



This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Landscape Design, Planning and Management		
2. Award type	Master of Arts		
3. Programme details	FHEQ Level: 7	Mode of Study: Full time	Duration: 1 year
4. Faculty	Faculty of Social Sciences		
5. School	Owning: School of Architecture and Landscape		
6. Accrediting Professional or Statutory Body	None		
7. HECoS code <i>Select between one and three codes from the HECoS vocabulary.</i>	Code: 100124 Percentage: 100	Code: Percentage:	Code: Percentage:
<i>Programme code (internal use)</i>	ALAT012		

9. Programme aims

The programme aims to:	
A1	To provide a grounding at advanced level in the disciplines of landscape planning, management and design, with options to specialise, delivering a programme at the forefront of international landscape architecture. By addressing environmental, ecological, cultural, social and ethical issues in a strongly integrated and interdisciplinary manner students can meet the evolving needs of the landscape profession, nationally and internationally, and inspire and lead change in the profession.
A2	<p>To deliver education in ways that support excellence in student achievement and satisfaction, especially through innovative research and student-led learning facilitated by staff with expertise in landscape planning, design and management. This is achieved through a curriculum that: Progressively develops students' knowledge, understanding and skills in landscape architecture and, in particular, emphasises theoretically informed practices; inventiveness and imagination.</p> <p>Develops students' sensitivity to the needs of people and communities, and ethical and practical awareness of the importance of environmental sustainability; Ensures students develop skills and abilities in both creative practice and visual communication and in independent research, analysis and written/verbal communication.</p>
A3	To encourage active learning through live practical projects that simulate professional work involving both independent study and the achievement of collective goals through teamwork. Project and dissertation work will support opportunities to pursue specialist interests and research of the student's choosing, which may be related to the research and professional interests of academic staff, as well as embedding critical reflection.
A4	To deliver a curriculum with a diversity of assessment methods designed to test a wide range of competencies and skills.
A5	To encourage active learning through live practical projects that simulate professional work involving both independent study and the achievement of collective goals through teamwork.
A6	To deliver a curriculum with a diversity of assessment methods designed to test a wide range of competencies and skills.

10. Programme learning outcomes

Knowledge and understanding (K) On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	A grounding in knowledge and understanding of innovative methods, media, and tools for the practice of contemporary landscape architecture.
K2	Knowledge and understanding of landscape architecture theories, histories and practices, the philosophies that underpin them and their historical development and contemporary practice - including perspectives in culture and arts, society and ethics, ecology and vegetation, topography, water and construction studies, at an introductory level.
K3	Knowledge and understanding, at an introductory level: of the nature, characteristics, performance, ecological and physical processes of the landscape, and the technical, and material

	elements of design employed in the change, creation and management of landscapes.
K4	An understanding of the range of landscape architecture research methods in the contrasting areas of science, social science and humanities, and more specialist knowledge of a chosen research specialism.
Skills and other attributes (S) <i>When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). SGAs can be found here</i> On successful completion of the programme, students will be able to:	
S1	An ability to carry out a range of landscape architectural methods in design, planning and management including contextual studies, survey and analysis, conceptual and strategic design, planning, and implementation.
S2	An ability to create landscape architectural proposals for different kinds of environments in an integrated manner which is responsive to people, place and nature. This will include competences to appreciate the different qualities of landscape architectural proposals and to both give and receive criticism on these proposals.
S3	An ability to employ a range of visual, verbal and written media, including digital and non-digital communication methods, to both develop and convey landscape architectural ideas.
S4	An ability to identify a pertinent landscape topic for individual research, formulate a research proposal, develop an appropriate research strategy and implement this to complete a research dissertation.
S5	An ability to identify a pertinent landscape topic for individual research, formulate a research proposal, develop an appropriate research strategy and implement this to complete a research dissertation.
	<i>Transferable skills:</i>
S6	An ability to work independently to gather and analyse information and to identify and propose solutions to problems, including through personal and critical reflection.
S7	An ability to communicate effectively using visual, verbal, and written skills in a variety of media and to employ these skills effectively to present, exchange and review ideas. This includes the competency to relate to and work with other people including group/teamwork skills.
S8	An ability to use a range of computer software, including computer aided design and image manipulation and graphic presentation packages.
S9	Abilities in self-management, time and task management, and meeting deadlines.
S10	Abilities in personal and critical reflection.
S11	An ability to relate to and work with other people including group/team work skills.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

The course employs a wide and innovative range of teaching and learning methods and assessment which are frequently updated and appropriate to the development of landscape architectural knowledge and skills including:

Studio

The studio is the physical location where project work takes place as well as the shared culture embedded in the project process itself. Belonging to a studio whether by year group or small team of peers stimulates the informal sharing of ideas both within formal contact time and outside of programmed sessions (see below). In addition the studio environment aims to simulate the office of a landscape architecture practice. Students tackle a range of increasingly complex practical projects based on real world problems requiring design, planning and management solutions. Support and guidance is provided through individual and group tutorials together with reviews in which students present their work for critical appraisal by tutors and also by their peers. Skills are developed progressively, initially through simple projects in the first semester, becoming more complex in semester two.

