

Course Specification

Course Summary Information		
1	Course Title	BA (Hons) Landscape Architecture with Urban Design, with Foundation Year
2	Course Code	US0662F
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	Landscape Institute (TBC)

6	Course Description (Marketing text for website)
	<p>Do you love the character and buzz of urban places? The Landscape Architecture with Urban Design degree course will help you to gain real industry exposure and work on a wide range of exciting briefs. The course focuses on offering experience through practice, which will enhance your chances of securing a role after you graduate.</p> <p>In Landscape Architecture with Urban Design, our focus is on a need to transcend traditional built environment disciplines towards the creation of lively and sustainable urban places. Through guided exploration of personal design and research process, you will explore and unwrap many layers to reveal the unlimited design options that our urban landscapes present.</p> <p>As a compliment to Landscape Architecture, this pathway focuses on urban contexts as social places and looks at ways in which human built-environments can ensure a more sustainable, happy future for all of us.</p> <p>About foundation courses This four year degree course has been specifically designed to allow students who do not initially meet the entry requirements for a three year degree, to undertake additional level 3 study designed to ensure they are successful on their chosen degree programme. After successful completion of your foundation year, you will have the flexibility to switch (should you wish to change direction) onto a number of related undergraduate courses.</p>

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	Bachelor of Arts with Honours Landscape Architecture with Urban Design	6	480
	Bachelor of Arts with Honours Landscape Architecture with Urban Design with Professional Placement	6	600
7b	Exit Awards and Credits Awarded		
	Foundation Certificate Architecture and Design	3	120
	Certificate of Higher Education Landscape Architecture	4	240
	Diploma of Higher Education Landscape Architecture with Urban Design	5	360
	Bachelor of Arts Landscape Architecture with Urban Design	6	420

8	Derogation from the University Regulations
	Not applicable

9	Delivery Patterns			
	Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
	Full Time	City Centre	4 years	US0662F
	Professional Placement Year	City Centre	5 years	US1296F

10	Entry Requirements	
	Home:	BBC at A-Level or 112 UCAS tariff points from A/AS Level with a minimum of 2 A-Levels
	EU:	IELTS 6.0 overall with no less than 5.5 in each band
	International:	<p>International Baccalaureate Diploma (or equivalent, including internationally accredited Foundation courses):</p> <p>For students who complete the full IB Diploma: Obtain a total of 14 points or above from three Higher Level Subjects</p> <p>For students who do not complete the full IB Diploma: Obtain a total of 16 points or above from three Higher Level Subjects</p> <p>In addition to the above, applicants will also need: English Group A - Grade 4 or above OR English Group B and Ab Initio - Grade 5</p>
	Access:	Access to Higher Education Diploma - Pass overall with 60 credits, 45 at Level 3 and 15 at Level 2. Must be in a relevant subject pathway
11	Course Aims	
	<ul style="list-style-type: none"> • Reflect on contemporary landscape and urban design processes, practices and theory • Consider the global and ethical impact of landscape and urban design decisions • Question the current boundaries of landscape and urban design • Realise landscape and urban design employability opportunities through live projects • Explore the connectedness of design professions 	

11	Course Learning Outcomes
1	Knowledge & Understanding
1.1	Deconstruct the broad scope and timeline of contemporary Landscape Architecture and Urban Design
1.2	Explain the physical, political and socio-economic contextual conditions which can influence process and practice
1.3	Synthesise the scope and specifications of appropriate materials, technology, structures and systems, considering both global and local contexts.
1.4	Debate ethics, sustainability, semiotics and their influence on multi-layered strategies for collaboration that guide detail design and specification
2	Cognitive & Intellectual Skills
2.1	Synthesise Landscape Architectural proposals, making analytical judgements which combine theoretical, conceptual and pragmatic considerations
2.2	Develop individual approach to design process, encompassing open-minded exploration and reflection
2.3	Analyse design precedent and the work of peers, through critical appreciation of the relationship between design process and contextual conditions
2.4	Produce designs holistically, appropriately integrating abstract and pragmatic aims within design outputs and debates
3	Practical & Professional Skills
3.1	Produce marketable portfolio communication, via integrated curation of diverse project outputs
3.2	Promote ideas and design proposals, through development of individual approaches to visual, written and verbal communication
3.3	Align focus to the local and global professional context and marketplace of Landscape Architecture and Urban Design, considering multidisciplinary and sector based practice
3.4	Embody a culture of continual personal development
4	Key Transferable Skills
4.1	Plan, schedule and realise project outputs within appropriate professionally aligned timeframes
4.2	Reflect on personal approach, career aims and objectives
4.3	Develop professional and ethical behavioural approaches and exercise analytical judgement when working independently, or as part of a team
4.4	Utilise reflective, collaborative problem-solving approaches, that connect between theory and design practice

13	Level Learning Outcomes
	<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>
	<i>Exit award will be Cert HE Landscape Architecture (not 'with Urban Design'), and maps to BA Landscape Architecture specification</i>
	<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>

