

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	BA (Hons) Landscape Architecture with Urban Design
2	<b>Course Code</b>	US0662-02
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Landscape Institute (TBC)

6	<b>Course Description</b> (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>

7	<b>Course Awards</b>		
7a	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Bachelor of Arts with Honours Landscape Architecture with Urban Design	6	360
	Bachelor of Arts with Honours Landscape Architecture with Urban Design with Professional Placement	6	480
7b	<b>Exit Awards and Credits Awarded</b>		
	Certificate of Higher Education Landscape Architecture	4	120
	Diploma of Higher Education Landscape Architecture with Urban Design	5	240
	Bachelor of Arts Landscape Architecture with Urban Design	6	300

8	<b>Derogation from the University Regulations</b>
	Not applicable

9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full Time	City Centre	3 years	US0662
Professional Placement Year	City Centre	4 years	US1296-02

10 Entry Requirements	
<b>Home:</b>	BBC at A-Level or 112 UCAS tariff points from A/AS Level with a minimum of 2 A-Levels
<b>EU:</b>	IELTS 6.0 overall with no less than 5.5 in each band
<b>International:</b>	International Baccalaureate Diploma (or equivalent, including internationally accredited Foundation courses):  For students who complete the full IB Diploma: Obtain a total of 14 points or above from three Higher Level Subjects  For students who do not complete the full IB Diploma: Obtain a total of 16 points or above from three Higher Level Subjects  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
<b>Access:</b>	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"> <li>• <b>Reflect</b> on contemporary landscape and urban design processes, practices and theory</li> <li>• <b>Consider</b> the global and ethical impact of landscape and urban design decisions</li> <li>• <b>Question</b> the current boundaries of landscape and urban design</li> <li>• <b>Realise</b> landscape and urban design employability opportunities through live projects</li> <li>• <b>Explore</b> the connectedness of design professions</li> </ul>

11 Course Learning Outcomes	
<b>1</b>	<b>Knowledge &amp; Understanding</b>
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
<b>2</b>	<b>Cognitive &amp; Intellectual Skills</b>
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
<b>3</b>	<b>Practical &amp; Professional Skills</b>
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
<b>4</b>	<b>Key Transferable Skills</b>
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

<b>13</b>	<b>Level Learning Outcomes</b>
	<b><i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i></b>
	<i>Exit award will be Cert HE Landscape Architecture (not 'with Urban Design'), and maps to BA Landscape Architecture specification</i>
	<b><i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i></b>
<b>1</b>	<b>Knowledge &amp; Understanding</b>
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
<b>2</b>	<b>Cognitive &amp; Intellectual Skills</b>
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<b>4.0</b>	<b>Key Transferable Skills</b>
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
<b>5.0</b>	<b><i>Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:</i></b> <i>As Level 5, except replacing:</i>
5.1	Explain the physical, political and socio-economic contextual conditions which can influence process and practice
5.2	Debate ethics, sustainability, semiotics and their influence on multi-layered strategies for collaboration that guide detail design and specification
5.3	Develop individual approach to design process, encompassing open-minded exploration and reflection
5.4	Produce marketable portfolio communication, via integrated curation of diverse project outputs
5.5	Align focus to the local and global professional context and marketplace of Landscape Architecture and Urban Design, considering multidisciplinary and sector based practice
5.6	Utilise reflective, collaborative problem-solving approaches, that connect between theory and design practice

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<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><b>Tutorials</b></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>

## **Design studio**

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.

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.

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.

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.

## **Lectures and Seminars**

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.

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.

<b>15</b>	<b>Course Requirements</b>																																																												
<b>15a</b>	<p><b>Level 4:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 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>LAN4015</td> <td>Inspiration</td> <td>20</td> </tr> <tr> <td>LAN4014</td> <td>Skills</td> <td>20</td> </tr> <tr> <td>LAN4019</td> <td>Influence</td> <td>20</td> </tr> <tr> <td>LAN4018</td> <td>Components</td> <td>20</td> </tr> <tr> <td>LAN4017</td> <td>Formation</td> <td>40</td> </tr> </tbody> </table> <p><b>Level 5:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 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>LAN5019</td> <td>Urban Character</td> <td>20</td> </tr> <tr> <td>LAN5015</td> <td>Context</td> <td>20</td> </tr> <tr> <td>LAN5014</td> <td>Praxis</td> <td>20</td> </tr> <tr> <td>LAN5016</td> <td>Urban Design</td> <td>20</td> </tr> <tr> <td>LAN5020</td> <td>Sustainable Urban Futures</td> <td>20</td> </tr> </tbody> </table> <p><i>In order to complete this course a student must successfully complete at least 20 credits from the following list of OPTIONAL modules.</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>ADM5006</td> <td>Collaborative Practice</td> <td>20</td> </tr> <tr> <td>ADM5001</td> <td>Live Project</td> <td>20</td> </tr> </tbody> </table> <p><b>Level 6:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 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>LAN6113</td> <td>Major Project: Landscape Architecture</td> <td>40</td> </tr> <tr> <td>LAN6105</td> <td>Professionalism</td> <td>20</td> </tr> <tr> <td>LAN6108</td> <td>Major Design: Define</td> <td>20</td> </tr> <tr> <td>LAN6112</td> <td>Major Design: Deliver Urban Design</td> <td>40</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	LAN4015	Inspiration	20	LAN4014	Skills	20	LAN4019	Influence	20	LAN4018	Components	20	LAN4017	Formation	40	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	Module Code	Module Name	Credit Value	ADM5006	Collaborative Practice	20	ADM5001	Live Project	20	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
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**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 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
<b>Professional Placement (120 Credits)</b>	

**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)

<b>16</b>	<b>Overall Student Workload and Balance of Assessment</b>
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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 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
<b>Total Hours</b>	<b>1200</b>

##### 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
<b>Total Hours</b>	<b>1200</b>

**Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	100
Exam	
In-Person	

**Level 6**
**Workload**

**28% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	336
Directed Learning	664
Private Study	200
<b>Total Hours</b>	1200

**Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	100
Exam	
In-Person	