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# LANDSCAPE COURSES

## Undergraduate Course Handbook 2010/11

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Faculty of Media, Arts & Technology  
Department of Art & Design

[www.glos.ac.uk](http://www.glos.ac.uk)

Course Leader: Bill Burford

[wburford@glos.ac.uk](mailto:wburford@glos.ac.uk)

Telephone: 01242 714586

DEPARTMENT OF ART AND DESIGN  
UGT LANDSCAPE ARCHITECTURE COURSE GUIDE 2011-2012

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## ***Welcome to the University of Gloucestershire***

Welcome (or welcome back, to all returning students) to the BA (Hons) Landscape Architecture Course.

As a new student, or as a continuing student, this course handbook will be an essential point of reference for you throughout your time at the University. It sets the University and Departmental context of the courses; it explains the vision, aims and content of the courses and the academic structures and regulations that underpin it.

The guide contains course maps and brief module descriptors and references to key information that will help you to plan and complete your studies.

It also introduces staff teaching on the courses. If you need any further help or guidance, please get in touch with any member of the teaching team.

Academic study at degree level should provide a challenging and rewarding experience. We urge you to work hard, read widely & participate fully in the Course and Department academic and social activities, but above all enjoy your time whilst you are here.

We wish you all the very best for your time studying here at the University of Gloucestershire; in the event that you have any queries about academic life at the University then please raise these with your Academic Review Tutor or with one of your Landscape lecturers.

### **Contacts**

If you have any course queries please contact either the Course Leader:

Bill Burford  
Department of Art & Design  
University of Gloucestershire  
Clegg Building, Room CL207  
Francis Close Hall Campus  
Swindon Road, Cheltenham  
Gloucestershire, GL50 4AZ

Telephone: (01242) 714583  
Email: [\*\*wburford@glos.ac.uk\*\*](mailto:wburford@glos.ac.uk)

Or the Course Administrator:

Caroline Jean-Paul  
Clegg Building, Francis Close Hall campus  
Telephone: (01242) 714572  
Email: [\*\*cjeanpaul@glos.ac.uk\*\*](mailto:cjeanpaul@glos.ac.uk)

You will find a list of other useful contact details, including Accommodation, Counselling and the Student's Union, on the University web site at:

<http://resources.glos.ac.uk/uogindex.cfm>

## Student Charter

You might also find it useful to refer to the Student Charter which is intended to set out the standards of service that students can expect from the University of Gloucestershire together with expectations that the University reasonably has of its students.

<http://resources.glos.ac.uk/policies/stucharter/index.cfm>

## THE UNIVERSITY CONTEXT

Landscape Architecture courses are located within the Department of Art & Design, part of the Faculty of Media, Arts & Technology and are based at Francis Close Hall in the centre of Cheltenham, just 200 metres from the Lower High Street. The campus is the home of a wide range of courses, with a history of education since the site was first built as teacher training colleges in the early 19th century. The campus is self contained, with it's own Library and Learning Resources Centre, IT suite, Laboratories, Archive, Careers Office, Student Union Office, Refectory and Student Union Bar:

<http://resources.glos.ac.uk/faculties/ehs/sciences/facilities/index.cfm>

## Video of FCH Campus Main Quad

For a panoramic video of the main quad on campus take a look at the link:

<http://resources.glos.ac.uk/choose/campuses/tours/fcmainquadrangle.cfm>

## The Wider University & Sustainability: Top of the League

Our commitment to sustainability has led us to be acknowledged as a sector leader, in two successive years, 2010 and in 2011, The University of Gloucestershire was awarded a 'first class honours' in 'The University Green League', compiled by the People & Planet student campaign group. And the University came second out of 133 British universities for its green credentials,

[http://peopleandplanet.org/greenleague/table#gl2010\\_class1st](http://peopleandplanet.org/greenleague/table#gl2010_class1st)

Our new Sustainability Strategy (2009-2015) is intended to strengthen our credentials and add value to what we do.

<http://www.glos.ac.uk/vision/sustainability/strategy/Pages/default.aspx>

We have an institutional commitment to Sustainability and work to embed sustainability across our courses, plans and activities. It's not just about challenging unsustainable practice, but about changing ways of thinking and mindsets, creating promising futures for all through education. (see our Sustainability Education pages).

## THE LANDSCAPE ARCHITECTURE COURSE

The course is the oldest accredited course in the UK. The history of the Course goes back to the original Diploma Course set up in 1961 by John St. Bodfan Gruffydd who later became President of the LI (1969-1971). The course began in the Pump Rooms at the top of Pittville Park which can be seen from our current design studios.

The present structure is a **four year intercalated award** with the Honours Degree as the intermediate award at the end of the third year and the Masters or PGDiploma as the possible exit awards at the end of the fourth year.

### **Funding for Study**

The four year programme, Degree + PGDiploma/MA, are regarded as one course by the Landscape Institute with the Diploma/MA being the exit awards, referring to the 4 year programme as an 'Intercalated award'. If you have a first degree in Landscape Architecture or Design from an LI accredited programme, then you may be eligible to funding from your LEA for the fourth & final year of the programme. The Government Office the Department for Business, Innovation & Skills have confirmed that students on the Intercalated award will continue to be eligible to apply for support. (However, the Conversion Year element is unlikely to be considered favourably by your LEA).

Teri Garfitt is the Student Finance Advice Manager and may be able to assist you in your application for funds from your LEA. Tel: 01242 714535 Email: [tgarfitt@glos.ac.uk](mailto:tgarfitt@glos.ac.uk)

### **Course Validation**

The BA (Hons) course was validated in April 2008 & will be revalidated in 2012. The Post graduate / MA landscape Architecture courses were revalidated in April 2011 for a further five years as part of the University cycle of Periodic Review required of all courses every five years.

### **Course Vision & Aims**

The course team were commended in the 2009/10 and 2010/11 awards for Excellence in promoting Sustainability in the course content. The course has its own Vision, Aims and Strategic Principles, these are:

#### **Our Vision:**

To be a focus for innovation & excellence in environmental planning & landscape design for sustainable living

#### **Our Aims:**

- To provide a professional Landscape Architecture course that focuses on the creation of landscapes for the health and wellbeing of both people and planet,
- To encourage personal development, critical judgement and self expression in students, whilst preparing them to be versatile, innovative and enterprising in response to the changing needs of society,
- To provide students the opportunity to undertake a Landscape Institute accredited, four year intercalated programme, in Landscape Architecture emphasising the development of both academic and vocational skills and knowledge.

#### **Our Strategic Principles:**

The strategic principles that underpin course teaching, consultancy and research are;

**Passion** - enabling students to develop personal potential and awareness; to develop courage, conviction and confidence; to improve their ability to express themselves; and to develop their own philosophy and approach. This intellectual freedom and development of the student is seen as paramount and should inform a continuing debate about their future role in the profession.

**Innovation** - enabling students to use creativity and deep understanding to develop innovative solutions to problems and to apply them successfully; to introduce innovative teaching and learning strategies both overarching across the curriculum and integrated within individual course components.

**Engagement** - explicit emphasis on the active engagement of students with the full context of landscape architecture, acknowledging the holistic commitment expected of students in dealing with 21<sup>st</sup> century environmental issues. Active engagement focuses on learning through experience, such as involvement with professional practice; engagement with local community; studio-based design projects based on live scenarios; experiencing ecological systems; visiting built landscapes; entering competitions; undertaking research and publishing articles.

**Sustainability** - a main focus of the course is to help students to learn how to create landscapes for sustainable living, synthesising a scientific, technical and ecological understanding within an aesthetic and functional design. This relates to the symbiotic interaction between people and planet at both a detailed site scale and the strategic planning scale, incorporating inter alia the implications of climate change.

**Professionalism** - to introduce knowledge and critical skills appropriate to the education and training of a landscape architect; to maximise engagement with professional practice by using guest speakers, real projects and clients, and visiting landscape practices; to develop abilities and transferable skills in team work and project management; to develop an understanding of the potential role of the landscape architect, both present and future.

Taken together, this Vision, the Aims and the Strategic Priorities give a clear focus to the course in terms of subject matter, teaching and learning methods and the level and scope of engagement with the discipline that students will require to meet their academic goals and progress in the profession.

### **QAA Subject Benchmark Statements**

It is important for both academic and professional reasons that these aims are consistent with the National Subject Benchmarking Statements, in particular the recently revised Subject Benchmark Statement In Landscape Architecture 2007, available at:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>

<http://www.glos.ac.uk/vision/sustainability/education/Pages/default.aspx>

## THE COURSE TEACHING TEAM

Most of the course is taught by a core team:

STAFF MEMBER	TEL.	EMAIL	ROOM
<b>David Booth</b> Postgraduate Course Leader & Principal Lecturer Academic Review Tutor	(71) 4549	<a href="mailto:dbooth@glos.ac.uk">dbooth@glos.ac.uk</a>	CL206
<b>Bill Burford</b> Undergraduate Course Leader & Senior Lecturer Academic Review Tutor	(71) 4583	<a href="mailto:wburford@glos.ac.uk">wburford@glos.ac.uk</a>	CL207
<b>Robin Snowdon</b> Senior Lecturer Academic Review Tutor	(71) 5075	<a href="mailto:rsnowdon@glos.ac.uk">rsnowdon@glos.ac.uk</a>	CL210
<b>Bob Moore</b> Lecturer in Landscape Arch	(71) 4585	<a href="mailto:rmoore@glos.ac.uk">rmoore@glos.ac.uk</a>	CL209

### Module Tutors - Your First Point of Contact

Individual module tutors are responsible for administering, teaching and assessment of their particular modules. They are also responsible for the academic quality and development of their specific modules. Please note that for all queries concerning any work you undertake on any module **the Module Tutor is your first point of contact.**

### Staff Contact Details

STAFF MEMBER	TEL.	EMAIL	ROOM
<b>John Bennett</b> Technician (hort)	(71) 4588	<a href="mailto:jbennett@glos.ac.uk">jbennett@glos.ac.uk</a>	CL219
<b>Caroline Jean-Paul</b> (Course Administrator)	(71) 4572	<a href="mailto:cjean-paul@glos.ac.uk">cjean-paul@glos.ac.uk</a>	CL106
Faculty Senior Tutor – <b>Dr Paul Shaw (tbc)</b>	<b>tbc</b>	<a href="mailto:pshaw@glos.ac.uk">pshaw@glos.ac.uk</a>	<b>tbc</b>
<b>Yoland Megroff</b> Student Helpzone advisor (FCH)	(71) 4444	<a href="mailto:ymegroff@glos.ac.uk">ymegroff@glos.ac.uk</a>	Clegg Building
<b>Nicky Williams</b> (Subject Librarian & Senior Information Advisor)	(71) 4716	<a href="mailto:nwilliams@glos.ac.uk">nwilliams@glos.ac.uk</a>	QW005
<b>Teri Garfitt</b> (Student Finance Advice Manager)	(71) 4535	<a href="mailto:tgarfitt@glos.ac.uk">tgarfitt@glos.ac.uk</a>	

## COURSE ENTRY REQUIREMENTS

### BA (Hons) Landscape Architecture (level 4,5 or 6 entry)

Applications to the course are made via UCAS. The course is a K310 subject & students require 260 UCAS tariff points; A-Levels with at least one in Art, Design or a related subject; Or a BTEC National Diploma in Art, Design, spatial studies, horticulture or related discipline. Selection is normally by interview & portfolio.

Students may transfer from other Universities or colleges using the Accredited Prior Learning (APL) system and apply to enter the BA (Hons) course at level 4, 5 or 6, depending on their existing course discipline. Applicants who apply for credit transfer are required to put forward a portfolio of academic & experiential evidence to support their application. The university assess individual's application against course module learning requirements and has developed learning agreements with colleges to allow students with similar level 5 graduates to 'top up' to Honours.

### Interviews & Portfolio of work

All applicants to the course will be invited to an informal interview to demonstrate their portfolio of work and discuss their aspirations, as well as give them an opportunity to ask questions and take a look at the facilities on campus. If for any reason you cannot attend an interview, more emphasis will be placed on the portfolio and references and it is likely that two references will be required, one academic and one from an employer.

The portfolio is a way of allowing you the opportunity to demonstrate your graphic ability, to show how you think and use spatial form and materials. It should show how you illustrate your ideas in 2 and 3 dimensions and should include both hand drawn and computer generated work.

### MODE & PERIOD OF STUDY

Refer also to Section 3 of the **Academic Regulations for Taught Provision**.

The Landscape Architecture course is available on a full or part time basis. Students can change between modes of study (but not mid way through a semester), providing adequate notice is given and that there is no conflict of module timetable.

The University has predetermined MAXIMUM study periods for each award level and mode of study these are given in the regulations. Where students have been credited for Prior Learning, the time within which they must complete is adjusted.

	<b>Normal full time study period</b>	<b>Fast track study period</b>	<b>Maximum study period</b>
BA/BSc Degree & honours degree	3 academic years	2 calendar years	9 academic years

## The Associate Student Programme

Associate studentship allows you the opportunity to sample higher education without the immediate long term commitment. Associate students will be liable for a fee for each module undertaken according to an approved charge. Associate students will be eligible for transfer into an award proper with full credit rating for all modules successfully completed and assessed on condition that they register for a named award. The associate student programme is, by nature, part time mode only.

## International Students

Normally, International students must study full time and complete their awards within the maximum completion times specified above. For International students there may be other restrictions such as Visa constraints so we recommend you speak to staff at: **International Development Centre (IDeC)** [int@glos.ac.uk](mailto:int@glos.ac.uk)

## Overseas Study Opportunities

ERASMUS is part of the EU programme called SOCRATES which was established to encourage staff and student mobility between higher education institutions. Socrates is the overall programme; Erasmus is the part providing for mobility. The aim is to get students to spend 1 or 2 semesters at an institution outside their own country but within the EU member states. The University currently has links with a full range of European countries & the Landscape Architecture course currently runs an exchange programme with:

Finland	Laurea Polytechnic
Sweden	Alnarp & Slu Universities

All tuition costs are paid for by the host universities. Thus it should cost no more than staying in your own country to study. Agreement between the institutions means each institution recognises the credits earned for modules/course taken elsewhere. The credit transfer is carried out through the European Credit Transfer System (ECTS). This is a brilliant opportunity to spend time abroad and become immersed in another culture without losing any academic credit or paying huge amounts of money for travel.

## ENGLISH AS THE STUDY LANGUAGE

If English is not your first language, then you will be required to demonstrate that you can meet the University requirement for English Language for study at the appropriate level. This currently requires students to hold **IELTS at grade 6.5** (no less than 6.0 in writing) or above *or the equivalent*.

<http://www.glos.ac.uk/international/prospective/Apply/Pages/EnglishLanguageRequirements.aspx>

## ACCREDITATION OF PRIOR LEARNING

If you already have a qualification in a subject area close to your intended course, or if you have a substantial level of experience in an allied work context, it may be possible for you to receive 'Accreditation of Prior Learning' (APL). The credit **MUST** be at, or higher than, the level at which you intend to study and claim and must relate directly to the

Learning Outcomes of the module(s) for which you are seeking APL. A student may be awarded credit for prior (APL) up to the specified maximum against the requirements for an award of the University.

The minimum credit awarded must amount to one module of credit.

