the University Regulations | |
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| | <p>Condonement and compensation not permitted</p> <p>The final award of MLA Landscape Architecture is based on the overall average of all Stage 2 modules equivalent to 180 credits</p> |

| 9 Delivery Patterns | | | |
|----------------------------|-----------------------------|--------------------------|----------------|
| Mode(s) of Study | Location(s) of Study | Duration of Study | Code(s) |
| Full-time (Sept start) | Parkside | 2 years (5 semesters) | PT1582 |
| Part-time (Sept start) | Parkside | 3 years (7 semesters) | PT1583 |

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| Full-time (Jan start) | Parkside | 2.5 years (6 semesters) | PT1582 |
| <i>Full-time with Placement (Sept start)</i> | Parkside | <i>2.5 years (6 semesters)</i> | PT1584 |
| <i>Full-time with Placement (Jan start)</i> | Parkside | <i>3 years (7 semesters)</i> | PT1584 |

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| 10 | Entry Requirements | | |
| | Home: | Applications are welcome from applicants within undergraduate degree in any subject. This includes applicants from any of the cognate disciplines. Applicants should have a first degree or equivalent at 2:2 | |
| | EU: | Applications are welcome from applicants within undergraduate degree in any subject. This includes applicants from any of the cognate disciplines. Advanced English Skills are essential as this is a taught MA and all project work requires accurate and appropriate communication in English language. Non-English speakers should have IELTS 6.0 in the following categories - reading, speaking, listening and writing. Applicants should have a first degree or equivalent at 2:2 | |
| | International: | Applications are welcome from applicants within undergraduate degree in any subject. This includes applicants from any of the cognate disciplines. Advanced English Skills are essential as this is a taught MA and all project work requires accurate and appropriate communication in English language. Non-English speakers should have IELTS 6.0 in the following categories - reading, speaking, listening and writing. Applicants should have a first degree or equivalent at 2:2 | |
| | Access: | n/a | |
| 11 | Course Aims | | |
| | <ul style="list-style-type: none"> • To offer a broad range of skills and knowledge specific to Landscape Architecture building on the student's diverse existing graduate-level skills and knowledge • To engage students with contemporary issues across a range of scales and complexities • To prepare students to advance knowledge of professional and interdisciplinary practice in new and emerging areas of practice, considering high level of originality, insight and critical judgement • To provide environmentally and socially responsible professionals who are committed to the sustainable and resilient development of cultural and natural landscapes • To prepare students to advance their careers and start their Pathway to Chartership of the Landscape Institute or equivalent professional bodies | | |

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| 12 | Course Learning Outcomes |
| | Knowledge & Understanding |
| 1 | Evaluate knowledge of the histories, theories, philosophies, practices and the socio-cultural contexts of landscape architecture, including on national and international levels, and to critically evaluate their possible impact or implications for contemporary practice. |
| 2 | Develop design methodologies, processes and media, including research and reflective analysis, and employ these to develop critical judgements, concepts and design proposals that use evidence and reasoned arguments to solve complex challenges across multiple scales and time. |
| 3 | Evaluate knowledge of complex human and environmental systems and natural processes and their application and their deployment in planning and design proposals to achieve environmentally and climate responsible and visually appropriate solutions in complex spatial and temporal situations. |
| 4 | Apply knowledge of materiality in landscape architecture and technical expertise including sustainable construction and planting materials and their use in design proposals. |
| 5 | Deepen and advance the theoretical and critical practice of landscape architecture in a field of contemporary enquiry that is underpinned by extensive research, considering systemic and integrated knowledge across scales, domains and the various stages of design process. |
| | Skills and other attributes |
| 6 | Create innovative and integrated design proposals that engage with different stages of design process in landscape architecture, including detailing and specifications. |
| 7 | Employ professional judgement, ethics and values in collaborative approaches and provide skillsets in the inter-disciplinary and multi-disciplinary interface and design process between the different areas of the profession, and between landscape architecture and other professions. |
| 8 | Employ, criticise and evaluate new ideas, articulate and integrate research and design processes and methods to effectively develop, and when appropriate test, hypothesis and speculate design scenarios. |
| 9 | Define and analyse problems and issues and work effectively both independently and collaboratively with others, exercising judgement to achieve outcomes and meet deadlines. |
| 10 | Use a variety of communication techniques to articulate ideas and design proposals in a variety of media and forms to a diverse audience, including awareness of and ability to use IT packages and tools commonly encountered in the professional workplaces and communicate effectively orally and in writing. |
| 11 | Plan, reflect and review own learning and achievements to identify opportunities for development; set personal and professional goals. |

