PROGRAMME SPECIFICATION

Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final award	BA (Hons) Urban Landscape Architecture
UCAS Code	TBC
JACS Code	K310
QAA Benchmark Statement	Landscape Architecture (July 2007)
Date of production/revision	February 2016

Programme Aims

This course aims to develop skills in the planning and design of urban landscapes, spaces where we live, work and relax. It will offer the opportunity to explore the functional, expressive and social impact of new construction technology. It will encourage the development of an understanding of the interactions between people, activities and places, and the way the environment can influence mood and behaviour.

The Department of Architecture at Ravensbourne takes a multidisciplinary approach to the design of the environment that positions Urban Landscape Architecture alongside architecture and interior design in an innovative educational context that belongs both to the world of contemporary visual culture and design and the academic rigour of traditional professions.

Working in state-of-the-art studios, students develop practical design knowledge through project work learning from experienced academic staff, practising designers and researchers. Studio projects are supported by lectures and seminars to develop knowledge of history and contemporary practice and by technical input to develop practical skills.

The course encourages students to develop their own approach to the subject and in particular:

• a range of creative, technical, cognitive (intellectual) and professional skills relevant to employment in landscape architecture practice or related built environment professions;

• exploration and learning in the creation of landscapes for sustainable futures, especially to include a synthesis of scientific, technical and ecological understanding as it is employed in landscape design.

• a comprehensive knowledge of contemporary practice and the creative processes in the professional field and an awareness of current areas of development and innovation in the context of 21st Century environmental issues;

• the ability to creatively apply research skills (analysis, problem solving, critical reflection) and communications skills (visual, written and verbal) required of a graduate

• the skills required to pursue future postgraduate study in landscape architecture or design related specialisms;

• an understanding that design competencies are highly transferable skills to areas beyond built environment professions.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

A1 knowledge of the histories and theories of architecture / design / landscape architecture and the related cultural influence of the arts, technologies and human sciences;

A2 understanding of the alternative materials, processes and techniques that apply to design and construction;

A3 knowledge of the professional context of the architect / designer / landscape architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances;

A4 knowledge of environmental conditions and the technologies and systems available to deal with them;

A5 knowledge of the industries, organizations, regulations and procedures involved in the physical realisation of design proposals;

A6 knowledge of the drawings and other graphic and presentation skills used in the communication of design ideas and proposals.

Learning and teaching methods

Learning and teaching is primarily project based (see Subject Specific and Professional Skills below). This is supported by varied learning methods which may include as appropriate; project briefings, studio based presentations, seminars, technical or practical workshops, demonstrations, critiques, individual or group tutorials and self-directed study.

Traditional modes of delivery may be supported where appropriate by an e-learning and or resource based learning.

Learning is facilitated by well-qualified permanent teaching staff, and by sessional staff and visiting speakers who are practising designers bringing an important industry perspective to the course.

Contextual and theoretical learning is delivered both as an integral part of the Design Studio Units and separately in a progressive series of lectures and seminars.

Assessment

Knowledge and understanding is assessed through texts, reports, individual and group presentations and through its application in design projects in a manner appropriate to each unit.

Some units additionally require the submission of rationales, background research, development materials and evidence of reflection on process.

Values and Attitudes

B1 the ability and awareness to be responsive to a broad and diverse range of others' interests e.g. stakeholders, clients, users, other built environment professionals;

B2 an understanding of the social, political and ethical concerns raised by

Learning and teaching methods

The project briefs are structured to develop students' awareness and understanding of the cultural and ethical issues design proposals may raise. These are supported by seminar discussions, talks and visits as appropriate.

a design brief, i.e. diversity, sustainability, accessibility, spatial justice, environment and ecology.

Assessment

Values and attitudes are assessed through project presentations, essays, and supporting research material attached to the rationale of projects. Evidence of reflection and the ability to provide cogent arguments and an understanding of ethical considerations, is evidenced through presentations, development materials, and process led investigation.