For further guidance, see section 2.1.7 of the Regulations and the procedures for claiming APL which are documented in the Guide to Accreditation of Prior Learning and available on the University web site:

<http://resources.glos.ac.uk/apply/apl/index.cfm>

## **ENROLMENT AS A STUDENT**

Upon joining a Course and at the start of every Academic Year, you must enrol formally with the University. You enrol online.

### **YOU MUST ENROL WITHIN TWO WEEKS OF THE START OF YOUR COURSE**

If you have not enrolled by the appropriate deadline, the University will withdraw you from your course and report you as absent to appropriate funding bodies. It is therefore very important that if for genuine reasons you are unable to enroll by this date you must contact [studentrecords@glos.ac.uk](mailto:studentrecords@glos.ac.uk) to explain your circumstances.

## **New students**

Follow instructions online: <http://insight.glos.ac.uk/enrolment/Pages/default.aspx>

And at: <http://insight.glos.ac.uk/enrolment/Pages/enrolmentguide.aspx>

Enrolment involves confirming your programme of study, confirming or changing your personal details, and paying fees. Once you have enrolled you can access your University Network Account, which gives you access to your email account and your personal student record online, and you can apply for your University ID card.

Failure to enrol correctly can have serious consequences for your programme. For instance, you will not normally be credited with any work you undertake, and you won't have access to the library and IT resources, bus service or other facilities.

## **Your University ID card**

This is your most important form of identification as a student, so carry it with you at all times when on University premises. It allows you to:

- borrow books and other items from Learning Centres
- buy credits to pay for printing, photocopying and fines
- use the reduced rate inter-campus bus service
- use the county wide bus services at reduced rates
- access buildings with security doors, where you have permission.

If you lose your card, you must obtain another from a Learning Centre Issue Desk, at a charge.

You will need your University ID card before you can obtain an NUS Card

## Returning students

Must re-enrol at the start of each academic year when they return to study. Even if you are not attending taught modules but are writing up your Dissertation, you should ensure you are enrolled, go to:

<http://resources.glos.ac.uk/currentstudents/returningstudents/index.cfm>

## Checking & Changing Personal Details

When you enrol you need to check your personal details we hold, and make any corrections. It is particularly important that you keep us informed of changes to your correspondence address since that is what we will use for sending any formal mail, including your final transcript when you complete. Notify all changes to:

**Student Records, The Park, Cheltenham, Glos, GL50 2RH.**

Please use these channels to make changes so that the University's central records are correct. Do not assume that information you give to an individual tutor or Course administrator will be recorded centrally.

## Registering for the modules you intend to take

In addition to enrolling with the University you must register which modules you intend to take during the current academic year. If you don't register for modules you may not be credited with the work you have done. First log in via Student Records Online.

<http://resources.glos.ac.uk/currentstudents/undergraduate/modulechoiceinstructions.cfm>

If you need to add or delete modules, then follow the instructions on Student Records Online. **The deadline for doing this is the end of week 2 of the semester in which the module runs (or starts running, if it extends over two semesters).**

The timetable is available at: <http://resources.glos.ac.uk/timetables/index.cfm>

Once you have made the correct number of choices you need to submit your choices to your Academic Review Tutor on line, for approval or rejection.

If you don't submit your choices / changes you might end up with:

- a Fail grade on your transcript for any module you didn't attend;
- no grade on any module which you attended but didn't register for.

If you can, please ensure that you are registered for modules for all semesters at the start of the academic year. This helps us to plan for semester 2 and semester 3. However, you can then make changes to your choice of modules starting in semesters 2 and 3 up until the end of week 2 of those semesters.

## MODULE CHOICES FOR PART TIME STUDENTS

### **PART TIME STUDENTS PLEASE NOTE:**

Part time students should discuss the planning and sequence of modules for your programme of study with the course leader before registering for modules in your first year of part time study.

### Taking 'time out' - Withdrawing, Deferring or Suspending study

If you are not sure if you want to continue studying, please don't simply neglect to enrol. Tell us if you would like to suspend studies (perhaps for a year), or whether you want to withdraw.

Forms for withdrawing or requesting a suspension of studies are available from Student Helpzone.

Please note that your request to suspend studies has to be approved. Normally this is not a problem, but unless you have serious mitigating circumstances which can be evidenced, we will normally **not allow a deferral until you have completed any modules for which you are already registered.** Normally a deferral should be sought prior to the start of a semester.

If you withdraw having completed a part of your course, you might be eligible for a lesser award. Any such 'fallback' award will be made at the next Board of Examiners.

The policy on refunds is stated in the Tuition Fee Policy.

### WORK AT UNDERGRADUATE LEVEL

At degree level, we expect students to be independent learners. Although staff are prepared to answer queries and offer assistance outside class (you need to make an appointment, or sign-up to their availability slots), and to respond to – and encourage – questions in class, do not expect to be "spoon fed" with information or the answers!

Staff will not in general provide complete sets of notes: you will be expected to augment any material provided with your own notes. It is particularly important to realise that staff do not consider the content of lectures and other learning activities to be sufficient: you are expected to do independent study outside of lectures, and you will be assessed on the basis of expected independent study.

As a guide, level four (yr 1) double (30 credits, year long) modules should have 380 hours of independent study devoted to it. Level five (yr2) or six (yr3) module should have 125 hours (250 hours for double, 30credit modules). This corresponds to 6 - 12 hours of independent work per week per level 4 module, and 8 - 16 hours of independent work per week per level V or VI module.

Increasingly across levels, lectures are designed to guide your independent learning, and to introduce issues and debates in the topic area: they are not intended to provide a set of facts to be learnt. You can expect staff to provide recommended reading for each module to guide your study, but please note that this is not exhaustive and is only a guide; other perhaps more valuable sources will be available.

Given this expectation of independent study, it is important that you acquire the necessary learning skills at an early stage, and also apply them.

**DO NOT** coast through level four expecting to catch up in levels five and six – it will not happen. The learning habits you acquire at the start of your degree will remain for the duration of the degree. The level 4 modules LAA102 Context, Meaning & Form &

LAA103 Sustainable Technology 1 are skills modules to assist you in developing necessary learning & study skills for referencing, report & essay writing

## Types of Module Submissions

The most common form of assessed submission in Landscape Architecture will be coursework, drawn work and illustrated reports. Guidance on the requirements of each point of assessment will be given by the module tutor and a formal Assessment Brief will be issued for each point of assessment for which marks are awarded, giving further information on size, format and timing of assessments.

### Written Work

For some projects A4 or A3 reports, appropriately illustrated and to a high graphic standard, might be more appropriate than larger format drawing sheets.

- Tutors will be looking to see evidence that you are developing your own ideas, methodologies, concepts & strategies, rather than duplicating other peoples' ideas and beliefs or regurgitating your lecture notes.
- Where the assessment requires the work to be written, you should be clear and concise and choose a form of words that is unambiguous. The use of borrowed images, diagrams & graphs may be appropriate in supporting your writing but the source should always be referenced and not negate the requirement for a substantial written element.
- The content will depend on the nature of the work to be reported upon, but most will comprise; list of contents, introduction, main body of the document (under a series of main headings and sub-headings), analysis and discussion, conclusion, sources of references/bibliography.
- Where reference is made to other authors and where use of other published material is made, whether cited as a reference or simply used to inform your work, then this should be recorded in your reference list and/or bibliography. **The University suggests the use of the Harvard referencing system** and guidance on the appropriate use of it can be found in the Learning centres and the various University student guidance documents. See also Appendix 7 on referencing
- Never pass off the work of another author as your own. Otherwise you may find yourself guilty of an Error of Attribution or a Breach of the University Regulations for Assessment. See section 6 of the **Academic Regulations for Taught Provision**.

### Drawn Work

Your submission for many modules will be drawn or digitally created artwork. In all modules the module guide will give some guidance on format and media. However in general you should:

- Produce two good copies of all submissions, one for your own records & one for the course records.

- Produce drawings that can be read from a distance of around 2 metres. Remember that you will be interpreting these to others at group criticisms or tutorials/seminars.
- Keep all your assignments in good condition. At the end of the course you will need to compile a portfolio of your best work for exhibition purposes as well as for job interviews.

### **Equipment for Drawn Submissions**

During your undergraduate degree you will use a range of materials for design projects & study modules. Students starting their first year study should consider buying the following necessary equipment, although you might wait until you need equipment or until your own style develops before parting with money!

- Scale rules: Scales range from 1:5, through 1:100, 1:500, 1:1250 & 1:2500 etc
- Pencils: hard & soft: e.g. 2H, HB, 2B, 4B, 6B and pure graphite
- Technical propelling pencils: To take 0.5mm or 0.7mm size leads
- Plastic eraser for ink, Putty rubber for cleaning work, Rubber eraser for pencil
- Adjustable set square
- Means of colouring/rendering artwork according to preference – pencil, pastel etc

### **Drawing Boards**

It is **NOT** recommended that you purchase a drawing board or bring one with you to the studio. We have a number of staff owned boards and inherited boards as well as new flip top desk/drawing board combinations which are adequate to fulfil demand.

## **Teaching & Learning Methods**

### **Attendance and Timetables**

Your attendance at taught sessions, presentations and organised field trips is critical to your success, failure to attend may jeopardise your performance and in some modules marks are allocated to presentations and activities in or relating to taught sessions.

Your modules are delivered on a weekly basis, with a single two or three-hour programmed session per week, which will include:

- formal contact with the tutor through timetabled taught sessions;
- directed study (e.g. follow-up practical exercises; studio or ICT suite work etc);
- independent or self-led learning including a wide range of supporting research and reading including work for assignments.
- and the production of module submissions.

### **Studio Work**

The Landscape Architecture studios are of excellent standard and you are strongly encouraged to adopt the studio as a base for your study. Working in studio means you can avail yourself of ad-hoc tutorial time with your peers and with lecturers.

### **The Role of Design Projects**

By their nature, design-based courses rely only in part on traditional, lecture-derived methods of training and whilst these are used where appropriate, the driving-force of the landscape design course is the role of site & design based projects.

Studio-based design projects are designed to give you the opportunity to engage with the primary process & practice of design, informed by comparative methodologies, idea generation, concepts, precedents, current practice as well as innovative & creative approaches. Design projects involve regular staff and peer group critiques to develop your self-critical abilities, as well as your ability to visualise & communicate (through 3D sketches, sections etc) your design proposals to others. You will also need to demonstrate the ability to produce detailed technical information to enable design work to be realised on site within the conventions of the construction industry.

### **The Role of Group Critiques & Peer Group Review**

**Group critiques** are usually held for staged submission of work or as a means of presenting final submission. Their purpose is to afford you the opportunity to explain and interpret your submission to others present, you might think of these as presentations to a client. These are often a critical part of the assessment of your work and you should prepare accordingly, you should be concise and articulate and present yourself in a professional manner.

**Peer Group Review** sessions will be less formal but more frequent and will require you and your fellow students to both present and offer critique to small groups of students on work presented at interim stages. In practice this has been found to be both instructive and effective means of reviewing work 'in-progress'.

### **The Role of Presentations**

In landscape practices, practitioners have to make regular presentations to a range of fellow professionals and clients at various stages of projects. Nerves can play a big part in how you perform and because these skills are key to your development as a prospective practitioner, we will give you plenty of practice. We usually allocate marks for presentations and you will **NOT be excused** from presentations on any grounds, (except illness which prevents attendance), even then you will be required to present when you return or you will forfeit those marks allocated for the presentation. Any student deliberately missing presentations (without Mitigating Circumstances) will forfeit the allocated marks for that presentation and will not be granted an alternative opportunity to present the work. **Please note that use of the MC1 of the Mitigating Circumstances process is NOT available for pre-programmed presentations.**

### **The Role of Tutorials**

Tutorials are likely to be held at intervals in all modules. Because of class sizes these will normally be in small groups, though there may be some individual sessions, and are intended as a forum for exchange of ideas between students and tutors. You should always come prepared with work in progress, questions or personal observations that you wish to raise with your tutor at tutorial sessions.

### **The Role of Independent Reading**

It is particularly important to read up-to-date articles from academic and professional journals, as these are often more current than textbooks. Appropriate articles can be identified in several ways:

- Through the index pages of journals with appropriate titles;
- From lists provided by the module tutors;

- From the internet;
- From the references and bibliographies of textbooks.

An introduction to the Learning Centre facilities for identifying appropriate material will be available in the Induction week. Please ensure that you are familiar with the appropriate search methods and employ them in your work.

### **Fieldwork & Site Visits**

Site visits form an important part of the course teaching and learning strategy & most modules on the landscape courses have pre-arranged visits to sites that are the location of a project or sites that can inform your work. The value of site visits to the Landscape disciplines cannot be overstated.

There are three broad categories of field visit:

- i) Those which introduce a project, normally occupying a half-day site visit for site surveys and data recording.
- ii) Those which visit case study sites as exemplars of a particular landscape or unique site-specific landscapes. These will normally be to study technical or scientific criteria 'on location', or particular historical/precedent landscapes; these are normally half-day visits but occasionally full day. Some you might organise yourselves.
  - ***There may be a charge levied for such trips but we will endeavour to keep this to a minimum.***
- iii) Those which form extended study 'tours' or field trips normally not accessible from Cheltenham for day or half-day visits. The course team organise an annual trip for second year undergraduate students through Fieldweek module LAA206 (compulsory to 2<sup>nd</sup> years) Extra places on these trips are on a 1<sup>st</sup> come 1<sup>st</sup> served basis. Conversion students are invited to attend on a voluntary basis. The destination for 2011-12 will be Paris in wk 5 semester 1 at a cost of approximately £400 p/p inc. travel & accommodation. The destination, dates and costs for 2012-13 are yet to be determined.

### **Entrance Fees**

Some trips may involve additional expenditure for which you will be liable, such as entrance fees. The module tutors will give you as much advance warning of these as possible, but you will be liable for such additional costs.

### **Equipment for Site Visits**

Particular requirements for any given fieldwork will be made known to you in advance but in general, you should ensure that you have a notebook (A5 or A4), pens, pencils, rule (a small scale rule is often useful), pocket tape (5metre) and a camera. You are also advised to have adequate and appropriate clothing: footwear (stout walking shoes or boots are best though Wellington boots may be useful for certain visits), waterproofs, gloves and a warm hat or a sun hat, water & U.V sun block.

Many items of specialised environmental field equipment are available for borrowing to support student project work. The technicians, Mr Paul Kimber or Mrs Julia Toms, based in room QU216, will advise on specific items, a deposit cheque, refundable upon return of the equipment in good condition, is normally required.

### Health & Safety and Site Visits

All module tutors are required to undertake an advance Risk Assessment for all site visits; this also requires your participation in disclosing any particular needs or issues that might affect your engagement with the trip. The University requires **you** to read and comply with the Health & Safety Handbook and to submit the student information sheet, guidance is available via:

<http://resources.glos.ac.uk/departments/personnel/hse/documents.cfm>

You are of course free to arrange your own site visits in addition to these. But if you do then you should follow University guidelines on Health & safety and Field work, including completing and submitting any necessary Risk Assessments.

