



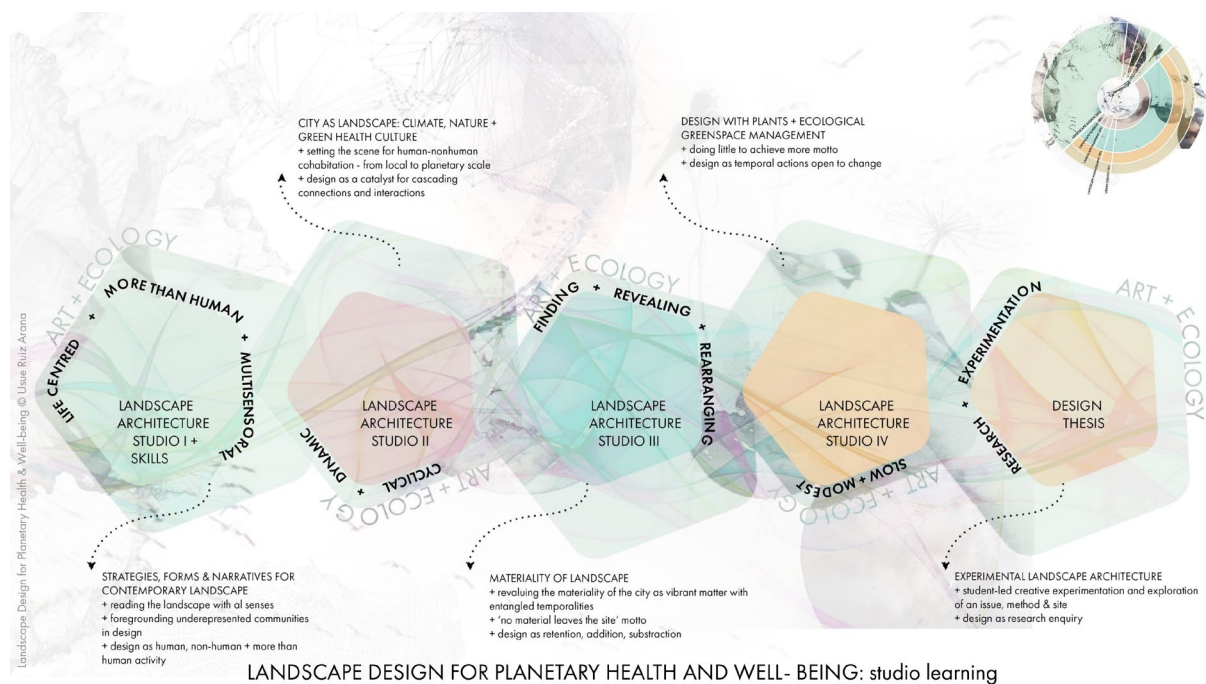
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**MASTER OF LANDSCAPE ARCHITECTURE**  
Degree Programme Handbook  
2023 – 2024

## Foreword

We would like to extend a warm welcome to all who are joining the School of Architecture, Planning and Landscape to undertake the Master of Landscape Architecture (MLA). I (Usue) came to Newcastle many years ago to embark on this very Master and hope that your time with us will be as rewarding as mine was.

The Master of Landscape Architecture is a two-year taught masters-level programme which provides opportunities for students to develop and demonstrate systematic knowledge and understanding of landscape architecture and its interface with planning and architecture. Landscape Architecture has evolved and is constantly evolving to respond to the climate and biodiversity emergency, to acknowledge diverse modes of knowing and doing landscape, and to make access to landscape inclusive to all. At Newcastle University we focus on a series of principles that envisage landscape planning, design and management as conduits for planetary health and well-being. These principles, summarised on the diagram below, build on one another and are threaded by art and ecology, which are intertwined in Landscape Architecture. Through studio-based design projects, and theory and green infrastructure modules, students develop, test and refine those principles and develop an ethical framework that enables them to critically analyse landscape issues and plan and design interventions accordingly.



In our first landscape studio, skills and conceptualising landscape modules we focus on design as life-centred, more than human and multisensorial to develop strategies, forms and narratives for contemporary landscape. Students learn to read the landscape with all the senses and to foreground underrepresented communities in design – such as animals and children.