Skills (Cognitive and Intellectual)

The ability to:

C1 survey - observe critically the context for the design brief. Record, analyse, interpret and present observations;

C2 research – develop ways to collect and manage data and material to research relevant issues and concerns;

C3 analyse - to interpret and evaluate evidence, arguments and assumptions;

C4 speculate – to think imaginatively and ethically about what might be;

C5 organise - to structure thought processes, to develop working methods for both written and design work to make and present sound judgements;

C6 reflect - to record, reflect on and evaluate methods, processes and proposals;

C7 to identify individual learning needs and understand the personal responsibility required for further professional education.

Learning and teaching methods

Cognitive and Intellectual skills are a key element of all your Design Studio Units: design projects, attendance at lectures, reading, participation in seminar discussions, workshops, individual tutorials, field trips and study visits and independent study.

Students are introduced to a variety of research and analytical methods through the History & Theory Units and apply them in a dissertation in the third year (Level 6) of the course.

Project based learning stimulates imagination, analysis, contextual and visual research, problem solving, creative thinking and personal reflection.

Assessment

Cognitive and intellectual skills are assessed through a variety of means including essays, presentations and a dissertation. Some elements are assessed through their application in submitted project work. This may include rationales, background research, development materials and/or evidence of reflection on the process of development in addition to practical material.

Skills (Subject Specific/Professional)	Learning and teaching methods
The ability to: D1 identify a meaningful design project – finding and / or framing a brief which deals with both the practical (material and /or physical considerations;) and conceptual (questions embedded, asked or raised) aspects; D2 find and develop a method of designing; ideational strategies, thinking and creative actions; D3 develop techniques and skills and use appropriate technologies to produce designs to a high standard; D4 manage the planning and timing (including resources), of a design project, developing the ability to recognise and manage decision points and to complete on time; D5 effectively communicate all aspects of the design proposition to different audiences. Use appropriate descriptive and analytical models, prototypes, sketches, orthographic projections and computer programmes as part of the process and final presentation as appropriate.	Subject Specific and Professional skills are gained primarily through design projects Supported by tutorial staff, students work on project briefs designed to foster creative, technical and intellectual skills while progressively introducing complexities, professional contexts and constraints. This student–led approach, encourages deep learning, builds problem solving ability and integrates the learning of thinking skills with practical skills. Students learn progressively to take responsibility for their own learning. Some projects encourage team working and some allow for collaboration with students from other disciplines. Projects are supported by briefings, studio lectures, workshops, critiques, seminars and independent study. Learning is facilitated by experienced academics and by sessional staff and visiting speakers who are practising professionals and bring an important industry perspective to the course. These methods may be supported where appropriate by e learning and/ or resource based learning. The project based approach culminates in independently negotiated project work in the final level of the course.

	Assessment
	Practical and professional skills are assessed primarily through their application in project work submitted for summative assessment. Some units additionally require the submission of rationales, background research, development materials and/or evidence of reflection on the process of development. An individual or group presentation may form part of the assessment requirements of some projects.

Skills (Transferable)	Learning and teaching methods
The ability to E1 think creatively (lateral thinking / design thinking); E2 develop effective team working skills and work collaboratively with other disciplines; E3 work independently; E4 find, manage and apply information from a variety of sources; E5 organise and communicate ideas	Practical skills in designing and thinking are gained primarily through working on self-directed design projects. To emulate a professional situation some projects encourage team working and / or peer learning and may also involve collaborative working with students from other disciplines. The project based approach culminates in independently negotiated project work in the final year (Level 6) of the course.

effectively, (practically, graphically, orally and in writing);

E6 manage time effectively;

E7 critically reflect on own and others' ideas.

Assessment

Practical and professional skills are assessed primarily through application in project work submitted for summative assessment. Some units also require the submission of rationales, background research, development materials and/or evidence of reflection on the process of development. An individual or group presentation may form part of the assessment requirements of some projects.