## STUDY SKILLS SUPPORT

### Learning Centres

Most of the books and journals for the course are housed in the FCH Learning Centre. An introduction to the Learning Centre at Francis Close Hall is included as part of the Induction programme. General FCH campus information and opening times via:

<http://insight.glos.ac.uk/departments/lis/lc/Pages/fchlc.aspx>

You can find Landscape Architecture specific support at:

<http://insight.glos.ac.uk/departments/lis/subjects/landscape/Pages/default.aspx>

The FCH campus has a late opening Extended Hours' suite, QW003a, which is available to students when the Learning Centre is closed, times available at:

<http://insight.glos.ac.uk/departments/lis/lc/Pages/extended.aspx>

### Short loans

- Short Loans: Books that are in great demand are placed on Short Loan. They must only be used in the Learning Centre during the day, and may be borrowed overnight but within restricted hours (see LIS for details). **Fines are charged for overdue items, please be aware that for Short Loan items these fines can be very high.**

### Journals

- The Library subscribes to many journals of relevance to the Landscape Architecture course and the Librarians can assist in identifying which ones are held, including:

Landscape	Horticulture Week	TOPOS
Landscape Research	J.O.L.A.	Green Places

**Environment Complete** provides coverage from the 1940s across areas of agriculture, ecology, natural resources, geography, pollution & waste management, environmental technology, environmental law, public policy, social impacts, urban planning, and more.

**eSearch** is the University of Gloucestershire's new online research gateway. Sometimes referred to as 'MetaLib'. Currently available at: <http://metalib.glos.ac.uk:8331>

This is a major new online literature searching service, a gateway to all the electronic resources to which either the University subscribes or judges to be relevant (in the case of free resources). These include databases, journals, websites – potentially any web-based resource. It allows users the flexibility to search resources simultaneously or individually, create lists of 'favourites', save relevant records, and automatically set searches to be re-run over a period time.

### Map Library

The Map Library houses the map collection. Maps based in the Map Library may be used for teaching and learning purposes in the Resources Room/Bristol and Gloucester Archive Room (QU023). You are advised to check opening times as they may vary.

### IT Suite: Francis Close Hall

The IT suite at Francis Close Hall is room TC114. You are encouraged to explore the various graphics based software available and to use the wider computer facilities for your studies. It is necessary to book time on the computer network, taught modules have priority so booking sheets are held in each of the computer rooms. You are advised to check opening times as they may vary.

### Computer Software & Printing

The Campus IT suite has a number of computers on which a number of specialist drafting, mapping and image editing software packages are loaded for student use. Some of this is integrated into taught programmes, other software is there for students to explore and use at their discretion.

The University subscribes to EDINA to allow the free download of Ordnance Survey map based data at a range of scales in both raster and vector format for digital manipulation. This is an educational licence and not for commercial use.

- **AutoCAD** is the industry standard CAD package. **Versions 2010 and 2012** are installed on the specialist PCs in the IT suite.
- **Adobe Creative Suite** is widely regarded as industry standard for image processing and is also installed on the specialist PCs in the IT suite.
- **Sketch-Up (and Sketch-Up Pro)** is increasingly used by Landscape Practitioners and Architects for quick 3dimensional visualisation of schemes. It is also installed on the specialist PCs in the IT suite.
- **GIS: ARCVIEW** is also installed on machines in the IT suite

Work produced using computer software programmes can be printed on either of the two large format colour ink jet printers or on the large format black line printer located in the IT suite. A3 scanners and A3 colour ink jet printers are also available. A large format (A0

capable) scanner is available via the IT suite staff. A4 printing is also readily available in the IT suite. Printing can also be carried out at a number of commercial outlets in the town, although the costs of similar sized formats will be up to 10x those found on campus. Professional standard printing and binding facilities are available via the Reprographics unit at the Park Campus:

<http://resources.glos.ac.uk/departments/externalrelations/reprographics/index.cfm>

## ICT Skills Training

ICT skills training is offered for all the Microsoft Suite of programs as well as a number of other specialist applications. You can access internal training resources and also many useful links to external websites related to ICT skills development via:

<http://resources.glos.ac.uk/tli/lets/ts/help/index.cfm>

## COURSE MANAGEMENT

### The Course Board of Studies

The Course Board of Studies is responsible for the development, academic supervision, and efficient administration and management of the Course. The Course Leaders chair it and all module tutors are members. The Course Board of Studies meets at least three times each year. The Undergraduate landscape architecture course holds joint course board with the postgraduate course and students from each year group are representatives at the Course Board of Studies.

### Student Representatives

Student reps have an important role in feeding back opinions from their fellow students to the teaching team. We will invite you to nominate or stand for this role at the start of the year. Your student reps are your voice, so it is both important that you support them and that you talk with them on a regular basis. Conversion reps are also invited to sit on the postgraduate Course Board of Studies.

### Module Evaluation - Student Led Changes – Inspired By Feedback

All modules are regularly and formally evaluated *by students*, with the process led by the student representatives. Many changes to both the course and the individual modules happen through the incorporation of student feedback and module evaluation. Some modules evolve by changing project sites and by visiting new precedent sites recommended by students. The nature or weighting of assignments are sometimes changed to reflect issues raised by students.

The most obvious and recent benefits of evaluation have been:

- the growth in studio provision
- the updating of software
- changing the timetable to allow students to undertake paid work whilst studying

Module guides include a summary of the module evaluation from the previous year, indicating the main issues raised and the action taken in the new run of that module. Your views and opinions on the modules, resources & facilities provided by the university are valued by the landscape architecture course team.

## **BOARDS OF EXAMINERS - AWARDS & PROGRESSION**

The two tiers of Boards of Examiners are the Module Board and the Awards & Progression Board.

### **Module Assessment Boards**

In undergraduate courses these sit at the end of 2<sup>nd</sup> semester to consider marks from modules completed in both semesters.

### **Award & Progression Boards**

These sit after the Module Assessment Board to confirm student progression or awards.

The membership and terms of reference of the Boards of Examiners are determined by Academic Board and specified in the Assessment Procedures.

### **External Examiners**

Each course has an External Examiner, who will be an expert appointed from another University or sometimes a private practitioner. Occasionally, students might be invited to contribute to an informal discussion with the External Examiner who will be interested in discussing their experience of the Course (but we stress that this is not part of the assessment process for those who are asked to meet the External Examiners). The remit of External Examiners, and procedures for their appointment, are documented in the Quality Assurance Handbook. See section 7 of the **Academic Regulations for Taught Provision**.

Following each Award Board the Course Leaders notify the Landscape Institute of the names of all those who have graduated from the BA (Hons), Post Graduate Diploma or Masters Award. This allows the LI to note any student likely to be embarking on careers in Landscape practice, progression to Post graduate awards or their "Pathway to Chartership". (P2C)

## **ACADEMIC REGULATIONS**

All courses operate under the University **Academic Regulations for Taught Provision**, and you should ensure you are familiar with these regulations and are aware of the procedures which you are required to follow, available as a pdf at:

<http://resources.qlos.ac.uk/departments/registry/regulations/index.cfm>

The application of the regulations is underpinned by a set of University policies and procedures that form appendices to the regulations. Reference is made to these at appropriate points within the regulations.

## Credit Accumulation & Eligibility for Award

### BA (Hons) Landscape Architecture

Normally a student's study aim will be the Honours Degree. However, they may Choose or be required to exit with the Degree (sometimes known as the 'Ordinary Degree'). Degree awards are named; that is they are awarded with one course title (in the case of single honours programmes)

Award	Requirements per level			Total CATS	Overall requirements for named course: credit to be taken from course map
	Level I	Level II	Level III		
Honours degree (single hons)	Take 120 CATS Pass 90 CATS Achieve 30% in the remaining CATS for them to be condoned	Take 120 CATS Pass 90 CATS Achieve 30% in the remaining CATS for them to be condoned	Take and pass 120 CATS	Take 360 Pass 300 Condoned 60	Pass the compulsory modules & pass modules required to meet any core requirements at levels I - II, as shown on the course map for single honours. Take at least 270 of your total 360 from your course map Pass at least 240 with at least 75 from levels I-III Achieve 30% in the remaining to be condoned.

## Award Classification

In determining the class of honours the Awards Board of Examiners will use the following schedule:

Class	Classification bands
First Class	70% and above
Upper Second Class (2:1)	60-69%
Lower Second Class (2:2)	50-59%
Third Class	40-49%

## ASSESSMENT

General guidance on the standard of work required is provided in the University **Academic Regulations for Taught Provision**, in particular section 6. Some of the key guidance is set out below:

### Submitting Work

In submitting work for assessment you declare that it is your own work and has not been submitted for any other assessment. You also confirm that the work does not breach the University's Research Ethics: Principles and Procedures.

Assignments must be submitted with your personal bar-coded Assignment Coversheet which you obtain from your personal Student Records Online account. ***It is your responsibility to ensure that work is submitted by the appropriate deadline.***

Submission is available for a limited range of work (A4 maximum) at the submissions office drop in box or a similar provision at the FCH Learning Centre. ***You should check the restrictions and times with the Learning Centre if you wish to use this service.***

If for any reason you are unable to submit your work to the submissions office in person you may post your work by the due date at the latest (the postal package MUST be dated on the due date and no later) and by RECORDED DELIVERY and addressed to the campus submissions office using the full postal address. You should retain the recorded delivery receipt as evidence of submission.

### **Return of Work**

Unless retained for external examiners or QAA archive, coursework will normally be returned to students after marking via the submissions office. You are entitled to written feedback on your work, and this will normally be on the assignment submission cover sheet. Marks on work are provisional until they have been agreed by the Board of Examiners. Submissions are the property of the University and you should not necessarily expect to have work back following assessment; for this reason and as a backup, you are strongly advised to make a copy of your work,

#### **Non-Submission**

Non-submission may result in failure as determined by the Board of Examiners.

#### **Late Submission**

Late submission of coursework without documented and approved mitigating circumstances is penalised in accordance with the following criteria:

- Less than seven days late – maximum mark of 40%
- Equal to or more than seven days late – mark of 0%

### **Word Limits or Equivalent Limits**

Where an assignment exceeds the set word (or other) limit, a penalty of 5 marks will be deducted from the initial assignment mark for every 10% in excess of the word (or other) limit. Unless specified otherwise in a particular assessment brief, the word count of an assessment includes all material such as quotations and quantitative or qualitative data presented within the main body of the text, but excluding references, bibliography or supplementary material presented in the form of an appendix.

### **Reassessment**

A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 30-39%.

When one or more elements of assessment are submitted as a reassessment opportunity, the maximum attainable module mark is 40%.

A student who has achieved the specified pass mark for the module at the first attempt will not be able to re-take the module to gain a higher mark.

## Mitigating Circumstances

Mitigating circumstances are unforeseen factors which affect your ability to complete the assessment to the normal schedule. It is the responsibility of the student to submit evidence, following the published procedures and to the specified deadlines, in support of any claim for mitigating circumstances that may affect their ability to undertake assessment. Normally, where a claim for mitigating circumstances affecting Coursework has been approved, the student will be offered an extension for completion of their work. There are three classes of Mitigating Circumstance:

- **MC1** Students are entitled to **one** 48 hour extension in a year without providing supporting evidence.
- **MC2** for extensions of up to 3 weeks.
- **MC3** If your mitigating circumstances are of a long-term or complex nature, the Helpzone may refer you to a Senior Tutor.

In all cases, the Helpzone should be your first point of contact and will provide guidance and forms as appropriate, contact: [helpzonefch@glos.ac.uk](mailto:helpzonefch@glos.ac.uk) **See also:**

<http://resources.glos.ac.uk/assessment/circumstances/assessmentmitcircsproceduresstudents.cfm>

### Exclusions to MCs:

However, foreseeable difficulties associated with undertaking a University course (such as combining your part-time course with your normal full-time job) would **not** be considered mitigating circumstances. Other specific **exclusions** include:

- Problems associated with printing or binding or other presentational issues, which you should always allow, time for in your preparation of the work.
- Problems with backup or corruption of computer data. You should always store a backup copy of your work and ensure that you take prints on a regular basis.

## Assessment Offences

Work submitted for assessment is expected to be your own. Examiners may penalise any work that does not follow academic conventions in acknowledging sources. Where the work of the student is deemed not to be their own the work will be considered within the category of 'errors of attribution' or 'assessment offences'.

## Grade Descriptors & Bands

Your tutors expect a high standard in the work submitted for assessment at this level.

**The pass mark for all modules is 40%.** Overall module performance is graded as follows:

Percentage	Comment	Grade
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
30-39	Fail but with entitlement to reassessment	R
0-29	Fail without entitlement to reassessment	F

See Also Appendix 6

### **Level descriptors**

Each module in the Undergraduate is allocated to a Level: I, II or III. Taking the full-time student as a yardstick, Level I represents work appropriate to the first year of an Honours degree, Level II equates to the second year and Level 3 to the final year. The University has adopted 'level descriptors' which spell out the type of work expected at each Level.

See also Appendix 5

### **Grade descriptors**

Grade descriptors allow markers to determine the extent to which students have achieved assessment criteria specified for each module. In the Landscape disciplines, the undergraduate grade descriptors are used and applicable to both coursework and examinations. Read in conjunction with the module's assessment criteria, these descriptors can help you understand the qualities markers are looking for in your work.

The descriptors are set out in five categories and vary between levels in recognition of the University's Learning Descriptors; not every category will apply to every piece of work:

- Intellectual skills; these descriptors are used to grade assessment criteria which test, for example, reasoning, analysis and the use of theoretical concepts
- Technical skills; these apply to laboratory, field, computing and other technical aspects of submitted work and may be applied either to the process, or to the product, or to both
- Key skills; these are transferable skills such as communication (in all its forms) and group work
- Personal attributes; these descriptors apply to assessments where, for example, students have to use their initiative or manage a project
- Organisational engagement; these descriptors are used to grade assessments which involve studying or working with an organisation

### **Alternative Assessment Arrangements**

Except in the case of Disabled students, variations in assessment arrangements from those which have been published (including timing of examinations) can only be made in exceptional circumstances. Any request from individuals for a variation in assessment arrangements must be approved by a panel at Scheme level. A case with evidence must be made in writing to the Dean of Academic Frameworks.

### **STUDENT SUPPORT**

Should you have any particular welfare or support need, the University has a number of specialist support staff to offer support. The University web site includes useful information and contact details and also key links to services for Disability and for students when things might not be going too well and you need more than just academic support; pick the student support link at:

<http://insight.glos.ac.uk/departments/ss/Pages/default.aspx>

## Support for Students with Disabilities

The nature of Landscape Architecture requires interaction with the environment in all weathers, a wide variety of settings and over a diverse range of terrains. Access to some sites may be restricted or may prohibit vehicles or access other than on foot. ***For anyone who experiences mobility problems this may prove to be an issue*** so if you have a disability, medical condition or support requirement that we need to be aware of, you should discuss this in the first instance with the University Disability Advisor (who will advise the Course of your needs. This will help us to protect your health and safety, and ensure you have a full opportunity to engage in learning and assessment. Areas of work where this could be an issue include field work, studio or lab work, and work which brings you in contact with other institutions, as well as the usual class-based activities. See also: <http://resources.glos.ac.uk/choose/disabilities.cfm>

If your disability means that you are unable to be assessed through the normal processes, assessment methods may be varied. To be considered for alternative assessment arrangements you must give notification of your disability (with evidence) to the Disability Advisor by week 6. No alternative arrangements can be made unless directed by the Disability Advisor, and no request for modification of the assessment process can be considered unless accompanied by appropriate certification.