1	Knowledge & Understanding
1.1	Explain the broad scope and timeline of contemporary Landscape Architecture and Urban Design
1.2	Explain the physical and socio-economic contextual conditions which can influence process and practice
1.3	Synthesise the specifications of appropriate materials, technology, structures and systems, considering local contexts.
1.4	Debate sustainability, semiotics and their influence strategies for collaboration that guide detail design and specification
2	Cognitive & Intellectual Skills
2.1	Synthesise Landscape Architectural proposals, making judgements which combine conceptual and pragmatic considerations
2.2	Develop individual approach to design process, encompassing open-minded exploration
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3.4	Embody a culture of continual personal development
4.0	Key Transferable Skills
4.1	Plan, schedule and realise project outputs within appropriate timeframes
4.2	Reflect on personal approach, career aims and objectives
4.3	Develop professional behavioural approaches and exercise judgement when working independently, or as part of a team
4.4	Utilise collaborative problem-solving approaches that connect to design practice
	<i>Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:</i>
	<i>As Level 5, except replacing:</i>
1.2	Explain the physical, political and socio-economic contextual conditions which can influence process and practice
1.4	Debate ethics, sustainability, semiotics and their influence on multi-layered strategies for collaboration that guide detail design and specification
2.2	Develop individual approach to design process, encompassing open-minded exploration and reflection
3.1	Produce marketable portfolio communication, via integrated curation of diverse project outputs
3.3	Align focus to the local and global professional context and marketplace of Landscape Architecture and Urban Design, considering multidisciplinary and sector based practice
4.4	Utilise reflective, collaborative problem-solving approaches, that connect between theory and design practice

14	Course Learning, Teaching and Assessment Strategy
	<p>The learning experience connects to a school approach and is made fundamentally through curation of a personal design process and design culture. This very much aligns to real-world creative practice in Landscape Architecture and Urban Design. It is also very similar other aligned 'built-environment' industries, such as Planning and Architecture.</p> <p>Tutorials</p> <p>Tutorials may take place in groups or individually and may vary in size depending on the mode and context of study. Tutorials encourage independence and self-confidence, by providing a forum for discussion and critique of work with staff and peer group, helping in the development of ideas, presentation and interpersonal communication skills. Tutorials are key teaching and learning experiences that enable feedback, guidance and criticism of work at every stage of a module.</p> <p>Design studio</p> <p>As an approach, studio teaching, or 'Design Studio', mimics the real-world working culture of design professions, with an open atmosphere for promotion of free, quick exchanges of ideas, knowledge and skills. Studio sessions provide the foundation for the development of a healthy, individualised understanding of design process; promoting a fearless attitude to exploration and experimentation with materials, physical form and for developing conceptual ideas that are rooted to strong theoretical understanding.</p> <p>Each design studio module is driven by one or more design projects, which are tailored to promote the development of an integrated approach to creation and communication of design ideas, including verbal, graphic, physical methods, such as perspectives, 2D plan and section, parallel projection, physical and digital 3D models, constructed objects, video, installation, exhibition and written components.</p> <p>Design studio develops with an open minded and self-aware approach, expanding ability and confidence in providing and receiving objective critique of design. This is achieved via an iterative, cyclical process of regular formative review of developing design proposals (often known as 'pin-up review'), which focus and refine ideas toward well rounded, finalised proposals.</p> <p>Design briefs within studio cover a diverse range of situations, often connecting with research areas within the school, opening up potential opportunities to connect with real-world Landscape Architectural practice and/or to the advancement of academic understanding and theory in the subject.</p> <p>Lectures and Seminars</p> <p>Individual, project-related and guest lectures (including the 'Lecture series'), provide a broad spectrum of knowledge base of theories, principles, concepts and issues relating to the subject area and the learning outcomes for the course, motivating independent study.</p>

Seminars in addition, provide an opportunity to gain student self-confidence through discussion and development of ideas and theories, from lectures, reading, research and design projects. They promote intellectual understanding and further analysis, through exploration of reasoning and critical judgement, via guided debates within group discussion and presentation. They also provide an invaluable opportunity to discuss ideas and receive comment on specific subjects of interest, particularly moving into the later elements of the course.

Research & Independent Study

Research and independent study enable development of 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 an essential process for the development of academic curiosity, self-motivation and a well-organised, personalised library of design references. Effective research process underpins practice at all scales and sectors.

Options

These enabling a choice of areas of study, which encourage the development of individual interests and knowledge to a considerable depth and to develop independence, self-confidence and independence in studies. Where appropriate, the elective may take the form of a shared project between cohorts from different disciplines, ensuring multi-disciplinary understanding in theory and practice.

Workshops

Workshops provide hands-on experience and opportunity for development of skills across a large range of potential areas of interest. They focus on specific applications to develop approaches, attitudes and methods, to facilitate theory and skills can be more easily incorporated into developing design process.

Study Visits

Study visits allow access to the physical experience of design, connecting theory to built form, illustrating ideas presented in lectures and seminars, illustrating, and reinforcing theoretical understanding of cultural context and material technology.