In our second studio and green infrastructure modules, we focus on landscape design as a cyclical and dynamic process, and as a catalyst for cascading connections and interactions. We encourage students to consider the city as landscape – and develop action plans that set the scene for human-nonhuman cohabitation, from local scale to planetary scale.

In our third studio, we focus on landscape design as a process of finding, revealing, rearranging. We ask students to revalue the materiality of the city as vibrant matter with entangled materialities and propose that they follow the motto of 'no material leaves the site', that is everything has the capacity to be retained and reused.

In our fourth studio we focus on landscape design as a slow and modest activity – as temporal actions that are open to change. We encourage students to work with the processes of the site and its context and to do little to achieve more, a motto now practiced by many landscape architects across the world.

Finally, in our design thesis studio, we focus on landscape design as research and experimentation and on design as a valid form of research enquiry.

Throughout the programme, we seek opportunities to collaborate with other programmes at the school, such as the BA in Architecture and Urban Planning and the Master of Urban Design. We also seek opportunities to collaborate with other schools, and in the past, have carried out workshops with Music Composition students.

The MLA is fully accredited with the Landscape Institute, the professional body for British landscape architects and has been designed to follow their recommendations, as well as to reflect current concerns in Landscape Architecture practice. The programme, which includes lectures, workshops, field trips, seminars and tutorials, alongside studio practice and critical reviews, is intended for those who wish to develop their critical thinking and ethical framework in tandem with their individual creative practice.

The concepts of 'place-making' and 'place-keeping' link the various teaching, research and consultancy activities carried out within the School. Closely engaged with our city and region, we also seek to engage with the rest of the country, with Europe and with other parts of the globe. The Master of Landscape Architecture is delivered by a team which includes academics who are research or practice-active and have produced significant numbers of publications and creative works and have contributed to conferences all over the world. We also have significant links with practice, both locally and further afield and local practitioners and artists are actively involved in the delivery of the programme.

Newcastle University is a world-class civic university and as a School we share this vision. We see ourselves as a civic school – with disciplines that are outward looking, engaged and seeking to make a difference locally, regionally and nationally. As students, you form the heart of the school – and the quality of your experience over the coming year will depend on you being active participants in the broader life of the school.

Welcome to Newcastle and success with your studies!

Dr Usue Ruiz Arana  
Lecturer in Landscape Architecture  
Programme Director Master of Landscape Architecture (semester 1)

Stef Leach  
Lecturer in Landscape Architecture  
Programme Director Master of Landscape Architecture (semester 2)

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## **SECTION A: INTRODUCTORY INFORMATION**

### **1. WELCOME MESSAGE & KEY CONTACTS**

This is your degree programme handbook. Your degree programme handbook is to support you in finding all the important information you will need to support your learning in the School of Architecture Planning and Landscape. This table provides you with the location of some essential information to help you access this quickly. Remember your University induction will also be able to support you in understanding aspects of your University experience.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff if you need help or information. Your contacts are your Personal Tutor, the Degree Programme Director (DPD) for your degree programme, your Lecturers and the Professional Services colleagues in the School Office. There is always plenty of help available.

Firstly, Welcome to the School of Architecture, Planning and Landscape. We hope that your time here will be both successful and enjoyable.

Your school team are here to support you with any further information you may need.

This section is a table of key contacts and roles with your school.

<b>Role</b>	<b>Role Description</b>	<b>Contact details</b>
Director of Architecture	Dr. Samuel Austin	E-mail: <a href="mailto:Samuel.austin@newcastle.ac.uk">Samuel.austin@newcastle.ac.uk</a>
Degree Programme Director	Dr. Usue Ruiz Arana (semester 1) Stef Leach (semester 2)	E-mail: <a href="mailto:usue.ruiz-arana@newcastle.ac.uk">usue.ruiz-arana@newcastle.ac.uk</a> E-mail: <a href="mailto:stef.leach@newcastle.ac.uk">stef.leach@newcastle.ac.uk</a>
Learning and Teaching Assistant	Nicola Rutherford	Tel: 0191 208 6509 E-mail: <a href="mailto:nicola.rutherford@ncl.ac.uk">nicola.rutherford@ncl.ac.uk</a>
School Manager	Jill Mawson	Tel: 0191 208 7634 E-mail: <a href="mailto:jill.mawson@ncl.ac.uk">jill.mawson@ncl.ac.uk</a>

Above all, I hope that you will enjoy your time at Newcastle, not only in your academic work, but also in all the other activities and opportunities available to you.