Reference Points - The following reference points were used in designing the programme;

FHEQ Level 6
FHEQ Level 5 – Dip HE
FHEQ Level 4 – Cert HE

♦ Programme Summary

Code	Unit	Credit Value
ARC16101	Architectural Theory and History	15
ARC16102	Introduction to professional and business practice	15
ARC16103	Specialist Study 1: Structure	30
ARC16104	Specialist Study 2: Introduction to Construction	30
ULA16105	Design Studio: Introduction to Landscape Architecture	30
ARC16201	Urbanism: History and Theory of the City	30
ULA16202	Design Studio: Site and Ecology	30
ULA16203	Design Studio: Urban and Social Ecologies	30
ULA16204	Design Studio: Scales of Urbanism	30
ARC16301	Dissertation	30
ARC16302	Preparing for Professional Practice	15
ARC16303	Major Project	60
ARC16304	Negotiated Brief	15
	Total	**360**

♦ Distinctive features

Landscape considers how we use space at a vast range of scales. This course focuses on Urban Design, combining creativity, curiosity and technical skill to design innovative ways of using the natural and built world where dense populations and high competition for resources creates exciting tensions and opportunities. Landscape is at the forefront of key contemporary questions of biodiversity, sustainability and conservation and is well placed to examine and find solutions for problems arising from such inexorable forces as climate change and sea level rise.

Futures

Graduates may go on to work across different areas of Landscape; Design, Management, Planning and Urban Design in private practice or government offices. Their solutions help create thriving communities and sustainable places.

The Department

BA (Hons) Urban Landscape Architecture is one of the specialisms within the Department of Architecture in the School of Design. It shares a curriculum with BA (Hons) Interior Design Environment Architectures (IDEAs), BA (Hons) Architecture and it is envisaged that further specialisms will be added in the future. Drawing on the creative synergies and tensions between the different disciplines the Department provides the physical framework and intellectual opportunities for students to meet, learn and work together. The Department fosters a strong relationship between related built environment disciplines based on an approach to the subject matter related to a continuously evolving, cultural context.

Course structure and Curriculum

Most of the work is studio based practical design work. Students complete a series of design projects sometimes with additional elements of work such as reports or short texts. All students work on similar design projects, share studio spaces, attend the same lectures and participate in joint visits and other events. For some projects students will be allocated to smaller tutorial groups with a particular tutor and there will also be opportunities for group working. The curriculum allows each student to focus progressively towards an individual specialism.

The main studio projects are supported by lecture and seminar based courses in history & theory and professional & business practice. Further support is offered through guest lecturers, workshops and etc. on a project by project basis, to the specialist subjects e.g. enterprise & business, structural engineering, hard landscape, horticulture & planting. There are also evening lectures organised by the Institute of Ideas, opportunities for study visits and accompanied trips to exemplar projects, exhibitions and studios. Town study trips, to Europe and further afield have been organised each year incorporating the opportunity to use a site in an international context.

Each year of the course is made up of a series of Units (sometimes called modules) which are separately assessed pieces of work. Some Units are shared, i.e. all students in the Department take part and some are Specialist, only for students on a particular course. In addition the Units will also provide the opportunity to develop a range of other core (sometimes called transferable) skills.

Level 4 (Year 1)

The first year of the course introduces the student to the different aspects of built environment study, the design process and the underpinning skills and theory. The first two terms of this year of study comprises a largely shared curriculum across BA (Hons) Interior Design Environment Architectures (IDEAs), BA (Hons) Architecture, and BA (Hons) Urban Landscape Architecture, In the third term a specialist Landscape Unit is offered. All students have the opportunity, with appropriate counselling, to move between courses at the end of Level 4 if they wish to do so.

On completion of the first year (Level 4) of the course and the achievement of the learning outcomes of the units within that level, students are eligible for the award of a Certificate in Higher Education if they withdraw from the course.

Level 5 (Year 2)

The second year of the course, shifts towards interpretation of knowledge gained and the application of the skills acquired in Level 4 in the creative process and explores the subject specialisms in more depth. History and Theory Units are shared with other courses. All Design Studio Units are specialist Units for Urban Landscape.

On successful completion of Level 4 and Level 5 of the course, and achievement of all the learning outcomes of the units within these levels, students are eligible for the award of a Diploma in Higher Education if they withdraw from the course.

Level 6 (Year 3)

For the final year of the course, students develop individual, independent lines of enquiry focused in their specialist subject (Architecture / Interior Design / Urban Landscape Architecture) within the framework of shared Units. A major design project and dissertation allows them to build on the practical and theoretical elements developed in earlier years.