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| 13 | Level Learning Outcomes |
| | Upon completion of 120 credits of Stage 1, Postgraduate Diploma in Landscape Studies, students will be able to: |
| 1 | Survey several aspects of a site and to analyse and evaluate findings to inform a narrative-driven design proposal |
| 2 | Explain the histories, cultures and production of landscapes and evaluate their importance for contemporary practice |
| 3 | Investigate and evaluate theory and practice, including the use of precedents, the development of design principles and concepts that are synthesised in design proposals |
| 4 | Apply exploratory methods and problem-solving skills to the design process and the development of design strategies |
| 5 | Understand the socio-cultural and environmental systems involved in landscape architecture, including making connections between people, place and nature connect. |
| 6 | Present and communicate ideas and design proposals using a wide of visual and graphic communication media |
| 7 | Apply professional working methods, manage time and the production of outputs effectively |
| | |
| | Upon completion of 240 credits, Postgraduate Diploma in Landscape Architecture, students will be able to: |
| 8 | Evaluate knowledge of the histories, theories, philosophies, practices and the socio-cultural contexts of landscape architecture, including on national and international levels, and to critically evaluate their possible impact or implications for contemporary practice |
| 9 | Develop design methodologies, processes and media, including research and reflective analysis, and employ these to develop critical judgements, concepts and design proposals that use evidence and reasoned arguments to solve complex challenges across multiple scales and time |
| 10 | Evaluate knowledge of complex human and environmental systems and natural processes and their application and their deployment in planning and design proposals to achieve environmentally and climate responsible and visually appropriate solutions in complex spatial and temporal situations |
| 11 | Apply knowledge of materiality in landscape architecture and technical expertise including sustainable construction and planting materials and use them in design proposals |
| | |

| | |
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| 14 | Course Learning, Teaching and Assessment Strategy |
| | <p>Design studio</p> <p>The design studio is the primary educational venue where knowledge exchange and ideas are developed and discussed. It is used for learning about design by giving students simulated experience of resolving design issues and briefs in a diverse range of situations that mimics real-word scenarios. These projects give students opportunities to embody knowledge and skills from the range of modules and to integrate the different taught aspects of the discipline as well as to develop different methods and processes of design. The combination of different presentation methods extend the learning experience and are essential to developing professional communication skills.</p> <p>Each design studio module will be driven by design projects that will involve several of the teaching and learning methods described below. These normally include project related lectures, seminars, workshops, site visits and field trips, and continuous</p> |

formative tutorials, pin-ups and critiques (reviews and 'crits') of work in progress for discussion and development, verbal and graphic presentation and exhibition of design work.

Lectures

These include lecture series, individual and guest lectures and project-related lectures. Lectures provide a knowledge base, introducing, theories, principles, concepts and issues relating to the subject area and the learning outcomes for the course and motivating students towards independent study. Within the Birmingham School of Architecture & Design there will also be notice of lectures for other disciplines, but which are open to all students, e.g. Superstudio and Experimental Sustainability Studio masterclasses. Attending some of these widens perspective on students' own discipline.