All module types may involve focused site visits that may vary in length, from short local trips, to longer visits, some of which may be overseas. Equivalent learning opportunities are available by negotiation.

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.

Assessment methods

Work presented for assessment will demonstrate the extent to which the student has fulfilled the learning outcomes of the module. Marks are awarded and are determined through the assessment of the student's ability to research, conceptualise and realise their ideas in design work, 'live' presentation, and written work, as detailed in the learning outcomes of the module and in the module marking descriptor.

- Formative Review

There is an opportunity for formative appraisal to take place via diagnostic and one to one tutorial support, and where appropriate student-led seminar presentations. Most scheduled sessions take the approach of continual formative review, where all comments are important as part of a reflective, iterative process. There are always points of 'formal' formative, which are in the format of simulating a summative assessment

- Summative Assessment

In practice modules through the presentation of practical work and supporting research material, or verbal group or individual presentation. In theory modules in the form of an essay, dissertation or critical review.

Assessment is 100% coursework.

Key Modes

Design Project Portfolio – a compiled, mixed media output, which communicates not only the final design project, but the process of design, including description, reflection and reference to theory-best practice. This can be used each for design process, site/context analysis and/or as an integration or all of these elements (typical in a design project)

Practice Research – adheres to formal requirements for research: situated with a research question and contextual theoretical review, with emphasis on practice-based methods, which related to Landscape Architecture and Urban Design - examples: detailed case-study analysis, analytical mapping, self-narrated experiential, photographic or sketch analysis, exploratory design/ system modelling.

Design/Project Presentation (performative)

Physical, Verbal and Visual presentation of work in a formal, timed setting and process. To communicate a narrative of process to peers and tutors. Often from L5 onwards, with input of practitioners at formal stages. We use this as an integrated percentage of the assessment rather than a standalone element: within learning outcomes related to communication.

15 Course Requirements
15a Level 3:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
ARC3000	Communication Skills	20
ARC3001	Design Disciplines	20
ARC3002	Design Techniques	20
ARC3003	Place, Space and Objects	20
ARC3004	Presentation Techniques	20
ARC3005	Personal and Academic Development	20

Level 4:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
LAN4015	Inspiration	20
LAN4014	Skills	20
LAN4019	Influence	20
LAN4018	Components	20
LAN4017	Formation	40

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
LAN5019	Urban Character	20
LAN5015	Context	20
LAN5014	Praxis	20
LAN5016	Urban Design	20
LAN5020	Sustainable Urban Futures	20

In order to complete this course a student must successfully complete at least 20 credits from the following list of OPTIONAL modules.

Module Code	Module Name	Credit Value
ADM5006	Collaborative Practice	20
ADM5001	Live Project	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
LAN6113	Major Project: Landscape Architecture	40
LAN6105	Professionalism	20
LAN6108	Major Design: Define	20
LAN6112	Major Design: Deliver Urban Design	40

Level 5:

In order to qualify for the awards with Professional Placement, a student must successfully complete all of the modules listed above as well as the following Level 5 module:

Module Code	Module Name	Credit Value
PPY5003	Professional Placement	120

15b Structure Diagram
Level 3

Semester 1	Semester 2
Core ARC3000: Communication Skills (20 credits) ARC3005: Personal and Academic Development (20 credits) ARC3002: Design Techniques (20 credits)	Core ARC3001: Design Disciplines (20 credits) ARC3003: Place, Space and Objects (20 credits) ARC3004: Presentation Techniques (20 credits)

Level 4

Semester 1	Semester 2
Core LAN4015: Inspiration (20 Credits) LAN4014: Skills (20 Credits) LAN4019: Influence (20 Credits)	Core LAN4018: Components (20 Credits) LAN4017: Formation (40 Credits)

Level 5

Semester 1	Semester 2
Core LAN5015: Context (20 Credits) LAN5019: Urban Character (20 Credits) LAN5016: Urban Design (20 Credits)	Core LAN5020: Sustainable Urban Futures (20 Credits) LAN5014: Praxis (20 Credits) Optional ADM5001: Live Project (20 Credits) <i>OR</i> ADM5006: Collaborative Practice (20 Credits)

Level 5 – Professional Placement (Optional)

Semester 1	Semester 2
Professional Placement (120 Credits)	

Level 6

Semester 1	Semester 2
Core LAN6105: Professionalism (20 Credits) LAN6108: Major Design: Define (20 Credits)	
Core (AYR Module) LAN6113: Major Project: Landscape Architecture (40 credits)	
	Core LAN6112: Major Design: Deliver Urban Design (40 Credits)

16	Overall Student Workload and Balance of Assessment
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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 3

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	480
Directed Learning	480
Private Study	240
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100
Exam	0
In-Person	0

Level 4

Workload

29.5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	348
Directed Learning	600
Private Study	240
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100

Exam	
In-Person	

Level 5

Workload

28.5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	314
Directed Learning	646
Private Study	240
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100
Exam	
In-Person	

Level 6

Workload

28% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	336
Directed Learning	664
Private Study	200
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	100
Exam	
In-Person	