Dr. Paola Gazzola  
Head of School

## 2. SUMMARY OF PROGRAMME COMMITMENTS

The University's Student Charter, explained more below, requires that students are provided with a 'programme handbook which outlines any professional requirements, contact hours, mode of course delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures. The purpose of this summary is to help you locate further details about this key information in your handbook.

Average number of contact hours for this stage / programme:	Contact hours information is available per module per week on Canvas (see <a href="https://my.ncl.ac.uk/students/">https://my.ncl.ac.uk/students/</a> ).
Mode of delivery:	Lectures, seminars, workshops, field visits, design tutorials and other activities (students should check individual module information on Canvas for the exact contact session format for each week).
Normal notice period for changes to the timetable, including rescheduled classes:	See PG Common Handbook.
Normal notice period for changes to the curriculum or assessment:	See PG Common Handbook.
Normal deadline for feedback on submitted work (coursework):	20 working days after the submission date, including non-term/semester periods but excluding closure periods and Bank Holidays.
Normal deadline for feedback on examinations:	Whole class feedback will usually be provided within 20 days from the end of the exam period. When this date falls within the summer holiday, then exam feedback will be provided by the start of the next semester/term. Students should check specific information provided for modules taken in other schools.
Professional Accreditation:	Landscape Institute (full accreditation).
Assessment methods and criteria:	Design crit/reviews, essay, coursework, seminar, poster presentation, report and thesis statement. These vary by module and should be checked via Canvas or the module catalogue: <a href="http://www.ncl.ac.uk/module-catalogue/">http://www.ncl.ac.uk/module-catalogue/</a>  <a href="#">Please also see standards template at the end of this handbook</a>
Academic guidance and support:	Usue Ruiz Arana (semester 1) and Stef Leach (semester 2) as Degree Programme Directors <a href="mailto:usue.ruiz-arana@newcastle.ac.uk">usue.ruiz-arana@newcastle.ac.uk</a> <a href="mailto:stef.leach@newcastle.ac.uk">stef.leach@newcastle.ac.uk</a>

### 3. KEY DATES

You can find the University key dates on the [term date webpages](#).

The postgraduate academic year is organised within the general framework of three terms/three semesters. Teaching and assessment for the MLA takes place in semester 1 and semester 2 for both stages.

### 4. UNIVERSITY TIMETABLES

Your timetable and supporting information can be found at [your university timetable webpages](#).

Your timetabled teaching can take place between 09.00am and 18.30pm, Monday to Thursday, and 09.00am and 17.30pm on Friday

The easiest and quickest way to access your own personal up-to-date timetable is using the [university app](#). Timetable for each module is also available through Canvas. Whenever there is a conflict between the timetable shown on the university app and that shown on Canvas, the timetable on Canvas would be the one to follow.

Check your timetable daily on Canvas as this can be subject to change in the first few weeks. Contact your module leader for any issues regarding timetables for each module.

### 5. THE STUDENT CHARTER AND THE NEWCASTLE OFFER

Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member's time, particularly during term-time, is devoted to all aspects of teaching. You should, however, be aware of the other academic activities – both research and outside engagement – that staff members undertake, and which make calls upon their time.

The [Student Charter](#) clarifies exactly what you can expect from the University during your time on campus and, in turn, what is expected of you.

In summary, you can expect to:

- Receive support to develop as an independent, self-directed learner and critical thinker;
- Receive timely and relevant information about what is expected of you and the support available to you;
- Be given reasonable notice of changes to your programme of study, timetable or curriculum, where these are known in advance;
- Have contact with academic colleagues at a level that is appropriate to your stage and programme of study;
- Have access to a Personal Tutor;
- Have access to appropriate tools and facilities for your study;
- Receive fair and consistent treatment, in line with University regulations, policies and procedures.