Seminars

Seminars take different forms depending on the level of study and the objectives of the module. They provide an opportunity to gain self-confidence in discussing and developing ideas and theories from lectures, reading, research and design projects. They develop intellectual skills, including understanding; analysing, reasoning, critical judgement, and oral presentation. They provide an opportunity to develop specialist interest and knowledge and examine a subject in depth.

Tutorials

Tutorials are a key component of studio learning and teaching experience and they can take the form of group or individual tutorials. They enable students to develop interpersonal skills and encourage independence and self-confidence by receiving continuous guidance and formative feedback of work in progress which are key for students to attain a higher level of performance in the final summative assessment. They provide an opportunity for constructive discussion and criticism of their work with staff and their peer group at every stage of the module and help in the development of ideas, presentation and communication skills.

Research & Independent Study

This may take a number of forms. Research and independent study enable students to develop personal interpretations of knowledge, critical skills and specialist interests as well as being an integral part of all studies and a preparation for professional life. It is essential to develop self-motivation, curiosity and a well organised personal research library of references.

Site visits/survey and Study trips

In landscape architecture, the 'outdoor-environment' underpins experiential learning and provides opportunities for analysis and integration of knowledge. 'Site visits' are a fundamental stage of the design process and integral to the studio learning and fundamental skills are developed on evaluating a site for design purposes. Every design module will include at least one focused site visit to the site project. Throughout the course and as part of the modules there may also be organized study trips, from local, national and international character to give students the opportunity for an in-depth study of various aspects of landscapes and contemporary designs

Some of modules may include online learning support. If this is applicable, more information will be provided by course tutors and in the relevant module descriptions.

Workshops

These provide an opportunity for hands-on experience of learning techniques and skills, principally involving graphics, drawing, model making, software, construction, management and team skills. The aims of workshops are not necessarily to impart knowledge but focus on specific applications of theoretical knowledge and in so doing teaching an approach, an attitude and a method with which to integrate theoretical knowledge into the design process.

Shared Projects

Where appropriate, vertical studios and shared projects between cohorts of students of the different disciplines, sometimes together with students from the Faculty of Arts, Design and Media, may be run. This ensures students understand the cross disciplinary context of their studies as well as providing a broader perspective for their own studies.

Assessment strategy

Assessment is formative and summative. Both types of Assessment take place through appropriate display/presentation of work with supportive material face to face on campus, online and on Moodle according to what is detailed in the module.

The work presented for assessment will demonstrate the extent to which the student has fulfilled the learning outcomes for the module. Marks are awarded in terms of their ability to research, evaluate, conceptualise and realise your ideas, designs or written work as detailed in the Learning Outcomes of the particular Module.

All modules on the course are supported by learning activities which will support the students continuous learning and development as well as help increase the student confidence, skills and knowledge and make it clear what is expected in the final assessments.

In all modules there are various opportunities for formative feedback and feedforward in the form of continuous tutorials and formal design reviews/crits, which provide verbal (oral or written) or drawn feedback. All of these, together with opportunities for students to engage in peer learning and assessment, intend to provide opportunities for the student to attain a higher level of performance in the final summative assessment.

Formative Assessment

This type of learning is at the heart of the success of the design studio and takes place in a range of ways, some informal and others in a more formal way, and is used to help prepare students for an assessment; for example, when working on a design assignment, or compiling research for an essay. In order to facilitate this type of learning students are offered formative (practice) assessments during the period of study at each studio session in the form of individual or group tutorials, and at appropriate stages of the design process, seminar, or piece of work that includes written evidence. When they have completed a formative assessment, they are given feedback on how they have

performed and guidance, typically referred to as feed-forward, on how they should next proceed with their learning.