<http://resources.glos.ac.uk/departments/student-services/disability/index.cfm>

## Counselling

Asking for counselling is not a sign of weakness but a positive sign that you are facing up to difficulties and doing something constructive to help yourself. Counselling is an enabling process which aims to support you in finding your own resources to cope with the feelings you are experiencing or the situation you are facing. Talking with a counsellor in a **confidential** setting will help you to find a new perspective.

<http://insight.glos.ac.uk/departments/ss/counselling/Pages/default.aspx>

## Support for International Students

The International Office provides a support base for all overseas students:

<http://www.glos.ac.uk/international/Pages/default.aspx>

International Office & Cheltenham International Language Centre (CILC): CILC runs a range of courses at different levels, including preparation for postgraduate study, and training in English as a foreign language.

<http://www.glos.ac.uk/international/cilc/Pages/default.aspx>

## PERSONAL DEVELOPMENT PLANNING

You will hear a lot about PDP during your Course, but basically it's the process of actively planning your studies and external activities (e.g. voluntary work) to ensure that you have the right skills and attributes to prepare you for your future career. Personal Development Planning begins with the LAA102 & LAA103 in level I, and continues throughout each module & each level of the course.

You will be expected to engage in PDP activities & develop a career path portfolio. PDP is supported by your Academic Review Tutor. In addition, advice on various aspects of PDP is available from the student advisors and from the Careers Centre. Further details of the University's PDP scheme are given in the UMS Handbook:  
<http://resources.glos.ac.uk/umshandbook.cfm>

### **KEEPING IN TOUCH - ALUMNI**

We are very keen to have news of students after graduation and updates on your professional progress. You can find out more about the University Alumni Office at:  
<http://resources.glos.ac.uk/alumni/index.cfm>

### **ACADEMIC & EMPLOYMENT REFERENCES**

As tutors we are normally very happy to support you in your pursuit of new careers by writing academic references. Please keep us updated of your progress and by sending a current up to date curriculum vitae.

**And finally, from the Course Team and all of the staff involved in supporting you on the course, we wish you every success in your studies.**

## APPENDIX 1: SEMESTER AND TERM DATES 2011/12

These dates were accessed in June 2011 and may have been revised.

**You are strongly advised to check these online before making commitments**

Week	W/C Monday:	
0	19 Sep 11	Induction week
1	26 Sep 11	Semester 1 starts 26 September 2011 Autumn Term starts 26 September 2011
12	12 Dec 11	Semester 1 ends 16 December 2011 Term 1 ends 16 December 2011
17	16 Jan 12	Semester 2 starts 16 January 2012 Spring Term starts 16 January 2012
27-29	Easter Vacation 24 March – 15 April	Spring Term finishes 23 March 2012
30	16 April 12	Semester 2 re-starts 16 April 2012
31	23 April 12	Semester 2 ends 27 April 2012
30	16 April 12	Summer Term starts 16 April 2012
36	28 May 12	Summer Term ends 01 June 2012

Note there will also be a number of University and Statutory Holidays during the year, those that are known are:

Monday 26 - Friday 30 December 2011 inclusive  
Monday 2 January 2012  
Friday & Monday 6 & 9 April 2012  
Monday 7 May 2012  
Monday 4 June 2012  
Tuesday 5 June 2012  
Monday 27 August 2012  
Tuesday 25 December 2012  
Wednesday 26 December 2012  
Thursday 27 & Friday 28 December inclusive 2012  
Monday 31 December 2012

Dates for January 2012 – June 2013 are not yet published, again you are advised to check these before making commitments.

## APPENDIX 2: COURSE MAPS

<b>Course title</b>	Landscape Architecture Single Honours Degree
<b>Course Leader</b>	Bill Burford
<b>Senior Tutor</b>	Dai Jones/ Paul Shaw
<b>Award requirement</b>	To achieve your award you must pass the correct number of CAT points at each level and meet all award requirements (see UMS Regulations) as well as passing <b>ALL</b> compulsory requirements:
<b>Level I</b>	<b>Compulsory</b> – LAA101; LAA102; LAA103; LAA104
<b>Level II</b>	<b>Compulsory</b> – LAA201; LAA202; LAA203; LAA204; LAA205, LAA206
<b>Level III</b>	<b>Compulsory</b> – LAA301; LAA302; LAA303; LAA304

### Level I

Code and Title	Cats Points	Study Period
LAA101: Visual Communications (conversion course compulsory)	30 Cats	YEAR
LAA102: Context Meaning & Form (conversion course compulsory)	30 Cats	YEAR
LAA103: Sustainable Technology 1	30 Cats	YEAR
LAA104: Design Studio 1	30 Cats	YEAR

### Level II

Code and Title	Cats Points	Study Period
LAA201: Urban Landscape Design (conversion course compulsory)	15 Cats	SEM2
LAA202: Landscape Planning (conversion course compulsory)	15 Cats	SEM1
LAA203: Sustainable Technology 2 (conversion course compulsory)	30 Cats	YEAR
LAA204: Design Studio 2	30 Cats	YEAR
LAA205: Design And The Community	15 Cats	SEM2
LAA206: Fieldweek	15 Cats	SEM1

### Level III

Code and Title	Cats Points	Study Period
LAA301: Professional Landscape Projects	30 Cats	YEAR
LAA302: Theory & Philosophy of Landscape	30 Cats	YEAR
LAA303: Sustainable Technology 3	30 Cats	YEAR
LAA304: Design Studio 3 (Design Thesis)	30 Cats	YEAR

## LAA Module Descriptors

The module descriptors can be found through picking on the hyperlinked module numbers on the course map on the web site or via the University web site at:

<http://resources.glos.ac.uk/subjectsandcourses/undergraduatefields/laa/descriptors/>

<b>17</b>	<p><b>Programme Overview</b></p> <p>The programme is offered in the following modes of study: Full-time, Part-Time. Students may enter, interrupt or leave a programme at the end of each Level. The language of study is English.</p> <p><b>17a) Structure, key features and modules</b></p> <p>Landscape Architecture is the study and practice of landscape design at all scales from the garden to the rural landscape. It is concerned mainly with the design of the public realm, although designers can be operating across the whole spectrum from autonomous 'land artist', to the public servant or 'interpreter of others' needs. The course aims to offer students knowledge and experience of the complete range of scales and roles which can be involved in the professional practice of landscape design.</p> <p>All modules are compulsory so as to ensure students receive the best focus on the professional demands of the discipline. The emphasis on studio work will ensure exposure to the widest possible peer group and to a vibrant and stimulating environment, as well as making you available to tutors.</p> <p>Personal development Planning (PDP) is critical to any professional practitioner, indeed the Institute requires it's qualified members to undertake Continuing Professional Development (CPD). PDP is embedded in all modules in the course, with the notion that student are, at all times, aiming at their professional status. The modules will encourage students to:</p> <ul style="list-style-type: none"><li>• evaluate, reflect upon and manage their own learning;</li><li>• identify and develop their academic, transferable and study skills;</li><li>• think creatively and constructively about personal, academic and career goals and plan an effective strategy towards achieving those goals;</li><li>• demonstrate their 'employability' and /or continued professional development;</li><li>• integrate their learning from a range of activities;</li></ul> <p>The Landscape Institute and the course staff encourage students to join the LI as student members. The LI also have a Student Landscape Institute Council (SLIC) and the University provide at least one, usually two student representatives to SLIC each year. Membership of the LI gives access to a wide range of resources and employment prospects and careers guidance.</p> <p><b>17b) Credit and award requirements</b></p> <p>For the BA Honours students are required to pass 360 CAT points in modules that also meet the course requirements.</p> <p>For a BA Ordinary students are required to pass 300 CAT points in modules that also meet the course requirements.</p>
<b>18</b>	<p><b>Additional information</b></p> <p>Further information on Assessment; Quality Assurance including Evaluation; Disability and Learning support provision; Criteria for Admission/Recruitment and Careers can be found at the University website.</p>

The National Recognition Information Centre (NARIC) provides details of comparative information on all Higher Education programmes.
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### LANDSCAPE ARCHITECTURE COURSE MAP - Conversion Year:

LAA101, LAA102, LAA201, LAA202, LAA203

All modules in the conversion year are borrowed from the Landscape Architecture Single Honours undergraduate degree map.

All modules are **compulsory** for Conversion year students.  
Students must pass the Conversion year modules and meet the minimum marks specified in the course handbook to progress to the Diploma Year.

Code and Title	CAT Points	Study Period
LAA101: Visual Communications Restrictions: Available only to LAA and Conversion year students	30	SEM1-2
LAA102: Context, Meaning And Form Restrictions: Available only to LAA and Conversion year students	30	SEM1-2
LAA201: Urban Landscape Design Restrictions: Available only to LAA and Conversion year students	15	SEM2
LAA202: Landscape Planning Restrictions: Available only to LAA and Conversion year students	15	SEM1
LAA203: Sustainable Technology 2 Restrictions: Compulsory for LAA and Conversion year students	30	SEM1-2

### Conversion Year Module Descriptors

The module descriptors can be found through picking on the hyperlinked module numbers on the course map on the web site or via the University web site at:

<http://resources.glos.ac.uk/subjectsandcourses/undergraduatefields/laa/descriptors/>

### APPENDIX 3: TIMETABLES

The full **Module timetables** are available from the web site:

<http://resources.glos.ac.uk/timetables/index.cfm?timetable=pms>

In most cases a module involves one formal class per week over a semester.

Students are expected to make themselves available to attend formal classes and examinations as published in University module timetables, including any submissions scheduled during the reassessment period. Formal classes could be scheduled at any time within the University's working day, which runs from 09.15 to 21.15.

## APPENDIX 4: GRADE & LEVEL DESCRIPTORS

### Level descriptors

Each module in the Undergraduate is allocated to a Level: I, II or III. Taking the full-time student as a yardstick, Level I represents work appropriate to the first year of an Honours degree, Level II equates to the second year and Level 3 to the final year. The University has adopted 'level descriptors' which spell out the type of work expected at each Level.

Level	Intellectual Skills and Attributes	Processes	Accountability
<b>UMS I</b>	<ul style="list-style-type: none"> <li>• Develop a rigorous approach to the acquisition of a broad knowledge base.</li> <li>• Employ a range of specialized skills.</li> <li>• Determine solutions to a variety of unpredictable problems.</li> <li>• Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.</li> <li>• Evaluate information, using it to plan and develop investigative strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate in a range of varied and specific contexts involving creative and non-routine activities.</li> <li>• Exercise appropriate judgement in planning, selecting or presenting information, methods or resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake self-directed and a limited amount of directive activity.</li> <li>• Operate within broad general guidelines or functions.</li> <li>• Take responsibility for the nature and quantity of outputs.</li> <li>• Meet specified quality standards.</li> </ul>
<b>UMS II</b>	<ul style="list-style-type: none"> <li>• Generate ideas through the analysis of information and concepts at an abstract level.</li> <li>• Command wide ranging, specialised technical, creative and/or conceptual skills.</li> <li>• Formulate appropriate responses to resolve well defined and abstract problems.</li> <li>• Analyse, reformat and evaluate a wide range of information</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise diagnostic and creative skills in a range of technical, professional or management functions.</li> <li>• Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes.</li> </ul>
<b>UMS III</b>	<ul style="list-style-type: none"> <li>• Critically review, consolidate and extend a systematic and coherent body of knowledge.</li> <li>• Utilise highly specialised technical or scholastic skills across an area of study.</li> <li>• Utilise research skills.</li> <li>• Critically evaluate new information, concepts and evidence from a range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer and apply diagnostic and creative skills in a range of situations.</li> <li>• Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept accountability for determining and achieving personal and/or group outcomes.</li> </ul>

## Grade descriptors

Grade descriptors allow markers to determine the extent to which students have achieved assessment criteria specified for each module. In the Landscape disciplines, the 'EL' grade descriptors are used and applicable to both coursework and examinations. Read in conjunction with the module's assessment criteria, these descriptors can help you understand the qualities markers are looking for in your work.

The descriptors are set out in five categories and vary between levels in recognition of the University's Learning Descriptors; not every category will apply to every piece of work:

- Intellectual skills; these descriptors are used to grade assessment criteria which test, for example, reasoning, analysis and the use of theoretical concepts
- Technical skills; these apply to laboratory, field, computing and other technical aspects of submitted work and may be applied either to the process, or to the product, or to both
- Key skills; these are transferable skills such as communication (in all its forms) and group work
- Personal attributes; these descriptors apply to assessments where, for example, students have to use their initiative or manage a project
- Organisational engagement; these descriptors are used to grade assessments which involve studying or working with an organisation

Level 1					
Grade	Intellectual skills	Technical skills	Key skills	Personal attributes	Organisational engagement
<b>A 85%+ Outstanding response to the assessment brief</b>	Work in this category will have all of the qualities in the 70-84 category but at an outstanding level which shows to some extent a critical insight into relatively complex aspects of the subject.	Work in this category will have all of the qualities in the 70-84 category but at an outstanding level which shows an approach to the process and a product which are judged outstanding.	Work in this category will have all of the qualities in the 70-84 category but demonstrated to an outstanding level.	Work in this category will have all of the qualities in the 70-84 category but demonstrated at an outstanding level.	Work in this category will have all of the qualities in the 70-84 category but demonstrated to an outstanding level.
<b>A 70-84% Excellent response to the assessment brief</b>	Work in this category will show a rigorous approach to the acquisition of a broad knowledge base, the evaluation of information, and the planning and development of investigations.	Work in this category will show an excellent level of technical competence. The resulting products will be innovative and valid solutions, resulting from the use of creative and non-routine activities.	Work in this category will demonstrate excellent communication skills. There will be evidence of the selective use of a good range of information sources, correctly cited and, to some extent, independently researched.	Work in this category will show a wide-ranging responsibility for the nature and quality of outputs. There will be excellent ability to exercise appropriate judgements in planning, selecting or presenting information, methods etc.	Work in this category will show excellent understanding of some aspects of the institutional context. There will be evidence of good team working skills.
<b>B 60-69% Good response to the assessment brief</b>	Work in this category will show a good approach to the acquisition of a broad knowledge base, the evaluation of information, and the planning and development of investigations.	Work in this category will show evidence of a good level of technical competence involving creative and non-routine activities and an ability to develop and present valid solutions, some of which are innovative.	Work in this category will communicate information satisfactorily. The work will use an appropriate range of information sources, referenced correctly.	Work in this category will show a good level of responsibility for the nature and quality of outputs. There will be ability to exercise appropriate judgements in planning, selecting or presenting information, methods etc.	Work in this category will recognise the influence of some aspects of the institutional context. The work will show evidence of good team working skills.
<b>C 50-59% Satisfactory response to the assessment brief</b>	Work in this category will show a satisfactory approach to the acquisition of a broad knowledge base, the evaluation of information, and the planning and development of investigations.	Work in this category will show evidence of a satisfactory level of technical competence involving creative and non-routine activities. There will be evidence of valid solutions some of which are to some extent innovative.	Work in this category will demonstrate satisfactory ability in presentation skills. The work will use a limited range of information sources, and referencing will be largely correct.	Work in this category will show satisfactory responsibility for the nature and quality of outputs. There will be satisfactory ability to exercise appropriate judgements in planning, selecting or presenting information, methods etc.	Work in this category will acknowledge some basic aspects of the institutional context. There will be satisfactory evidence of ability to work as part of a team.