As a Newcastle University student, you are expected to:

- Take responsibility for your own study and learning and to make the best use of the information presented to you;
- Attend and participate in all timetabled sessions;
- Submit all assignments by the advertised deadlines and collect your feedback when this is returned to you;
- Undertake sufficient private study;
- Familiarise yourself with all student procedures and information provided by the University;
- Seek help promptly if you are encountering problems and let your personal tutor know if you are experiencing any difficult personal circumstances that could affect your study;
- Work with your student representatives to ensure that you make staff aware of any problems or things that could be improved within the School;
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve.

As a University student, you are expected to maintain the highest levels of behaviour and consideration toward other students, staff and members of the wider community. All members of the University community are expected to:

- Treat others with courtesy, fairness, and dignity;
- Express opinions in a mature, respectful, and constructive way;
- Demonstrate courtesy and respect in all verbal and written communications, including via email and social media.
- Comply with UK laws (and for our overseas campuses, the laws of the country in which your campus is based);
- Respect the needs of our diverse community and promote an inclusive environment that challenges all forms of discrimination, harassment, intimidation, and victimisation;
- Observe a general duty of care to others, the University, and any relevant professional body;
- Treat facilities with care and respect both on campus and in the community. This includes observing the University's rules for the use of IT facilities;
- Behave responsibly on campus, in University accommodation and in the community.

To register at the University, you must accept the following declaration as part of the online registration process. 'I hereby promise to conform to the discipline of the University and to all statutes, [regulations and rules](#) in force for the time being in so far as they concern me'. The Student Discipline procedure can be accessed via [the student progress and regulations webpages](#).

The Statement of the Taught Postgraduate Offer provides additional explanation about what the University offers postgraduate taught students, our philosophy and commitment. The statement is available in the [Taught Postgraduate Offer document](#).

(note you must be logged on to read this).



## 6. STUDENT ATTENDANCE / ENGAGEMENT

The University wishes to support you to the completion of your programme of study and we know that good engagement with your programme plays an important part in successful outcomes. It is important that you adhere to the regulations and terms of the [Student Charter](#) and interact with learning activities and attend all timetabled sessions provided in a punctual manner. The University also has an obligation to monitor the engagement of international students resident in the UK and to report to UK Visas and Immigration, any student who is not engaging with their studies.

You can learn more about how the University monitors attendance and engagement and how you should notify us if you are absent in the [Attendance and Engagement webpages](#).

If you are struggling and need support with your attendance, please contact your tutor or supervisor.

## 7. STUDENT SELF SERVICE PORTAL (S3P) & UNIVERSITY APP

S3P is your Student Self Service Portal, use this system if you want to;

- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes)
- Confirm module choices for the next academic year
- Report an absence to your School
- Submit a Personal Extenuating Circumstance (PEC) form.

Further detail is available on the [S3P webpages](#) can log on through the [S3P login site](#).

**Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.**

The University App:

The goal of the University App is to give you access to timely, context-specific information and services you require, all in one place, on any device.

Guidance on how to download the app can be on [the University App webpages](#)

## **SECTION B: DEGREE PROGRAMME AND MODULE INFORMATION**

### **1. OVERVIEW AND IMPORTANT DEFINITIONS**

This table includes key words and definitions of words that might be seen within programmes

<b>Key Word</b>	<b>Definitions</b>
<b>Module</b>	An element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits, and the normal postgraduate year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.
<b>Compulsory modules</b>	Modules that you must take in order to fulfil the requirements of the Degree Programme.
<b>Core modules</b>	The modules which you must PASS to be allowed to proceed
<b>Optional modules</b>	The modules which you choose to take because they suit your interests and career aspirations.
<b>Aims</b>	Each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module
<b>Learning outcomes</b>	Each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.
<b>Degree programme regulations</b>	Explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations can be found on the <a href="#">regulation webpages</a> :
<b>Degree programme specifications</b>	The specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available at <a href="#">programme regulation webpages</a> :
<b>Present-in-person (PIP)</b>	On campus activities.
<b>Face-to-face</b>	Synchronous activities in which students and/or lecturers are interacting at the same time. These maybe online or present-in-person sessions on campus.
<b>Synchronous</b>	Learning, teaching and assessment activity that happens at the same time for all involved.
<b>Non-synchronous.</b>	Learning, teaching and assessment activity that can be undertaken by those involved at different times