Summative Assessment

The final Assessment which gives the mark for the Module is known as a Summative Assessment. Students will receive written feedback for each summative assessment. Summative assessment takes place by evaluating coursework, including specific design proposals for projects, supporting research and explanatory material, Seminar Papers, Presentations and critical review and research papers. Formative assessment may include self-evaluation and peer group tasks. There will also be opportunities for resit a failed module in accordance to the university regulations.

| 15 | Course Requirements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|---|--------------|-------------|-------------|--------------|----------------|--|--|---------|--|----|---------|--------------------|----|---------|----------------------|----|---------|------------------------------|----|----------------|--|--|---------|----------------------------|----|---------|---------------------------|----|---------|---------------------------------|----|---------|---------------------|----|---------|-----------------------|----|-------------|-------------|--------------|---------|------------------------|----|
| 15a | <p>Level 7:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 300 credits):</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td colspan="3">Stage 1</td> </tr> <tr> <td>LAN7350</td> <td>Visual Communication and Representational Skills</td> <td>20</td> </tr> <tr> <td>LAN7351</td> <td>Designed Ecologies</td> <td>40</td> </tr> <tr> <td>LAN7340</td> <td>Designed Geographies</td> <td>40</td> </tr> <tr> <td>LAN7343</td> <td>Landscape Culture and Nature</td> <td>20</td> </tr> <tr> <td colspan="3">Stage 2</td> </tr> <tr> <td>LAN7348</td> <td>Design Theory and Practice</td> <td>40</td> </tr> <tr> <td>LAN7347</td> <td>Design for Climate Change</td> <td>40</td> </tr> <tr> <td>LAN7339</td> <td>Collaborative Practice (Co.Lab)</td> <td>20</td> </tr> <tr> <td>LAN7344</td> <td>Synthesis to Detail</td> <td>20</td> </tr> <tr> <td>LAN7345</td> <td>Thesis Design Project</td> <td>60</td> </tr> </tbody> </table> <p>Level 6:</p> <p><i>In order to qualify for the awards with Professional Placement, a student must successfully complete all of the Level 7 modules listed above as well as the following Level 6 module:</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>PLA6003</td> <td>Professional Placement</td> <td>60</td> </tr> </tbody> </table> | | Module Code | Module Name | Credit Value | Stage 1 | | | LAN7350 | Visual Communication and Representational Skills | 20 | LAN7351 | Designed Ecologies | 40 | LAN7340 | Designed Geographies | 40 | LAN7343 | Landscape Culture and Nature | 20 | Stage 2 | | | LAN7348 | Design Theory and Practice | 40 | LAN7347 | Design for Climate Change | 40 | LAN7339 | Collaborative Practice (Co.Lab) | 20 | LAN7344 | Synthesis to Detail | 20 | LAN7345 | Thesis Design Project | 60 | Module Code | Module Name | Credit Value | PLA6003 | Professional Placement | 60 |
| Module Code | Module Name | Credit Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stage 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7350 | Visual Communication and Representational Skills | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7351 | Designed Ecologies | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7340 | Designed Geographies | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7343 | Landscape Culture and Nature | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7348 | Design Theory and Practice | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7347 | Design for Climate Change | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7339 | Collaborative Practice (Co.Lab) | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7344 | Synthesis to Detail | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAN7345 | Thesis Design Project | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Code | Module Name | Credit Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PLA6003 | Professional Placement | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

15b Structure Diagram
Level 7 – Part-Time, September Start

| YEAR 1 - STAGE 1 | |
|---|---|
| <i>Semester 1</i> | <i>Semester 2</i> |
| Core <i>LAN7351</i> Designed Ecologies (40 Credits) | Core <i>LAN7340</i> Designed Geographies (40 Credits) |
| Core <i>LAN7343</i> Landscape Culture and Nature (20 Credits) | Core <i>LAN7350</i> Visual Communication and Representational Skills (20 Credits) |

| YEAR 2 – STAGE 2 | |
|---|--|
| <i>Semester 1</i> | <i>Semester 2</i> |
| Core <i>LAN7348</i> Design Theory and Practice (40 Credits) | Core <i>LAN7339</i> Collaborative Practice (Co.LAB) (20 Credits) |
| | Core <i>LAN7344</i> Synthesis to Detail (20 Credits) |

| YEAR 3 – STAGE 2 | | |
|--|--|-------------------|
| <i>Semester 1</i> | <i>Semester 2</i> | <i>Semester 3</i> |
| Core <i>LAN7347</i> Design for Climate Change (40 Credits) | Core <i>LAN7345</i> Thesis DESIGN project (60 Credits) | |