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<b>Level 1</b>					
<b>Grade</b>	<b>Intellectual skills</b>	<b>Technical skills</b>	<b>Key skills</b>	<b>Personal attributes</b>	<b>Organisational engagement</b>
<b>D 40-49%</b> <b>Adequate response to the assessment brief</b>	Work in this category will show a basic and/or partial approach to the acquisition of a broad knowledge base, the evaluation of information, and the planning and development of investigations.	Work in this category will show evidence of a limited but adequate level of technical competence involving creative and non-routine activities. There will be evidence of ability to present adequate solutions but innovation limited.	Work in this category will show limited evidence of ability in presentation skills. The work will use a narrow range of information sources, or those which are not wholly appropriate. Referencing is used but with some errors or omissions.	Work in this category will show limited but adequate responsibility shown for the nature and quality of outputs. There will be limited but adequate evidence of ability to exercise appropriate judgements in planning, selecting or presenting information, methods etc.	Work in this category will acknowledge some limited aspects of the institutional context. There will be adequate evidence of ability to work as part of a team.
<b>R 30-39%</b> <b>Unsatisfactory response to the assessment brief, but capable of being brought up to pass standard</b>	Work in this category will show an attempt has been made to acquire a broad knowledge base, evaluate information, and plan and develop of investigations.	Work in this category will show inadequate technical competence in some aspects, but some grasp of relevant techniques.	Work in this category will be inadequate in its communication of information. References will be inadequate in scope and depth and citation will be poor.	Work in this category will show inadequate responsibility for the nature and quality of outputs. There will be inadequate evidence of ability to exercise appropriate judgements in planning, selecting or presenting information, methods etc.	Work in this category will show inadequate awareness of the institutional context. There will be inadequate evidence of ability to work as part of a team.
<b>F 20-29%</b> <b>Unsatisfactory response to the assessment brief and only capable of being brought up to pass standard with substantial academic advice</b>	Work in this category demonstrates an inadequate approach to the acquisition of a broad knowledge base, the evaluation of information, and the planning and development of investigations.	Work in this category demonstrates seriously inadequate technical competence and a defective product.	Work in this category demonstrates very poor communication skills. There will be inappropriate or inadequate use of sources and poor or absent referencing.	Work in this category will show little responsibility for the nature and quality of outputs. There will be little evidence appropriate judgements in planning, selecting or presenting information, methods etc.	Work in this category will show little acknowledgement or awareness of institutional context. There will be little evidence of ability to work as part of a team.

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<b>Level 1</b>					
<b>Intellectual skills</b>	<b>Intellectual skills</b>	<b>Intellectual skills</b>	<b>Intellectual skills</b>	<b>Intellectual skills</b>	<b>Intellectual skills</b>
<b>F 1- 19% Fail</b>	Work in this category will be a very inadequate response of the brief, showing little evidence of even basic understanding of the task and/or the subject.	Work in this category will show little evidence of ability to develop technical skills.	Work in this category will not achieve basic communication of information. There will be minimal evidence of research and background reading.	Work in this category will show no responsibility for the nature and quality of outputs. There will be no evidence of appropriate judgements in planning, selecting or presenting information, methods etc.	No acknowledgement or awareness of institutional context. No evidence of ability to work as part of a team.
<b>F 0%</b>	non-submission or breach of regulations	non-submission or breach of regulations	non-submission or breach of regulations	non-submission or breach of regulations	non-submission or breach of regulations

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<b>Level 2</b>					
<b>Grade</b>	<b>Intellectual skills</b>	<b>Technical skills</b>	<b>Key skills</b>	<b>Personal attributes</b>	<b>Organisational engagement</b>
<b>A 85%+ Outstanding response to the assessment brief</b>	Work in this category will have all of the qualities in the 70-84 category but at an outstanding level which shows critical analysis and a mature insight into complex and original aspects of the subject.	Work in this category will have all of the qualities in the 70-84 category but at an outstanding level which shows a mature approach to the process and a product which is judged outstanding.	Work in this category will have all of the qualities in the 70-84 category but demonstrated to an outstanding level.	Work in this category will have all of the qualities in the 70-84 category but demonstrated at an outstanding level.	Work in this category will have all of the qualities in the 70-84 category but demonstrated to an outstanding level.
<b>A 70-84% Excellent response to the assessment brief</b>	Work in this category will demonstrate the confident and well-argued generation of ideas through the critical analysis and evaluation of information and concepts at an abstract level, using a comprehensive subject knowledge base.	Work in this category will demonstrate an excellent level of technical competence and ability to present a wide range of valid technical solutions. The product/findings will be excellent and demonstrate creativity.	Work in this category will demonstrate excellent communication skills. There will be evidence of the selective use of a wide range of information sources, correctly cited and independently researched.	Work in this category will demonstrate a mature and fully accountable approach to determining and achieving group and personal outcomes. There will be excellent evidence of ability to utilise creative and problem solving skills.	Work in this category will show excellent analysis of some aspects of the institutional context. Work shows excellent team working skills and explicit awareness of group interactions.
<b>B 60-69% Good response to the assessment brief</b>	Work in this category will demonstrate a good generation of ideas through analysis and evaluation of information and concepts at an abstract level, using a wide knowledge base. There will be limited critical analysis.	Work in this category will demonstrate a good level of technical competence and ability to present a wide range of valid technical solutions. The product/findings will be valid and demonstrate creativity.	Work in this category will demonstrate a good ability to communicate information. There will be a satisfactory range of information sources, referenced correctly.	Work in this category will demonstrate accountability for the nature and quality of personal and group outcomes. There will be a good ability to utilise creative and problem solving skills.	Work in this category will recognise and analyse the influence of some aspects of the institutional context. The work will show good team working skills and good awareness of group interactions.

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<b>Level 2</b>					
<b>Grade</b>	<b>Intellectual skills</b>	<b>Technical skills</b>	<b>Key skills</b>	<b>Personal attributes</b>	<b>Organisational engagement</b>
<b>C 50-59% Satisfactory response to the assessment brief</b>	Work in this category will demonstrate a satisfactory ability to generate ideas through the analysis and evaluation of information and concepts at an abstract level. There will be little critical analysis.	Work in this category will demonstrate a satisfactory level of technical competence and ability to present a range of valid technical solutions. There will be a satisfactory product/findings which demonstrate creativity.	Work in this category will demonstrate sound ability in verbal/written/visual presentation. There will be use of a limited range of information sources with referencing largely correct.	Work in this category will demonstrate satisfactory responsibility for the nature and quality of outputs, including the work of others if appropriate. There will be satisfactory evidence of ability to utilise creative and problem solving skills.	Work in this category will demonstrate satisfactory acknowledgement of some aspects of the institutional context but failure to analyse this fully. There will be satisfactory ability to work as part of a team but limited insight into group interactions.
<b>D 40-49% Adequate response to the assessment brief</b>	Work in this category will demonstrate a limited ability to generate ideas through the analysis and evaluation of information and concepts at an abstract level, but this will lack depth of understanding.	Work in this category will demonstrate limited but adequate technical competence and ability to present a range of valid technical solutions. There will be adequate product/findings that demonstrate creativity.	Work in this category will demonstrate limited but adequate ability in verbal/written/visual presentation. There will be a narrow or not wholly appropriate range of information sources. Referencing will be used but with some errors.	Work in this category will demonstrate limited but adequate responsibility for the nature and quality of outputs, including the work of others if appropriate. There will be limited but adequate evidence of ability to utilise creative and problem solving skills.	Work in this category will demonstrate limited but adequate acknowledgement and analysis of some aspects of the institutional context. There will be limited evidence of ability to work as part of a team.
<b>R 30-39% Unsatisfactory response to the assessment brief, but capable of being brought up to pass standard</b>	Work in this category will demonstrate some attempt to generate ideas through the analysis and evaluation of information and ideas at an abstract level but this is inadequate.	Work in this category will demonstrate inadequate technical competence in some aspects, but some grasp of techniques.	Work in this category will demonstrate success in communication through written/verbal/visual means which is only partial. References will be inadequate in scope and depth, with poor citation.	Work in this category will demonstrate partial but inadequate evidence of responsibility for personal and/or group outcomes. There will be an unimaginative and/or derivative approach to problem solving.	Work in this category will demonstrate little acknowledgement or analysis of the institutional context. There will be little evidence of ability to work as part of a team.

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<b>Level 2</b>					
<b>Grade</b>	<b>Intellectual skills</b>	<b>Technical skills</b>	<b>Key skills</b>	<b>Personal attributes</b>	<b>Organisational engagement</b>
<b>F 20-29% Unsatisfactory response to the assessment brief and only capable of being brought up to pass standard with substantial academic advice</b>	Work in this category will demonstrate a failure to appreciate the key elements of the brief with inadequate analysis.	Work in this category will demonstrate seriously inadequate technical competence.	Work in this category will demonstrate poor communication skills. There will be inappropriate or inadequate use of sources and poor or no citation.	Work in this category will demonstrate little evidence of responsibility for personal and/or group outcomes. There will be a very limited approach to problem solving.	Work in this category will demonstrate no awareness of the institutional context. There will be no evidence of ability to work as part of a team.
<b>F 1- 19% Fail</b>	Work in this category will demonstrate a very inadequate response, showing little evidence of even basic understanding of the task and/or the subject.	Work in this category will demonstrate little evidence of technical ability or attempts to develop technical skills.	Work in this category will demonstrate that basic communication by written/verbal/visual means has not been achieved. There will be minimal research and background reading.	Work in this category will show no evidence of responsibility for personal and/or group outcomes. There will be no evidence of ability to utilise creative and problem solving skills.	Work in this category will demonstrate no awareness of the institutional context. There will be no evidence of ability to work as part of a team.
<b>F 0%</b>	non-submission	non-submission	non-submission	non-submission	non-submission

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Level 3					
Grade	Intellectual skills	Technical skills	Key skills	Personal attributes	Organisational engagement
<b>A 85%+ Outstanding response to the assessment brief</b>	Work in this category will demonstrate all of the qualities in the 70-84 category but at an outstanding level which shows a mature insight into complex and original aspects of the subject.	Work in this category will demonstrate all of the qualities in the 70-84 category but at an outstanding level which shows a fully professional approach to the process and product/findings which would be judged excellent in a professional context.	Work in this category will demonstrate all of the qualities in the 70-84 category but to a fully professional standard.	Work in this category will demonstrate all of the qualities in the 70-84 category but at an outstanding level.	Work in this category will demonstrate all of the qualities in the 70-84 category but to a fully professional standard.
<b>A 70-84% Excellent response to the assessment brief</b>	Work in this category will demonstrate confident and well-argued critical analysis, synthesis and evaluation of both subject matter and methodology appropriately applying theory to a comprehensive subject knowledge base.	Work in this category will demonstrate an excellent level of technical specialised technical skills, diagnostic ability and creativity in a range of situations. Ability to critically review and present a valid technical solution. Excellent product/findings.	Work in this category will demonstrate excellent communication skills and the selective use of a wide range of complex information sources, correctly cited and independently researched.	Work in this category will demonstrate a mature and fully accountable approach to determining and achieving group and personal outcomes. There will be originality and creativity evident in the approach and the Outcome.	Work in this category will demonstrate an excellent understanding of, analysis of and engagement with the institutional context. There will be a highly developed and insightful approach to team working.
<b>B 60-69% Good response to the assessment brief</b>	Work in this category will demonstrate a good level of analysis and synthesis using a wide knowledge base and the application of theory. Critical evaluation demonstrated in respect of subject matter and the methodology.	Work in this category will demonstrate a good competence in specialised technical skills, diagnostic ability and creativity. There will be critical review and presentation of a valid technical solution. Product/findings will be good.	Work in this category will demonstrate a good ability to communicate information. There will be evidence of the selective use of a wide range of information sources, correctly cited and independently researched.	Work in this category will demonstrate accountability for the nature and quality personal and group outcomes. There will be evidence of an incisive and creative approach to problem solving.	Work in this category will demonstrate a good understanding of, analysis of and engagement with the institutional context. There will be evidence of a good ability to work as part of a team and show insight into group dynamics.

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<b>Level 3</b>					
<b>Grade</b>	<b>Intellectual skills</b>	<b>Technical skills</b>	<b>Key skills</b>	<b>Personal attributes</b>	<b>Organisational engagement</b>
<b>C 50-59% Satisfactory response to the assessment brief</b>	Work in this category will demonstrate an ability to generate and apply knowledge in analysis, synthesis and evaluation. There is room for improvement either in the breadth or depth of treatment, but some evidence of independent critical judgement.	Work in this category will demonstrate a satisfactory level of technical competence, diagnostic ability and creativity. There is some ability to critically review and present a valid technical solution and satisfactory product/findings.	Work in this category will demonstrate sound ability in verbal/written/visual presentation. There will be satisfactory selectivity of a limited range of information sources, referencing largely correct.	Work in this category will demonstrate Satisfactory responsibility for the nature and quality of outputs, including the work of others if appropriate. There will be satisfactory evidence of creativity.	Work in this category will demonstrate a satisfactory understanding of, analysis of and engagement with the institutional context. There will be evidence of a satisfactory ability to work as part of a team and show insight into group dynamics.
<b>D 40-49% Adequate response to the assessment brief</b>	Work in this category will demonstrate a limited ability to critically analyse, synthesise and evaluate, but lacking depth and/or breadth of understanding.	Work in this category will demonstrate limited but adequate technical competence, diagnostic ability and creativity. There will be a ability to critically review and present an adequate technical solution. Adequate, but not fully resolved product/findings.	Work in this category will demonstrate limited but adequate ability in verbal/written/visual presentation. There will be a narrow or not wholly appropriate range of information sources. Referencing will be used but with some errors.	Work in this category will demonstrate limited but adequate responsibility for the nature and quality of outputs, including the work of others if appropriate. There will be limited evidence of creativity.	Work in this category will demonstrate a limited but adequate understanding of, analysis of and engagement with the institutional context. There will be evidence of an adequate ability to work as part of a team and show insight into group dynamics.
<b>R 30-39% Unsatisfactory response to the assessment brief, but capable of being brought up to pass standard</b>	Work in this category will demonstrate that some attempt has been made to analyse, synthesise and evaluate but this is inadequate.	Work in this category will demonstrate inadequate technical competence in some aspects, but some grasp of techniques.	Work in this category will demonstrate success at communicating information through written/verbal/visual means which is only partial. References will be inadequate in scope and depth, with poor citation.	Work in this category will demonstrate partial but inadequate evidence of responsibility for personal and/or group outcomes. There will be an unimaginative and/or derivative approach to the problem.	Work in this category will demonstrate little understanding of, analysis of and engagement with the institutional context. There will be little evidence of an ability to work as part of a team and show insight into group dynamics.