## **2. DEGREE PROGRAMME AIMS, SPECIFICATIONS AND REGULATIONS**

The Master of Landscape Architecture is a conversion course for graduates with a cognate undergraduate award and a final postgraduate qualification for students who have already completed an accredited undergraduate qualification in the subject. Entry for 'conversion' students assumes a high level of academic ability in a related subject area, as well as a broad understanding of the discipline of landscape architecture, usually combined with specialist knowledge and/or skills in at least one directly relevant area.

The overall aim is to educate students in the theories, methods and practice of landscape architecture. The programme is therefore concerned with the student's development through:

1. The acquisition of advanced knowledge and understanding of theories, concepts and information relating to landscape architecture and its context.
2. The development of advanced skills in literacy, design and communication.
3. The development of the advanced skills and understanding required to make informed decisions and recommendations relating to future change in the landscape.
4. The development of advanced skills and experience in working individually and collectively to achieve specified tasks in the study, design and planning of landscapes, both urban and rural.
5. The development of advanced skills and experience in independent learning and in the in-depth study of specialised areas of landscape architecture.
6. To provide a programme which satisfies the requirements of Level 7 of the FHEQ.
7. To provide a programme which complies with prevailing University policies and QAA codes of practice.
8. To equip graduates for practice in landscape-related disciplines.

### **Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate systematic knowledge and understanding of landscape architecture and its interface with planning and architecture. Students will develop an advanced capacity for conducting relevant research and for thinking critically about the design of place and space. They will gain advanced skills to enable them to deal with complex aspects of landscape design and planning in a creative and innovative way. Through studio based design projects, students will refine their design skills and develop the ability to critically compare and analyse landscape projects and styles in a range of contexts. Students will be able to synthesise and apply technical knowledge drawn from diverse sources in the resolution of landscape proposals, combining plant and construction technologies within integrated designs. They will be able to present written and visual work to a professional standard, and to reflect critically upon their personal practice.

On completing the programme students should:

### **A Knowledge and Understanding**

1. Demonstrate advanced understanding and critical thinking about landscape architecture as a form of action concerned with creating and managing space and place.
2. Demonstrate an advanced understanding of the complexities of landscape issues and problems and be able to integrate knowledge and skills from different areas of the curriculum.
3. Have acquired advanced knowledge and understanding of the way landscape has been conceptualised and theorised at different times and in different places, informed by relevant research findings and relevant practice.
4. Have gained insight into the philosophies, ideologies and critical positions which underpin different approaches to landscape.

### **B Intellectual Skills**

1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge.
2. Effectively collect, synthesize and utilise evidence and information.
3. Synthesize effective design solutions to problems given in the form of design briefs.
4. Articulate reasoned arguments, drawing on a range of information sources.
5. Develop research skills and experience in the context of the School's research interests.

### **C Practical Skills**

1. Respond creatively to complex landscape architectural briefs, generating well-considered design proposals that show understanding of context.
2. Develop an ability to evaluate materials (both hard and soft), processes and techniques that apply to complex landscape architectural projects and integrate these into feasible design proposals.
3. Present work effectively in a variety of media.
4. Present design ideas orally.

### **D Transferable Skills**

1. Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, and digital techniques.

2. Demonstrate self-direction, originality and creativity in tackling and solving problems.
3. Work effectively as part of a team.
4. Develop personal self-management skills such as setting priorities and time management.
5. Listen and critically respond to the views of others.
6. Employ relevant mathematical techniques and computer software to develop and communicate ideas and concepts.