Level 7 – Full-Time, September Start

| YEAR 1 - STAGE 1 | |
|---|---|
| <i>Semester 1</i> | <i>Semester 2</i> |
| Core <i>LAN7351</i> Designed Ecologies (40 Credits) | Core <i>LAN7340</i> Designed Geographies (40 Credits) |
| Core <i>LAN7343</i> Landscape Culture and Nature (20 Credits) | Core <i>LAN7350</i> Visual Communication and Representational Skills (20 Credits) |

| YEAR 2 - STAGE 2 | | |
|---|--|-------------------|
| <i>Semester 1</i> | <i>Semester 2</i> | <i>Semester 3</i> |
| Core <i>LAN7348</i> Design Theory and Practice (40 Credits) | Core <i>LAN7339</i> Collaborative Practice (Co.LAB) (20 Credits) | |
| Core <i>LAN7347</i> Design for Climate Change (40 Credits) | Core <i>LAN7344</i> Synthesis to Detail (20 Credits) | |
| | Core <i>LAN7345</i> Thesis DESIGN project (60 Credits) | |

Level 7 – Full-Time, January Start

| YEAR 1 - STAGE 1 | |
|---|-------------------|
| <i>Semester 2</i> | <i>Semester 3</i> |
| Core <i>LAN7340</i> Designed Geographies (40 Credits) | |

| | |
|---|--|
| Core <i>LAN7350</i> Visual Communication and Representational Skills (20 Credits) | |
|---|--|

| YEAR 2 - STAGE 1 | YEAR 2 - STAGE 2 |
|---|--|
| <i>Semester 1</i> | <i>Semester 2</i> |
| Core <i>LAN7351</i> Designed Ecologies (40 Credits) | Core <i>LAN7339</i> Collaborative Practice (Co.LAB) (20 Credits) |
| Core <i>LAN7343</i> Landscape Culture and Nature (20 Credits) | Core <i>LAN7344</i> Synthesis to Detail (20 Credits) |

| YEAR 3 - STAGE 2 | | |
|---|--|-------------------|
| <i>Semester 1</i> | <i>Semester 2</i> | <i>Semester 3</i> |
| Core <i>LAN7347</i> Design for Climate Change (40 Credits) | Core <i>LAN7345</i> Thesis DESIGN project (60 Credits) | |
| Core <i>LAN7348</i> Design Theory and Practice (40 Credits) | | |

Level 6 'with Professional Placement'

After completion of your mode of study, there is option for 'MLA Landscape Architecture *with Professional Placement*'. An additional 60 credits at Level 6, with a 20 week professional placement.

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 6 Workload

0% time spent in timetabled teaching and learning activity

| Activity | Number of Hours |
|--------------------|--|
| Scheduled Learning | None |
| Directed Learning | 20-week placement has to be completed working to the business hours of the company (maximum 37 hours per week) |
| Private Study | Included in work placement time |
| Total Hours | 600 hours minimum excluding sickness and holidays |

Balance of Assessment

| Assessment Mode | Percentage |
|-----------------|------------|
| Coursework | 100% |
| Exam | |
| In-Person | |

Level 7

Workload

13.6% time spent in timetabled teaching and learning activity

| Activity | Number of Hours |
|--------------------|---------------------------------------|
| Scheduled Learning | 407 |
| Directed Learning | 1856 from which 184h are DL in studio |
| Private Study | 737 |
| Total Hours | 3000 |

Balance of Assessment

| Assessment Mode | Percentage |
|-----------------|------------|
| Coursework | 100% |
| Exam | |
| In-Person | |