Fieldwork

Field work (studying landscapes out of doors): takes place in a variety of forms associated with projects including: project site survey, mapping, analysis and investigations, live work implementing landscapes, social survey, case study and field trip, and on-site lectures. Practical sessions play an important role in introducing and developing specific skills, including planning, design and management of landscapes and their impacts including landscape ecology.

Workshop

Studio workshops and demonstrations are normally a significant part of projects (but may also form part of lecture 'theory' work, see below) through which methods and media are introduced and then practised in focussed sessions with outcomes normally formatively evaluated and shared by tutors and peers, in half and full day events. Workshops are particularly important in introducing and developing skills in the use of computer aided design, digital image manipulation and graphics packages which are an essential part of modern Landscape Architecture. They also play an important part in teaching landscape principles and practice, in exploring research philosophies, methodologies and skills, and in development of other transferable skills. Teamwork skills for example are introduced through groupwork within projects.

Reviews

In addition to workshops and fieldwork a key part of the teaching method for projects is in the form of interim presentation of work with formative critical peer and tutor review. Such shared critique events guide further development and support the completion of project stages in a timely manner. In addition the reviews assist in the development of students' ability to review their own work in a critical, reflective manner.

Tutorials

Tutorials are normally individual or small groups and engaged as part of the project when more focussed specific issues for each individual need to be explored alongside review, workshops, fieldwork and seminars. These are documented by students in their theory journal. Tutorials are held also as part of research methods modules.

Lectures

Lectures are an efficient way to provide condensed contextual studies, theory and knowledge accompanied by inspirational images using a variety of media, to large groups. Lectures are sometimes developed further in workshops. Both landscape research modules employ lectures.

Seminars

Tutor, PhD and student peer led seminars support focussed debate to critically explore literature, lecture material (above) and contemporary social, environmental, ethical and cultural issues and their relation to landscape architecture. Linked to the research work of the department they are regularly updated enabling topical and challenging issues to be discussed.

Independent and student-led Study

An important part of the process of learning to design is that students take control of the learning process through their own practice, and through critical reflection on their own work and others'. Private and reflective study time also ensures each student follows up on their unique areas of interest and inspiration, but gives time also to address weaknesses. **Independent study** is critical to the successful completion of the programme and contributes to all learning outcomes. It has a central role in all the practical projects, even though some modules may also have a group work component. Students work independently, with the help of studio tutorials, to integrate material from lectures and workshops, to develop their own solutions to specific problems, and to work these up into graphic presentations or reports for submission and assessment. **Independent research skills** are developed through a research methods unit, work on the initial research report, and through completion of the final MA dissertation. This is supported by individual tutorials with the research supervisor. This programme uses a wide range of teaching and learning methods to achieve the learning outcomes listed above. In addition to the educational activities described above, the acquisition of knowledge and understanding relevant to Landscape Architecture, is achieved through learning opportunities designed to convey essential information about key principles, theory and practice. These are supported by a series of **practical projects**, which are designed to reinforce knowledge and understanding, and to integrate this with the development of subject specific and transferable skills. This is achieved through a process of 'learning by doing'. Projects usually involve **site visits** to places in and around Sheffield to carry out surveys appropriate to the task. These visits might, for example, include an urban park or a city centre space to be redesigned in Sheffield, or an area of countryside outside the city proposed for development, perhaps as a wind farm or a new area of housing. In addition, **field trips** are built into the programme to allow students to see examples of landscape projects on the ground in a variety of situations. The visits are an invaluable way for students to learn about the realities of landscape architecture, to see the work of both contemporary and historical designers, and to gain inspiration from experience of what can be achieved.

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

The emphasis in the programme is on assessment by means of the submission of project work. The overall aims of the School's assessment strategy are to:

- Tailor assessment to the achievement of overall programme aims and learning outcomes as well as module aims and learning outcomes.
- Test the progressive development of knowledge and skills.
- Ensure that feedback on assessment, and interim review, is an integral part of student learning.
- Expose students to a diversity of media for assessment thereby providing opportunities for development of a broad range of skills and abilities.
- Provide clear and detailed assessment criteria for individual modules so that students have a good idea of what they must do to achieve high standards.

Projects are assessed by portfolio normally incorporating visual, and written presentation sheets illustrating landscape architectural concepts and proposals, survey, reports, precedent study, and

are normally associated with theory methods journal (see below). Subject-specific and transferable skills are tested with varying degrees of emphasis in each project assessment, including through group work.

Written assignments are used to test knowledge and understanding in research modules. The research module assessments and aligned assignments test programme level-, subject specific and transferable skills.

The **Research Dissertation** is designed to test students' knowledge and understanding of research methodologies and skills and abilities in successfully carrying out an in-depth piece of independent research on a topic of their choosing.

In general, the **transferable skills** that are developed through the programme are an integral part of the work carried out in completing individual modules. Completion of both landscape architectural projects and theory methods journal, for example, requires demonstration of all the transferable skills listed. Some projects require group work skills.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			February 2022
2	Major Amendment inc a Title Change	26/27	October 2025

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