### 3. MODULES

The programme is available for study in full-time mode only. The period of study for full-time mode shall be 2 years. The programme comprises modules to a credit value of 240.

All candidates shall take the following compulsory modules:

#### Year 1

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
APL8015	Introduction to Landscape Research: Skills and Practice	20	20	
APL8005	Landscape Architecture Design 1: Strategies, Forms and Narratives for Contemporary Landscape	20	20	
APL8004	Conceptualising Landscape	10	10	
TCP8096	Green Infrastructure and Landscape Planning 1	10	10	
APL8006	Landscape Architecture Studio 2: City as Landscape	20		20
APL8009	Landscape Architecture Studio 3: Materiality of Landscape	20		20
APL8008	Landscape Histories	10		10
TCP8097	Green Infrastructure and Landscape Planning 2 (Project)	10		10

#### Year 2

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2
APL8010	Landscape Architecture Studio 4: Design with Plants and Ecological Greenspace Management	20	20	
ARC8120	Architectural and Landscape Studies Critical and Comparative	20	20	
APL8011	Landscape Professional Practice, Planning and Law	20	20	
APL8012	Design Thesis MLA	60		60

### 4. TEACHING AND CONTACT HOURS

#### Lectures/Seminars/Workshops

Modules involving the teaching of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill) as well as self-directed learning through library studies, etc.

Some modules, or parts of modules, will be taught to students from different disciplines. This is not only a way of producing teaching efficiencies but also an integral part of a

modularised academic community and in some instances is deliberately used to foster inter-disciplinary learning.

## Studio Practice

Studio modules provide a framework for the development of self-directed, informed and critical practice. Students will be supported by studio-based tutorials and critical reviews. In studio modules, students learn through weekly making and knowledge is taught through weekly review and oral feedback. Attendance of studio tutorials is therefore essential to acquire the required knowledge for these modules.

## 5. GRADUATE FRAMEWORK

The University has created the Graduate Framework to help you identify and develop the key skills and attributes that can shape your future and use as evidence in future job applications.

We want you to develop the skills to support you when you graduate. [Visit the graduate framework webpages](#) to find out more. You can also get these formally recognised through our [NCL+Award](#).

## 6. CONSEQUENCES OF FAILURE AND REASSESSMENT

**All MLA modules are core modules and must be passed to progress from Stage 1 to Stage 2, and for Landscape Institute accreditation purposes.** A student has the right to one reassessment for each taught module failed at the first attempt provided that: a) for a student on a 180 credit or above master's programme or a postgraduate diploma programme, **no more than 40 credits** of the taught element failed at the first attempt; b) for a student on a Postgraduate Certificate programme, no more than 20 credits of the programme is failed at the first attempt.

A Master's or Postgraduate Diploma student who fails more than 40 credits, or a Postgraduate Certificate student who fails more than 20 credits, at the first attempt of the taught element of the programme will not normally be permitted to continue or be reassessed without the support of the chair of the board of examiners.

For further information please visit the [Postgraduate Taught Examination Conventions](#)

In the case of students who have not demonstrated the potential to succeed on the full programme, or who choose not to continue on the full programme at the end of 12 months, or where the progress of the student is deemed unsatisfactory at subsequent stages, they may be considered for the award of:

- (a) (3184F) **PG Certificate in Landscape Design Studies** (if they have successfully passed 60 credits of taught modules),
- (b) (3544F) **PG Diploma in Landscape Design Studies** (if they have successfully passed 120 credits of taught modules);
- (c) (4170F) **Master of Arts in Landscape Design Studies** (if they have successfully passed 180 credits of taught modules);
- (d) (5880F) **Master of Landscape Studies** (where students have failed up to 20 credits of core modules).

## 7. EXTERNAL EXAMINER

The External Examiners for the Master of Landscape Architecture programme are:

**Anushka Athique from the University of Greenwich**  
**Stephen Blacklock from Ryder Architecture**

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University's standards and on student achievement in relation to those standards;
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

It is inappropriate for students to make direct contact with an External Examiner, in particular regarding their individual performance in assessments, and that alternative mechanisms are available such as an appeal or complaint. Please refer to the PG Common Handbook for more information.