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<b>Level 3</b>					
<b>Grade</b>	<b>Intellectual skills</b>	<b>Technical skills</b>	<b>Key skills</b>	<b>Personal attributes</b>	<b>Organisational engagement</b>
<b>F 20-29% Unsatisfactory response to the assessment brief and only capable of being brought up to pass standard with substantial academic advice</b>	Work in this category will demonstrate a failure to appreciate the key elements of the brief. There will be inadequate analysis, synthesis and evaluation	Work in this category will demonstrate seriously inadequate technical competence.	Work in this category will demonstrate poor communication skills. There will be inappropriate or inadequate use of sources, with poor or no citations.	Work in this category will demonstrate little evidence of responsibility for personal and/or group outcomes. There will be a very limited approach to the problem.	
<b>F 1- 19% Fail</b>	Work in this category will demonstrate very little evidence of even basic understanding of the task and/or the subject.	Work in this category will demonstrate little evidence of ability or attempt to develop technical skills.	Work in this category will demonstrate that basic communication by written/verbal/visual means has not been achieved. there will be minimal research and background reading.	Work in this category will demonstrate no evidence of responsibility for personal and/or group outcomes.	Work in this category will demonstrate no understanding of, analysis of and engagement with the institutional context. There will be no evidence of an ability to work as part of a team and show insight into group dynamics.
<b>F 0%</b>	non-submission	non-submission	non-submission	non-submission	non-submission

## **APPENDIX 5: THE LANDSCAPE INSTITUTE; PROFESSIONAL ACCREDITATION & STUDENT MEMBERSHIP**

The (Royal Chartered) Landscape Institute is the professional body, which represents qualified practitioners. Its main object is to regulate the way its members operate through its mandatory code of professional conduct. It is an educational charity and chartered body responsible for protecting, conserving and enhancing the natural and built environment for the benefit of the public. It champions well-designed and well-managed urban and rural landscape. The Institute's accreditation and professional procedures ensure that the designers, managers and scientists who make up the landscape architecture profession work to the highest standards. Its advocacy and education programmes promote the landscape architecture profession as one which focuses on design, environment and community in order to inspire great places where people want to live, work and visit.

Members become fully qualified by taking the appropriate accredited course, and then having gained at least two years' practical experience, they are eligible to enter the 'Pathway To Chartership' or 'P2C'. Each qualified member is then known as a Chartered Member of the Landscape Institute (CMLI). Being a Member of the Landscape Institute is the recognised professional qualification and successful students from the courses at the University of Gloucestershire will be eligible to enter the Design Division. As a member there are some immediate benefits, which will help with your studies, (and your finances - student membership is at a reduced rate). The official journal of the LI is '*Landscape*'; a monthly On-Line magazine with access provided free to all LI members, and is indispensable to anyone interested in landscape architecture, whether at a professional level or otherwise. It provides all you need to know about the profession in the UK and across the world, and covers in-depth analysis of new schemes and best practice, commentary on topical issues, features on a wide range of themes, developments in academia and research, and interviews with leading figures from the UK and abroad. It also has up-to-date employment adverts, especially useful for those in their final year. If you want further information about the Landscape Institute, then look at their web site:

**<http://www.landscapeinstitute.org/>**

Or contact them via the following details:

**Landscape Institute  
Charles Darwin House,  
12 Roger Street,  
London,  
WC1N 2JU  
Switchboard: 020 7685 2640**

With a list of specific contacts available at:

**<http://landscapeinstitute.sigma.titaninternet.co.uk/contact/index.php>**

### **Student membership of the Landscape Institute**

As a budding practitioner you will need to be a member of the LI in order to progress your professional career. The Landscape Institute established the Student Landscape Institute Council (SLIC), dedicated to students on accredited courses. Each accredited course is entitled to elect a student member to sit on the Student Council and that Council elects a student member to represent SLIC at the full Landscape Institute Council, giving a strong voice to the student membership in the Institute. Students at the University of Gloucestershire were instrumental in establishing SLIC and we are keen to continue a high profile involvement and through this, allow and encourage you and your fellow students to take up the real opportunity to express your opinions on any issue concerning the profession. You can find out more by contacting the LI, contact:

[membership@landscapeinstitute.org](mailto:membership@landscapeinstitute.org)

### **Professional Accreditation**

The Landscape Institute accredits the course at the University of Gloucestershire. Such accreditation is vital to any professional and vocational course in that it demonstrates the high and consistent standards required in the profession. The course here is a four-year programme leading to a single accreditation of the 4 years with a single exit award of the Postgraduate Diploma in Landscape Architecture. The Undergraduate honours degree in Landscape Architecture is seen as an integral part of that programme.

As part of the process, the Course invites a panel of CMLI qualified practitioners to review the Course each academic year. This Professional Review Group (PRG) is a requirement of the Landscape Institute and each year the PRG Panel write a report on the key areas of the course, including the nature and relevance of the curriculum, academic standards and teaching and assessment procedures and quality. The Landscape Institute review all the reports from the various accredited courses around the UK and, subject to a satisfactory review, the courses are granted continuing accreditation each year. But re-accreditation is by no means a foregone conclusion and the Landscape Architecture Course Team at the University take the process very seriously.

The PRG members are invited to attend Course Board meetings as well as lectures and student presentations of work. The PRG Panel for 2010-11 was chaired by Peter Quinn who runs his own practice in Ross-On Wye, Christine House who runs the Landscape side of Wardell-Armstrong, a multi disciplinary practice with several UK offices and joined in his first year by Paul Osborne of Exeter City Council. It is likely that at some stage you will meet one or all of the ARG panel during the year. The PRG panel membership for 2011-12 has yet to be confirmed.

## APPENDIX 6: REFERENCING: ACKNOWLEDGING SOURCES IN ASSIGNMENTS

Your attention is drawn to the **Academic Regulations for Taught Provision**. Breaches of these regulations include plagiarism, unauthorised collaboration, representation, fabrication, impersonation, procedural dishonesty and cheating in closed assessment. Penalties can be severe and are specified at University level. Careful referencing of sources is vital when making use of the work of others. You are expected to employ the referencing conventions recommended by the University. These conventions apply to information taken from Internet sources, as well as books, journals and lectures. These are some of the points you should check before submitting work:

- Are all direct quotations, from both primary and secondary sources, suitably acknowledged (placed in quotation marks or indented)?
- Have you provided full details of the source of the quotation, according to the Harvard referencing system.
- Have you acknowledged the source of ideas not your own, even if you are not quoting directly from the source?
- Have you avoided close paraphrase from sources? (Check that you are not presenting other people's words or phrasing as if they are your own.)
- If you have worked closely with others in preparing for this assessment, is the material you are presenting sufficiently your own?
- If you are unsure of the way to reference something properly, seek advice from a member of staff before you submit your assessment. In submitting your work for assessment you are making a statement that it is your own work, it has not been submitted for any other assessment, and it does not infringe the ethical principles set out in the University's Handbook for Research Ethics

A Harvard referencing tutorial can be found at :

**<http://ist.glos.ac.uk/referencing/harvard/>**

The tutorial should take approx 20 minutes to work through and includes lots of examples of different types of resources. It is based on the "Cite them right" book (Richard Pears and Graham Shields (2008). *Cite them right: the essential referencing guide*. Newcastle upon Tyne, Pear Tree Books.) available on Amazon and copies in the Learning Centre.

More details about referencing, including a quick referencing guide and a tutorial about plagiarism, details of how to reference sources such as websites, online journals, newspaper articles, and official publications, are available at:

**<http://resources.glos.ac.uk/currentstudents/postgraduate/learningresources/index.cfm>**

Two factors must be considered:

- providing a reference in the main text of the document;
- producing a list of references for presentation at the end of the document.

The style that is adopted by most academic institutions, including the Department of Natural and Social Sciences here at University of Gloucestershire, is the Harvard referencing system. Some journals use an alternative system (footnotes) in which a number is given within the text to identify the reference in the reference list at the end

of the report. The Harvard system requires the surname(s) and year to be cited in the text, with a 'References' section with the full list of references in alphabetical order at the end of the document before any appendices. Referencing is something that students often struggle with. There are some simple rules that you should follow:

- Only the surnames of authors (not first names or initials) should be given in the text.
- Both names should be given in the text where there are two authors (e.g. Smith and Jones, 2004). If there are three or more authors, the name of the first author only should be given, followed by et al. (e.g. Smith et al., 2004). Et al means "and others".
- When you are presenting information or ideas from someone else's work that you have re-phrased (paraphrased), you should not give the page number(s). However, when what you are presenting is a direct quote, you must do so.
- When the name(s) form(s) part of the sentence, just the year is put in brackets [e.g. Smith and Jones (2004) found ...]. However, when the sentence would function without this information you must put the name(s) and the year in brackets [e.g. A recent study (Smith and Jones, 2004) found ...].
- When you cite several references within the same set of brackets, the references should be ordered first by alphabet then by date, separated by semi-colons (e.g. Allen et al., 2001; Dodd et al., 2000; James and Doust, 2002, 2003; Smith and Jones, 2004).
- When you cite two or more references by the same author(s) within a single set of brackets, the references should be ordered by date and separated by a comma (e.g. Smith et al., 2000, 2002, 2003).
- In a reference list, the names of all authors should be given (surnames and initials).
- Within the reference list, references should be ordered first by alphabet, then by date.
- When the reference list contains two or more references that would normally be presented in an identical way in the text, you must add a (different) letter to the year for each of these references, both in the text and in the reference list. Suppose, for example, that the following references were due to appear in the reference list:
  - Åstrand, P-O. and Saltin, B. (1961) Maximal oxygen uptake and heart rate in various types of activity. *J. Appl. Physiol.* 16: 977-981.
  - Åstrand, P-O. and Saltin, B. (1961) Oxygen uptake during the first minutes of heavy muscular exercise. *J. Appl. Physiol.* 16: 971-976.

Both of these references would normally appear in the text as Åstrand and Saltin (1961). It is necessary, therefore, to attach a different letter to each reference so that the reader is able to tell which reference you are actually referring to. An appropriate strategy would be to add an 'a' to the first reference and a 'b' to the second one. You could conceivably end up writing something like "Åstrand and Saltin (1961a) proposed that ... whereas Åstrand and Saltin (1961b) ...". If you cited both references within a single bracket you would write (Åstrand and Saltin, 1961a, b). In the reference list you would write:

- Åstrand, P-O. and Saltin, B. (1961a) Maximal oxygen uptake and heart rate in various types of activity. *J. Appl. Physiol.* 16: 977-981.
- Åstrand, P-O. and Saltin, B. (1961b) Oxygen uptake during the first minutes of heavy muscular exercise. *J. Appl. Physiol.* 16: 971-976.

In the reference list, journal articles are listed differently to books, and chapters in edited books are listed differently again (examples are given below).

*Journal article:*

Atkinson, G. and Nevill, A.M. (1998) Statistical methods for assessing measurement error (reliability) in variables relevant to sports medicine. *Sports Medicine* 26 (4): 217-238.

*Book:*

Hinton, P.R. (1995) *Statistics Explained: a Guide for Social Science Students*. London: Routledge.

*Chapter in an edited book:*

Wood, D.M. (1999) Physiological demands of long distance running. In: Fallowfield, J.L. and Wilkinson, D.M. (eds.) *Improving Sports Performance in Middle and Long Distance Running: A Scientific Approach to Race Preparation*. Chichester: Wiley & sons, pp. 39-68.

Secondary references (references where you haven't seen the original source and have to write "cited in ...") should only be used as a last resort. You should always try to get hold of the original (primary) source. However, if you have to use secondary referencing, you should do so correctly. In the text you should give both references (e.g. Smith and Jones, 1995 - cited in Johnson et al., 1997). At the appropriate place in the reference list you should give the full details for the primary reference followed by "(Cited in ...)". You should also give, at the appropriate place, the full details of the secondary reference.

The following is an example of a how a secondary reference should be dealt with in the reference list. It illustrates not only how each part of the reference should appear but also where in the list each part should be place. The corresponding entry in the text would have been (Geppert and Zuntz, 1888 - cited in Poole and Whipp, 1988).

- Gayeski, T.E., Federspiel, W.J., and Honig, C.R. (1988) A graphical analysis of the influence of red cell transit time, carrier-free layer thickness, and intracellular PO<sub>2</sub> on blood-tissue O<sub>2</sub> transport. *Adv. Exp. Med. Biol.* 222: 25-35.
- Geppert, J. and Zuntz, N. (1888) Ueber die Regulation der Athmung. *Pfleugers Arch.* 42: 189-245. (Cited in Poole and Whipp, 1988.)
- Gilbert, R., Auchincloss, J.H. Jr., and Baule, G.H. (1967) Metabolic and circulatory adjustments to unsteady-state exercise. *J. Appl. Physiol.* 22: 905-912.
- Poole, D.C., Ward, S.A., Gardner, G.W., and Whipp, B.J. (1988) Metabolic and respiratory profile of the upper limit for prolonged exercise in man. *Ergonomics* 31: 1265-1279.
- Poole, D.C. and Whipp, B.J. (1988) Haldane transformation. *Med. Sci. Sports Exerc.* 20: 420-421.
- Powers, S.K., Dodd, S., Lawler, J., Landry, G., Kirtley, M., McKnight, T., and Grinton, S. (1988) Incidence of exercise induced hypoxaemia in elite endurance athletes at sea level. *Eur. J. Appl. Physiol.* 58: 298-302.

Detailed information on how to deal with referencing websites is in Kneale, P. E. (1999) *Study skills for geography students*, Arnold, London, Chapter 14. Material on the web is more transient than that in print, and often less subject to careful checking or peer reviews. As a general rule, treat website information cautiously. At minimum you should quote the full website address and the date on which you consulted it. If possible, try to establish as much as possible of the information typically cited for books and journals.