Shared units

Shared units allow students to gain skills which are common across the specialist subject areas, and to work together on collaborative projects in the kinds of interdisciplinary teams common in industry. Shared design studio units introduce students to the process of design, design thinking and the necessary practical skills. Shared units in history & theory provide a broader basis for developing critical knowledge and understanding, both in the specialist subject and also of the complementary subject areas. This enhanced understanding across disciplinary boundaries in the architectural professions is important to the increasing interdisciplinarity of contemporary practice.

Core Skills / Transferable skills / Graduate attributes

Core skills provide a model of the types of knowledge needed in future careers

Communication skills, CAD and manual drawing techniques, presentation software

Thinking skills - the ability to articulate an intellectual, theoretical and critical awareness of the subject, both located within practice and in a broader context.

Professional contexts – understanding of real world legislative frameworks, business practice, networks and social media, promotional and marketing tools

Practical skills - workshop skills for fabrication and model making, the creative use of digital technology including rapid prototyping

Students can also take advantage of a range of short courses offered by Ravensbourne such as portfolio tips, life drawing, software updates or pitching for work.

Specialist Units

Specialist units in Urban Landscape Architecture begin in the third term of Level 4, when students from all specialist areas may opt to take the unit ULA 16105, Design Studio: Introduction to Landscape Architecture. This unit links directly with ARC 16105 and focuses on the landscape elements of a project based in an examination of a small urban building and its environment. In Level 5, the studio strand is specific to Urban Landscape Architecture, and is based in projects that increase in scale and complexity over the course of the year, introducing students to the sociocultural and political aspects of urban landscape along with a focus on urban ecology. Further, specialist skills in such areas as planting design, hard landscape details, and the specifics of the landscape profession and industry are included.

On graduation / graduate attributes

Graduates will leave Ravensbourne equipped with knowledge and skills in landscape architecture. They will also have experience of team working, interdisciplinary collaboration, and the entrepreneurial skills and broader business awareness necessary to survive, succeed and innovate in the creative professions.

♦ Recruitment and Admissions	
Admission Policy/Selection Criteria	Ravensbourne will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of: • an applicant's prior academic achievement / qualifications and/or previous employment / life experience; • assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied. Students will be selected according to the generic criteria set out below: • Personal attributes

- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process
- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills
- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills
- has shown they can initiate and deliver projects

- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations
- understands the relevance of the course to her/his career ambitions
- understands current debates within industry

Accreditation of Prior Learning	Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure. Where an applicant's first language is not English, proof of competence in English will be required. This will normally take the form of an approved English language test at B2 level, in accordance with the Common European Framework of Reference. This should have been achieved within the last 18 months prior to commencement of the course.
Entry Requirements	Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English and Mathematics) and also to hold **at least one** of the following or equivalent UK or international qualification: • 2 A Levels (grades A-C) or 4 AS Levels (grades A-C) • 2 vocational A Level (grades A-C) • Level 3 Foundation Diploma or National Diploma • Advanced Diploma (grades A-C) • International Baccalaureate (28 points or above)

♦ **Course Diagram**

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Level 4		
Term 1	**Term 2**	**Term 3**
Specialist study 1 - Structure **ARC16103** **30 Credits**	Specialist study 2 – Introduction to Construction **ARC16104** **30 Credits**	Design Studio: Introduction to Landscape Architecture **ULA16105** **30 Credits**
Architectural Theory and History **ARC16101** **15 Credits**		
	Introduction to professional and business practice **ARC16102** **15 Credits**	

Level 5		
Term 1	**Term 2**	**Term 3**
Design Studio: Site and Ecology **ULA16202** **30 Credits**	Design Studio: Urban and Social Ecologies **ULA16203** **30 Credits**	Design Studio: Scales of Urbanism **ULA16204** **30 Credits**
Urbanism: History and Theory of the City **ARC16201** **30 Credits**		

Level 6		
Term 1	**Term 2**	**Term 3**
Dissertation **ARC16301** **30 Credits**	Major Project **ARC16303** **60 Credits**	
Negotiated Brief **ARC16304** **15 Credits**	Preparing for Professional Practice **ARC16302** **15 Credits**	

Please note, this specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each unit can be found in the Course Handbook, Unit Descriptors and Project Briefs. The accuracy of the information contained in

this document is reviewed by Ravensbourne and may be checked by the Quality Assurance Agency for Higher Education.