Students can engage formally with the quality management process through which the University considers and responds to External Examiners through course representatives on Boards of Studies, Staff-Student Committees, and Faculty Teaching, Learning and Student Experience Committees.

You may be asked to meet with an External Examiner. Such meetings are an opportunity for External Examiners to evaluate the student experience and to provide general feedback on the degree programme. Also, a selection of candidates may be required for viva voce examinations where the viva is a formal part of the assessment process.

For further information please visit the following link to the University's Policy for External Examiners of Taught Programmes

<https://www.ncl.ac.uk/mediav8/educational-policy-and-governance-service/files/qsh-extexam-studentinfo.pdf>

## 8. LANDSCAPE INSTITUTE ACCREDITATION

**The Master of Landscape Architecture at Newcastle University holds full accreditation from the Landscape Institute.** On successful completion of the Master, your title is fully accredited and you can register as Associate Member of the Landscape Institute and embark on the Pathway to Chartership route to Chartership. Chartered membership of the Landscape Institute (CMLI) is the greatest standard for professionals working in all aspects of landscape design, planning, management, science, and urban design in the UK. More information on becoming a Chartered professional is available in the following link:

<https://www.landscapeinstitute.org/member-content/chartership/>



## **FURTHER KEY INFORMATION FOR STUDENTS**

For further key information on the following listed items please refer to the [PGI Common Handbook](#)

### Student Support

- Personal Tutoring
- Peer Mentoring
- Other Sources of Support in Your School
- Student Services (King's Gate)

### Circumstances Affecting Your Studies

- If You Are Ill or Away from the University for Personal Reasons
- Personal Extenuating Circumstances
- Change of Circumstances (Transfer, Suspend Studies or Withdraw)
- Complaints and Appeals

### Assessment and Feedback

- Coursework Submission
- Plagiarism
- Late Submission of Assessed Work
- Examinations
- Feedback on Assignments
- Marking Criteria
- Marking and Moderation Processes
- How Assessment Affects Your Progress
- Assessment Irregularities and Disciplinary Procedures

### Student Representation and Feedback

- Stage Evaluations and module feedback
- National Surveys
- Academic Student Representation

### Ensuring the Quality of Your Degree

- Mechanisms for Ensuring the Quality of Your Degree

### Health and Wellbeing

- Student Welfare and Counselling Service
- Disability Service
- Student Financial Support Service
- Hate Crime and Sexual Violence Prevention and Survivor Support Service
- Chaplaincy and Pastoral Care Service
- Student Advice Centre
- Sport and Fitness

### Resources

- Tools for Study and Revision
- University Library
- Newcastle University IT Service (NUIT)
- Academic Skills Kit (ASK)
- Academic Skills Team
- Maths-Aid

- INTO Newcastle In-Sessional Academic English Skills
- Careers Service
- Copyright and Intellectual Property
- Health and Safety

Additional University Contact Information

- International Office
- Language Resource Centre
- Nightline

## **APPENDIX A - STANDARDS TEMPLATE FOR MASTER OF LANDSCAPE ARCHITECTURE**

	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Knowledge and understanding of:	A good knowledge and understanding of landscape concepts, theories and issues at an advanced level.	A very good knowledge and understanding of landscape concepts, theories and issues at an advanced level.	An excellent knowledge and understanding of landscape concepts, theories and issues at an advanced level.
	A good knowledge and understanding of the concepts, methods, practices and techniques used to advance scholarship in landscape studies.	A very good knowledge and understanding of the concepts, methods, practices and techniques used to advance scholarship in landscape studies.	An excellent knowledge and understanding of the concepts, methods, practices and techniques used to advance scholarship in landscape studies.
	A good knowledge and understanding of how such concepts, methods, practices and techniques are applied to create and interpret knowledge in landscape studies.	A very good knowledge and understanding of how such concepts, methods, practices and techniques are applied to create and interpret knowledge in landscape studies.	An excellent knowledge and understanding of how such concepts, methods, practices and techniques are applied to create and interpret knowledge in landscape studies.
Skills and abilities:	A good ability to critically evaluate current research, creative practice and advanced scholarship in landscape studies.	A very good ability to critically evaluate current research, creative practice and advanced scholarship in landscape studies.	An excellent ability to critically evaluate current research, creative practice and advanced scholarship in landscape studies.
	A good ability to apply the above in original ways in their own research, practice and advanced scholarship.	A very good ability to apply the above in original ways in their own research, practice and advanced scholarship.	An excellent ability to apply the above in original ways in their own research, practice and advanced scholarship.
Key skills:	<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> <li>- Communicate ideas effectively and fluently, through appropriate media.</li> <li>- Demonstrate originality and creativity in response to complex briefs.</li> <li>- Set personal targets and manage time effectively.</li> <li>- Exercise initiative, self-motivation and personal responsibility.</li> <li>- Demonstrate critical and analytical skills.</li> </ul>		