## APPENDIX 7: PROGRAMME SPECIFICATION FOR LANDSCAPE ARCHITECTURE SINGLE HONOURS 2011-2012

March 2010 produced for PCAP using the September 2009 template (version 7)

<b>1</b>	<b>Awarding Institution</b>	University of Gloucestershire
<b>2</b>	<b>Teaching Institution</b>	University of Gloucestershire
<b>3</b>	<b>Programme Accredited by:</b>	Accredited by The (Royal Chartered) Landscape Institute and has a progression route available to Postgraduate Diploma stage, also accredited by the LI. Students who complete the four year programme (degree and diploma) will then be expected to embark on the LI's Pathway To Chartership after which they will have Chartered MLI status.
<b>4</b>	<b>Final Award</b>	BA (Hons) Landscape Architecture
<b>5</b>	<b>Modular Scheme</b>	Undergraduate
<b>6</b>	<b>Programme Title</b>	Landscape Architecture
<b>7</b>	<b>UCAS Code</b>	K310
<b>8</b>	<b>JACS code</b>	K310
<b>9</b>	<b>QAA Benchmarking Group</b> <i>A new Honours level Subject Benchmark Statement for Landscape Architecture was adopted by the QAA in 2007.</i>	
<b>10</b>	<b>Date of Initial Validation</b>	February 2008
<b>11</b>	<b>Date of Revision</b>	Revised for this issue March 2010 Course team revised previously validated level III modules LAA301, LAA303, in line with External examiners & Landscape Institute Accreditation Review Group. Revisions enhance skills of graduating students in line with the changing role of professional landscape architects & landscape architecture.
<b>12</b>	<b>External and Internal Reference Points</b> The educational aims and outcomes of the programme have been written with reference to:  <b>12a) EXTERNAL</b>  <b>The Framework for Higher Education Qualifications (FHEQ);</b> <b>The QAA Benchmark statement for Landscape Architecture (QLA);</b> <b>The Landscape Institute Course Accreditation Guidelines (LI);</b>  Construction Industry Council's Common Learning Outcomes, (in respect of the knowledge and skills components of the use of materials in the construction and design and management aspects of the course) (CIC).  The Landscape Institute were instrumental in drafting the Benchmarking Statements and have signed up to the CIC's Graduate Common Learning Outcomes (GCLO's). The LI also have, and require courses to comply with, their Course Accreditation guidance. It is therefore implicit that such cross referencing also includes the requirements of the Accrediting bodies as well as the QAA and the FHEQ.  Further details for the above are available at the relevant website(s): <ul style="list-style-type: none"> <li>• <a href="http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp">http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• <a href="http://www.gaa.ac.uk/academicinfrastructure/benchmark/honours/Landscapearchitecture07.asp">http://www.gaa.ac.uk/academicinfrastructure/benchmark/honours/Landscapearchitecture07.asp</a></li> <li>• <a href="http://www.landscapeinstitute.org/pdf/accreditation_guidelines.pdf">http://www.landscapeinstitute.org/pdf/accreditation_guidelines.pdf</a></li> <li>• <a href="http://www.cic.org.uk/activities/lifeEducation.shtml">http://www.cic.org.uk/activities/lifeEducation.shtml</a></li> </ul> <p>The key distinctive feature of Landscape Architecture courses is their annual professional accreditation by the Landscape Institute. LI course recognition means that graduates of accredited courses can proceed directly to Associate membership of the LI, the first step towards qualification for chartered status. The term 'graduate' here means those who have completed the four year programme, including the postgraduate diploma stage. This three year single honours degree has progression available to the fourth (diploma) year at this University, also accredited by the LI.</p> <p>The FHEQ states that: “<i>An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.</i>” This further supports the emphasis on professional practice side of the course.</p> <p><b>12b) INTERNAL</b></p> <p>University of Gloucestershire UMS regulations; University of Gloucestershire TLA policy including PDP and Skills; Other specified policies e.g. Sustainability, AWP and Student Charter. Further details for the above are available at the University website.</p>
<b>13</b>	<p><b>Main educational aims of the programme</b></p> <p>In July 2009 the course team agreed revised course aims. These express the course vision, aims and strategic priorities in the context of sustainability: The course team were commended in the 2009 awards for Excellence in promoting Sustainability in the course content.</p> <p>The course has its own Vision, Aims and Strategic Principles, they are:</p> <p><b>Our Vision:</b> To be a focus for innovation &amp; excellence in environmental planning &amp; landscape design for sustainable living</p> <p><b>Our Aims:</b> To provide a professional Landscape Architecture course that focuses on the creation of landscapes for the health and wellbeing of both people and planet,</p> <p>To encourage personal development, critical judgement and self expression in students, whilst preparing them to be versatile, innovative and enterprising in response to the changing needs of society,</p> <p>To provide students the opportunity to undertake a Landscape Institute accredited, four year intercalated programme, in Landscape Architecture emphasising the development of both academic and vocational skills and knowledge.</p>
	<p><b>Our Strategic Principles:</b> The strategic principles that underpin the course teaching, consultancy and research are;</p> <p><b>PASSION</b> - encouraging students to develop personal potential and awareness; to develop courage, conviction and confidence; to improve their ability to express themselves; and to</p>

	<p>develop their own philosophy and approach. This intellectual freedom and development of the student is seen as paramount and should inform a continuing debate about their future role in the profession.</p> <p><b>INNOVATION</b> - enabling students to use creativity and deep understanding to develop innovative solutions to problems and to apply them successfully; to introduce innovative teaching and learning strategies both overarching across the curriculum and integrated within individual course components.</p> <p><b>ENGAGEMENT</b> – promoting the active engagement of students with the full context of landscape architecture, acknowledging the holistic commitment expected of students in dealing with 21st century environmental issues. Active engagement focuses on learning through experience, such as involvement with professional practice, engagement with local community, studio-based design projects based on live scenarios, experiencing ecological systems, visiting built landscapes, entering competitions, undertaking research and publishing articles.</p> <p><b>SUSTAINABILITY</b> - supporting students in exploring and learning how to create landscapes for sustainable living, synthesising a scientific, technical and ecological understanding within an aesthetic and functional design. This relates to the symbiotic interaction between people and planet at both a detailed site scale and the strategic planning scale, incorporating the implications of climate change.</p> <p><b>PROFESSIONALISM</b> - introducing knowledge and critical skills appropriate to the education and training of a landscape architect; to maximise engagement with professional practice by using guest speakers, real projects and clients, and visiting landscape practices; to develop abilities and transferable skills in team work and project management; to develop an understanding of the potential role of the landscape architect, both present and future.</p> <p>Taken together, this Vision, the Aims and the Strategic Priorities give a clear focus to the course in terms of subject matter, teaching and learning methods and the level and scope of engagement with the discipline that students will require to meet their academic goals and progress in the profession.</p>
<p><b>14</b></p>	<p><b>Programme outcomes</b> – the programme provides opportunities for you, the student, to achieve and demonstrate the following learning outcomes:</p> <p><b>14a) Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. The roles and purpose of a professional landscape architect (FHEQ/QLA/LI);</li> <li>2. Cultural processes that have shaped current and historic landscapes (FHEQ/QLA/LI);</li> <li>3. Natural systems in the environment (QLA/LI);</li> <li>4. Sustainable development as it relates to landscape design (QLA/LI/CIC);</li> </ol> <p><b>14b) Intellectual/ thinking skills – students able to:</b></p> <ol style="list-style-type: none"> <li>1. Research into historical and contemporary precedents (QLA/LI);</li> <li>2. The ability to make considered and sophisticated responses to environmental design problems (QLA/LI/CIC);</li> <li>4. The ability to demonstrate independent critical judgement in the synthesis of design proposals from a wide range of data (FHEQ/QLA/LI);</li> <li>5. Communicate ideas and discuss implications arising from these ideas to a range of</li> </ol>

	<p>clients, sponsors, user groups and contractors (FHEQ/QLA/LI/CIC).</p> <p><b>14c) Subject specific/Practical and professional skills – students able to:</b></p> <ol style="list-style-type: none"><li>1. The ability to make landscape design proposals at a variety of scales and complexity (QLA/LI/CIC);</li><li>2. The ability to present design ideas with a high level of graphic, oral and written presentational skills in a way which is accessible to all involved in the design process (QLA/LI/CIC);</li><li>3. Communicate design ideas and proposals at feasibility, design development and construction phase.</li></ol> <p><b>14d) Transferable/key skills – able to:</b></p> <ol style="list-style-type: none"><li>1. Work as professionals in a professional market place and in private practice</li><li>2. (QLA/LI/CIC);</li><li>3. Skills on understanding how organisations work(QLA/LI/CIC);</li><li>4. An ability to think independently and critically (QLA/LI/CIC);</li><li>5. An ability to make decisions on their own initiative (QLA/LI/CIC);</li><li>6. An ability to work effectively as a member of a team, organising and managing their</li><li>7. personal contribution and those of others (QLA/LI/CIC);</li></ol>
<p><b>15</b></p>	<p><b>Teaching, learning and assessment</b> – the teaching, learning and assessment strategies and methods used in the programme to enable learning outcomes to be achieved and demonstrated by you, the student.</p> <p><b>15a) Teaching and learning methods</b></p> <p>Teaching and learning methods in Landscape Architecture are distinctive in that they emphasise Active Learning - learning by doing through project modules and a key teaching and learning method is the frequent showing of drawings in progress for interim criticism. Another key emphasis is the focus on delivery through and in studio workshops, the expectation is that most design based work will require student participation in studio, not just in the taught elements, but also when undertaking the assessment. This will ensure exposure to the widest possible peer group and to a vibrant and stimulating environment, as well as making you available to tutors.</p> <p>Modules will be delivered using a combination of seminars; lectures; visiting speakers; the use and exploration of best practice - reports on precedents and technical reports; group work and independent research.</p> <p>Depending on the specific nature of the assignment, project work will utilise a sequence of increasingly complex and overtly 'professional' projects which have the specific purpose of preparing students for practice and for professional entry to the Landscape Institute. Students develop an understanding of their discipline in the context of sustainable development, the concept of 'precedent' and production of design proposals. They explore and learn how to assess existing landscapes and the role of landscape design in the urban and rural context. They develop knowledge of the role of the profession in tackling larger scale projects and are encouraged to explore the particular research methodologies employed by landscape designers.</p> <p>To contextualise student understanding of the subject setting, some work will require</p>

exploration of the students' own cultural heritage and the ways in which humans have modified the land to make landscapes, both agricultural and industrial; the importance of landscapes as image including landscape as an art object; speculation about future cultural processes and the landscapes.

Students will be given tasks that require or encourage them to explore the connection between physical conditions and design options; links between theory and practice; development of knowledge of the ways in which landscapes can be modified using natural 'sustainable' materials and techniques.

In developing technical skills students work with a range of techniques including computer based graphics to identify and explore appropriate design precedents; working on 'real sites' they develop independence in generating the brief, researching the physical conditions of the site and the cultural context within which it sits; they further develop individual design approaches which are distinctive, coherent and feasible and which need a wide range of technical data to support them; emphasis is on critical thinking abilities to prepare students for the challenge of their design thesis in Level III.

In more traditional academic subject matter, such as site appraisal, students will research and critically evaluate data from sites, historical archive material & proposal documents to consider the most appropriate proposals for natural and designed landscapes. This requires students to gather information from a wide range of sources; select, analyse, interpret, synthesise and present information; discuss complex issues and present logical arguments.

In exploring and understanding the professional context, students will need to organise themselves and others, understand the importance of working within multi-disciplinary teams and within professional and ethical codes, developing skills in networking, and negotiation and arbitrate fairly between each other, the design team, co-consultants, the client and contractor.

#### **15b) Assessment**

Assessment will use a mix of formative and summative techniques. Work will be in a variety of forms: designed portfolio work responding to given or self generated briefing documents; site reports; illustrated and annotated maps, plans, photographs and sketches, digital and physical models, essays, reports, role-play, presentations and visual/graphic displays of work presented as though to clients in practice – a common thread will be the use of 'design critiques' to give students the opportunity to present their ideas. (Some but not all presentations are assessed.)

## 16. Current Programme Map

<b>Course title</b>	Landscape Architecture Single Honours Degree
<b>Course Leader</b>	Bill Burford
<b>Senior Tutor</b>	Dai Jones/ Paul Shaw
<b>Award requirement</b>	To achieve your award you must pass the correct number of CAT points at each level and meet all award requirements (see UMS Regulations) as well as passing <b>ALL</b> compulsory requirements:
<b>Level I</b>	<b>Compulsory</b> – LAA101; LAA102; LAA103; LAA104
<b>Level II</b>	<b>Compulsory</b> – LAA201; LAA202; LAA203; LAA204; LAA205, LAA206
<b>Level III</b>	<b>Compulsory</b> – LAA301; LAA302; LAA303; LAA304

### Level I

<b>Code and Title</b>	<b>Cats Points</b>	<b>Study Period</b>
LAA101: Visual Communications (conversion course compulsory)	30 Cats	YEAR
LAA102: Context Meaning & Form (conversion course compulsory)	30 Cats	YEAR
LAA103: Sustainable Technology 1	30 Cats	YEAR
LAA104: Design Studio 1	30 Cats	YEAR

### Level II

<b>Code and Title</b>	<b>Cats Points</b>	<b>Study Period</b>
LAA201: Urban Landscape Design (conversion course compulsory)	15 Cats	SEM2
LAA202: Landscape Planning (conversion course compulsory)	15 Cats	SEM1
LAA203: Sustainable Technology 2 (conversion course compulsory)	30 Cats	YEAR
LAA204: Design Studio 2	30 Cats	YEAR
LAA205: Design And The Community	15 Cats	SEM2
LAA206: Fieldweek	15 Cats	SEM1

### Level III

<b>Code and Title</b>	<b>Cats Points</b>	<b>Study Period</b>
LAA301: Professional Landscape Projects	30 Cats	YEAR
LAA302: Theory & Philosophy of Landscape	30 Cats	YEAR
LAA303: Sustainable Technology 3	30 Cats	YEAR
LAA304: Design Studio 3 (Design Thesis)	30 Cats	YEAR

<b>17</b>	<p><b>Programme Overview</b></p> <p>The programme is offered in the following modes of study: Full-time, Part-Time. Students may enter, interrupt or leave a programme at the end of each Level. The language of study is English.</p> <p><b>17a) Structure, key features and modules</b></p> <p>Landscape Architecture is the study and practice of landscape design at all scales from the garden to the rural landscape. It is concerned mainly with the design of the public realm, although designers can be operating across the whole spectrum from autonomous 'land artist', to the public servant or 'interpreter of others' needs. The course aims to offer students knowledge and experience of the complete range of scales and roles which can be involved in the professional practice of landscape design.</p> <p>All modules are compulsory so as to ensure students receive the best focus on the professional demands of the discipline. The emphasis on studio work will ensure exposure to the widest possible peer group and to a vibrant and stimulating environment, as well as making you available to tutors.</p> <p>Personal development Planning (PDP) is critical to any professional practitioner, indeed the Institute requires it's qualified members to undertake Continuing Professional Development (CPD). PDP is embedded in all modules in the course, with the notion that student are, at all times, aiming at their professional status. The modules will encourage students to:</p> <ul style="list-style-type: none"><li>• evaluate, reflect upon and manage their own learning;</li><li>• identify and develop their academic, transferable and study skills;</li><li>• think creatively and constructively about personal, academic and career goals and plan an effective strategy towards achieving those goals;</li><li>• demonstrate their 'employability' and /or continued professional development;</li><li>• integrate their learning from a range of activities;</li></ul> <p>The Landscape Institute and the course staff encourage students to join the LI as student members. The LI also have a Student Landscape Institute Council (SLIC) and the University provide at least one, usually two student representatives to SLIC each year. Membership of the LI gives access to a wide range of resources and employment prospects and careers guidance.</p> <p><b>17b) Credit and award requirements</b></p> <p>For the BA Honours students are required to pass 360 CAT points in modules that also meet the course requirements.</p> <p>For a BA Ordinary students are required to pass 300 CAT points in modules that also meet the course requirements.</p>
<b>18</b>	<p><b>Additional information</b></p> <p>Further information on Assessment; Quality Assurance including Evaluation; Disability and Learning support provision; Criteria for Admission/Recruitment and Careers can be found at the University website.</p> <p>The National Recognition Information Centre (NARIC) provides details of comparative information on all Higher Education programmes.</p>

## **APPENDIX 8: PERSONAL DEVELOPMENT PLANNING**

**COURSE / COURSE GROUP PDP DELIVERY PLAN REVISED FEBRUARY 2009**

**COURSE GROUP (name all courses) / COURSE OF: LANDSCAPE ARCHITECTURE**

**DATE PRODUCED: 02.02.09**

**VERSION: (MEH 03.10.08)**

Personal Development Planning is designed to build capacity in students to:

- a) plan, manage, evaluate and reflect upon their own learning;
- b) identify and develop their academic, transferable and study skills and habits/attitudes in order to become more self-assured, independent learners;
- c) think creatively and constructively about personal, academic and career goals and plan an effective strategy towards achieving those goals;
- d) demonstrate their 'employability' and /or continued professional development, by fostering their personal responsibility and self-reliance;
- e) integrate their learning from a range of activities, including work-based and voluntary activities, into their own personal development planning, and use evidence from learning to obtain credit against their programme of study.