**APPENDIX B - DESCRIPTION OF LEVELS OF ATTAINMENT:**  
**POSTGRADUATE PROGRAMMES**

<b>CLASS OR GRADE</b>	<b>MARK RANGE</b>	<b>EXAMS</b>	<b>PROJECTS/ ESSAYS/ REPORTS</b>	<b>DISSERTATION</b>	<b>DESIGN PROJECT WORK</b>
DISTINCTION	80+	Make exemplary connections between the different areas of the curriculum with originality. Synthesise, integrate and critique a wide range of evidence and information sources.	Demonstrates an exemplary understanding of the subject at a factual and conceptual level and includes original or imaginative insight and approaches.	Exemplary work. Demonstrates original or imaginative insights. Potentially publishable material.	Demonstrate originality and flair in the treatment and exposition of the subject matter. Exemplary work individually and / or in groups, demonstrating high levels of initiative and autonomy.
DISTINCTION	79  70	Excellent, perceptive understanding of the issues plus a coherent well-read and stylish treatment, displaying some originality.	Knowledge and understanding of the subject matter, coverage, internal consistency, organisation and style of presentation are excellent. Selection, interpretation, comparison, evaluation and integration of material from sources demonstrate ability to analyse critically and synthesise.	Excellent work. Identification with academic research approach. Thorough understanding of the subject and its context with evidence of critical thought and analysis.	Able to formulate innovative course of action as responses to a variety of design problems. Communicate effectively through graphic and/ or electronic means.
MERIT	69  60	Very good, perceptive understanding of the issues plus a coherent well-read and stylish treatment though with less originality than a Distinction.	Demonstrates a very good understanding of the main arguments, concepts and context. The coverage, internal structure, organisation and style are very good. Material from sources is carefully and critically selected.	Thorough, well-researched, demonstrating a very good understanding of the subject and its context. Lacks the sharpness of analytical edge found with Distinction.	Good/ very good and competent throughout, occasionally transcended. Confident resolution of the problems/issues.

PASS	59  50	Good work but based on a narrower range of material when compared to a Merit. Presented in a good framework with some originality.	The main issues and concepts are understood and described. Knowledge, coverage, internal consistency, organisation and style are good.	Research basis is good but the topic has not been explored or lacks the degree of critical or original element evident in a Merit.	Generally good with adequate resolution of problems/ issues. May contain some flaws or be partly unfinished.
FAIL	49  40	Unstructured and with increasing error component. Concepts are disordered or flawed.	Insufficient evidence of understanding of main issues and concepts. Weaknesses in coverage of contents and sources, internal consistency and organisation of arguments. Use of sources inadequate.	Material insufficient to sustain dissertation. Poorly structured or organised. No consistent thread of argument or original and critical insights.	Shallow, flawed or incomplete work.
FAIL	39  30	Fundamental errors of concept and scope or poor in knowledge, structure and expression.	Very limited knowledge of the main issues and concepts. Very limited use of sources and problems of relevance. Errors of fact or interpretation.	Very limited source material, inadequate structure of argument and little demonstration of critical analysis.	Little evidence of basic competence or imagination or very incomplete. Shows little grasp of the subject.

NOTE: These descriptions are to be read in conjunction with the [Module Outlines](#).