**Note on reading the following plans:**

To avoid repetition, specific aspects of PDP will be referenced on the plan using abbreviations 'a' 'b' etc rather than stating the full description.

DEPARTMENT OF ART AND DESIGN  
UGT LANDSCAPE ARCHITECTURE COURSE GUIDE 2011-2012

**LEVEL I**

**Formal 'taught' programme** (include as many aspects as necessary)

Specific aspect of PDP presented	Where delivered (module code)	Status of module in Course (e.g. compulsory for XX Single Hons.)	Content of session/ student activity	Assessed or not?
a,b,d	LAA101	Compulsory	<p><b>Develop personal skills in hand drawn, CAD,GIS &amp; Photoshop skills within exercises &amp; assessed portfolios:</b></p> <ul style="list-style-type: none"> <li>• Individual communication skills.</li> <li>• graphic evaluation processes &amp; reflection</li> <li>• peer group review</li> <li>• personal time management skills</li> </ul>	Skills application (assessed) within module assignments. Studio exercises(not)
a,b,c,d,e	LAA102	Compulsory	<p><b>Technical &amp; social appraisal of sites. Research &amp; development of design methods, communication &amp; site planning:</b></p> <ul style="list-style-type: none"> <li>• group dynamic skills,</li> <li>• group &amp; individual presentation skills</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• peer group review</li> <li>• personal time management skills</li> </ul>	Skills application (assessed) within module assignments. Studio exercises(not)
a,b,c,d,e	LAA103	Compulsory	<p><b>Earth processes &amp; sustainability skills &amp; within criteria for material selection &amp; construction. Academic writing &amp; professional skills developed:</b></p> <ul style="list-style-type: none"> <li>• precedent study visits</li> <li>• presentation skills</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• peer group review</li> <li>• personal time management skills</li> </ul>	Skills application (assessed) within module assignments. Studio exercises(not)
a,b,c,d,e	LAA104	Compulsory	<p><b>Personal primary design process evaluated. Design methods, ethics &amp; professional industry explored. To develop personal presentation &amp; consider career goals.</b></p> <ul style="list-style-type: none"> <li>• precedent study site visits</li> <li>• group dynamic &amp; presentation skills</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• peer group review</li> <li>• Individual time management skills</li> </ul>	Skills application (assessed) within module assignments. Studio exercises(not)

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**Other opportunities for PDP outside the formal ‘taught’ programme**

Specific aspect of PDP presented	Where “delivered”	Status of activity / event	Evidence of engagement	Person(s) responsible for delivery, review, enhancement and further action
<i>c &amp; d</i>	<i>University &amp; Regional/local Professional Body</i>	<i>Presentations from and informal discussions with the professional body who visit and encourage student membership, lectures</i>	<i>Encouraged to attend</i>	<i>Course leader &amp; Course team.</i>
<i>a,b,c,d &amp; e</i>	<i>University</i>	<i>End of Year Show</i>	<i>All students contribute work</i>	<i>Course Leader &amp; Module tutors</i>
<i>b,c,d,e</i>	<i>Various national locations</i>	<i>Student Landscape Institute Council</i>	<i>Encouraged to be course reps</i>	<i>SLIC, LI &amp; Students</i>
<i>a,d,e</i>	<i>Local / regional</i>	<i>Work-based and voluntary organisations</i>	<i>Encouraged</i>	<i>Organisations / students</i>
<i>a,b,c,d &amp; e</i>	<i>A.R.T</i>	<i>Personal Tutorials. S career/ personal goal</i>	<i>Compulsory</i>	<i>Academic Review Tutors</i>

**LEVEL II**

**Formal ‘taught’ programme** *(include as many aspects as necessary)*

Specific aspect of PDP presented	Where delivered (module code)	Status of module in Course (e.g. compulsory XX Single Hons.)	Content of session/ student activity	Assessed or not?
<i>a,b,c,d,e</i>	<i>LAA201</i>	<i>Compulsory</i>	<p><b>Site assessment, evaluation &amp; synthesise precedent for urban design. Group &amp; individual work, interactive with professionals:</b></p> <ul style="list-style-type: none"> <li>• Professional host interaction</li> <li>• Precedent study visits &amp; crits.</li> <li>• Urban design employability skills</li> <li>• group dynamic skills,</li> <li>• group presentation skills</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• Individual management &amp; presentation skills</li> </ul>	<i>Skills application (assessed) within module assignments.</i>

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a,b,c,d,e	LAA202	Compulsory	<p><b>Assess sites, formulate criteria &amp; use of statutory development legislation to plan development sites. Apply skills in evaluation through use of GIS:</b></p> <ul style="list-style-type: none"> <li>• Professional workplace &amp; ethics</li> <li>• Precedent site visits.</li> <li>• professional planning &amp; GIS skills</li> <li>• group dynamic skills,</li> <li>• group presentation skills</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• Individual management &amp; presentation skills</li> </ul>	Skills application (assessed) within module assignments
a,b,c,e	LAA203	Compulsory	<p><b>Research, design &amp; specifying of hard &amp; soft materials for various landscape sites. Evaluate site data. Use of CAD for professional contractual package drawings:</b></p> <ul style="list-style-type: none"> <li>• Professional host interaction on precedent study visits &amp; crits.</li> <li>• Group/ individual dynamic &amp; presentation skills,</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• Individual time management skill</li> </ul>	Skills application (assessed) within module assignments
a,b,c,d,e	LAA204	Compulsory	<p><b>Apply knowledge / skills, design theory &amp; social knowledge. Design of places &amp; spaces. Undertake archival research for feasibility proposals, evaluate. Present &amp; communicate solutions:</b></p> <ul style="list-style-type: none"> <li>• Precedent study visits &amp; crits.</li> <li>• Group/ individual dynamic &amp; presentation skills,</li> <li>• written &amp; graphic processes &amp; reflection</li> <li>• Individual/group skills base</li> </ul>	Skills application (assessed) within module assignments
a,b,c,d	LAA205	Compulsory	<p><b>Community design. Explore &amp; develop skills for professional practice. Develop technical &amp; academic skills.</b></p> <ul style="list-style-type: none"> <li>• group &amp; social interaction skills</li> <li>• written, evaluation &amp; reflection processes</li> <li>• consultative employability skills</li> <li>• Individual &amp; group time management skills</li> </ul>	Skills application (assessed) within module assignment
a,b,c,d	LAA206	Compulsory	<p><b>Research, explore &amp; evaluate precedent sites. Develop own knowledge &amp; expertise in spatial, sensorial design. Use professional critique in own learning:</b></p>	Skills application (assessed) within module assignments

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			<ul style="list-style-type: none"> <li>• Evaluate precedent studies</li> <li>• group &amp; social interaction skills</li> <li>• group presentation skills</li> <li>• written &amp; graphic evaluation processes &amp; reflection</li> <li>• Individual time management &amp; presentation skills</li> </ul>	
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**Other opportunities for PDP outside the formal ‘taught’ programme**

<b>SPECIFIC ASPECT OF PDP PRESENTED</b>	<b>Where “delivered”</b>	<b>Status of activity / event</b>	<b>Evidence of engagement</b>	<b>Person(s) responsible for delivery, review, enhancement and further action</b>
<i>a,b,c,d,e</i>	<i>University.</i>	<i>End of Year Show</i>	<i>compulsory</i>	<i>Course leader &amp; Course team.</i>
<i>c,d &amp; e</i>	<i>National, regional / local</i>	<i>Presentations &amp; informal discussions with professional practices, lectures &amp; shows /conferences,</i>	<i>Encouraged attendance</i>	<i>Course Leader &amp; Module tutors</i>
<i>a,b,c,d,e</i>	<i>Univeristy</i>	<i>Tutorials / Studio Tutorials</i>	<i>Encouraged</i>	<i>C/ Leader / Design Tutors</i>
<i>a,d,e</i>	<i>Local / region</i>	<i>Voluntary Work-based organisations</i>	<i>Encouraged</i>	<i>Organisations / students</i>
<i>b,c,d,e</i>	<i>Various national locations</i>	<i>Student Landscape institute Council</i>	<i>Individuals encouraged to be course reps</i>	<i>SLIC, LI &amp; Students</i>

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**LEVEL III**

**Formal 'taught' programme** (include as many aspects as necessary)

Specific aspect of PDP presented	Where delivered (module code)	Status of module in Course (e.g. compulsory for XX Single Hons.)	Content of session / student activity	Assessed or not?
a,b,c,d	LAA301	Compulsory	<p>Major Design project: ( Design Dissertation project)</p> <ul style="list-style-type: none"> <li>• Individual management skills</li> <li>• Research from varied sources, analysed information</li> <li>• evaluation processes &amp; reflection</li> <li>• Demonstrate professional employability through graphic portfolio, written reports &amp; presentation professionals.</li> <li>• Professional interaction</li> <li>• Career development &amp; goals set</li> </ul>	Assessed within assignment
a,b,c,d	LAA302	Compulsory	<p><b>Explore own &amp; others art &amp; design beliefs, theories &amp; concepts within artistic / sculptural / design works. Create artistic works &amp; evaluate.</b></p> <ul style="list-style-type: none"> <li>• Professional host interaction on precedent study visits &amp; crits.</li> <li>• Presentation to professionals.</li> <li>• Group/ individual dynamic skills,</li> <li>• Written/ graphic works evaluated / towards presentation goals.</li> <li>• Individual management skills</li> <li>• Career development explored</li> </ul>	Assessed within assignment
a,b,c,d	LAA303	Compulsory	<p>Explore detailed design solutions for complex site designs. Advance own/ profession understanding of cultural, economic &amp; environmental issues in relation to selection of materials &amp; construction methods.</p> <ul style="list-style-type: none"> <li>• Professional host interaction on precedent study visits &amp; crits.</li> <li>• Research &amp; develop written, graphic processes evaluation &amp; reflection</li> <li>• Group/ individual dynamic skills,</li> <li>• Individual presentation skills</li> <li>• Individual management skills</li> </ul>	Assessed within assignment

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a,b,c,d,e	LAA304	compulsory	<p><b>Undertake design projects from commission to completion; explore professional relationships with client / others. Apply near professional abilities to design of spaces &amp; places. Explore &amp; undertake own career development portfolio; see promotional materials &amp; consider alternative methods of presentation &amp; communication:</b></p> <ul style="list-style-type: none"> <li>• Precedent study visits &amp; crits.</li> <li>• Group/ individual dynamic &amp; presentation skills,</li> <li>• written &amp; graphic processes &amp; reflection</li> <li>• C.V. writing, interview techniques &amp; portfolio production.</li> </ul>	Assessed within Assignment. Studio exercises (not assessed)
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**Other opportunities for PDP outside the formal 'taught' programme**

Specific aspect of PDP presented	Where "delivered"	Status of activity / event	Evidence of engagement	Person(s) responsible for delivery, review, enhancement and further action
a,b,c,d,e	University	End of year show	Compulsory / 65 practices recruit students	Course Leader UMS / PMS Tutors & Department.
c,d & e	National, regional / local	Presentations & informal discussions with professional practices, lectures & shows /conferences	Encouraged attendance	Course Leader & Module tutors
a,b,c,d,e	University	Tutorials / Studio Tutorials	Encouraged	Course Leader / Design tutors
a,d,e	Local / regional	Voluntary Work-based organisations	Encouraged	Organisations / students
b,c,d,e	Various national locations	Student Landscape institute Council	Individuals encouraged to be course reps	SLIC, LI & Students

Date presented at FASQC: \_\_\_\_\_

FASQC decision: \_\_\_\_\_

Date presented at UMS/PMS Board of Studies: \_\_\_\_\_

## APPENDIX 9: SUGGESTED READING LIST

Suggested reading list for the BA (Hons) Landscape Architecture Course. This is not exclusive and each module will have a more extensive list available on line via the Learning Centre catalogue. Those highlighted in red are recommended as useful first purchases, though it is advised you look at the library stock before purchasing.

Alexander, C.	<i>A Pattern Language</i>	Oxford University Press	1975
Barton, H et al	<i>Shaping Neighbourhoods 2nd Edition</i>	Routledge	2010
Beer, A.	<i>Environmental Planning For Site Development.</i>	E.&F.N. Spon,	1990
Bell, S.	<i>Landscape Pattern, Perception And Process</i>	E& FN.Spon	1999
Benson, JF & Roe, M.H.	<i>Landscape &amp; Sustainability</i>	Spon Press	2000
Bentley et al	<i>Responsive Environments</i>	Architectural Press	2010
Byrnes, David	<i>Autocad For Dummies</i>	Wiley	
Chopra, A	<i>Introduction To Google Sketchup,</i>	Wiley	
Cooper-Marcus C & Francis M	<i>People Places: Design Guidelines For Urban Open Space</i>	Van Nostrand Reinhold	1990
Cowan, S. & Van der Ryn, S.	<i>Ecological design</i>	Island Press	2007
Cullen, G.	<i>Townscape.</i>	Architectural Press.	1961
Dee, C	<i>Form &amp; Fabric In Landscape Architecture – A Visual Introduction</i>	Spons Press	2001
Dreiseitl, H & Grau, D. (Ed)	<i>New waterscapes : planning, building and designing with water</i>	Birkhäuser,	2005
Dunnet,N & Hitchmough,J	<i>The Dynamic Landscape</i>	Taylor & Francis	2008
Garmony & Tennant	<i>Landscape Architects Pocket book</i>	Spon Press	2010
Gehl, J.	<i>Life Between Buildings. (6th Edition)</i>	The Danish Architectural Press	2006
Holden, R & Liversedge, J.	<i>Construction for Landscape Architecture</i>	Lawrence King	2011
Hoskins, W.G.	<i>The Making Of The English Landscape.</i>	Hodder and Stoughton	2006
Hough, M.	<i>Cities And Natural Processes</i>	Routledge	1995
Jellicoe, G.A. & S	<i>The Landscape Of Man</i>	Thames & Hudson	1995
LaGro, Jr. J. A.	<i>Site analysis : a contextual approach to sustainable land planning and site design</i>	John Wiley & Sons	2008
Landscape Institute & Institute of Environmental Management and Assessment	<i>Guidelines For Landscape &amp; Visual Impact Assessment (2nd Ed)</i>	Spon Press	2003
Margolis, L & Robinson, A.	<i>Living systems : innovative materials and technologies for landscape architecture</i>	Birkhäuser	2007
Owen, S.	<i>Planning Settlements Naturally</i>		1990
Reid, G.W	<i>Landscape Graphics,</i>	Butterworth Architecture.	2002
Reid, G.W	<i>From Concept To Form In Landscape Design</i>	John Wiley & Sons	2007
Robinson, N	<i>The Planting Design Handbook (2<sup>nd</sup> Ed)</i>	Ashgate	2004
Selman, Paul H	<i>Planning At The Landscape Scale</i>	Routledge	2006
Thompson, I.H.	<i>Ecology, community and delight : an inquiry into values in landscape architecture</i>	E. & F. N. Spon	1999
Turner, T.	<i>Garden History Philosophy &amp; Design 2000BC-2000AD</i>	Spon Press	2005
Waterman, T.	<i>The Fundamentals Of Landscape Architecture</i>	AVA Academia	2009

