



**UNIVERSITY OF
PLYMOUTH**

Plymouth University
Academic Partnerships
CORNWALL COLLEGE (EDEN PROJECT)
Programme Specification
HNC & HND Garden & Landscape Design
Academic Year 2020-21

If you require any part of this Handbook in larger print, or an alternative format, please contact:

HE Operations

Tel: 01209 616256

E-mail: cornwallhea@cornwall.ac.uk

Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION

Programme Title: HNC and HND Garden & Landscape Design

Internal Programme Code: HNC FT 4578 PT 5108 HND FT 4579 PT 5109

Partner Delivering Institution: Cornwall College, Eden Project

Start Date: September 2020-21

First Award Date: HNC – FT July 2021-22, PT July 2022-23,

HND – FT July 2022-23, PT July 2023-24

Date(s) of Revision(s) to this Document: 23rd October 2018, 28th August 2019,
6th Sept 2019

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education¹. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes².

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¹QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education:
<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf>, last accessed 28th July 2014 [n.b. this includes
'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

² If required please contact Academic Partnerships Programme Administration for assistance.

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PS1. Programme Details

Awarding Institution:	Plymouth University
Partner Institution and delivery site (s):	The Eden Project
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time (1 year)
Final Award:	Higher National Diploma, Garden and Landscape Design
Intermediate Award:	Higher National Certificate, Garden and Landscape Design
Programme Title:	Garden & Landscape Design
UCAS Code:	T2R5
HECOS Codes:	100590, 100588, 100124
Benchmarks:	QAA Benchmark Statement for Art and Design 2002. QAA Benchmark Statement for Architecture, Architecture Technology and Landscape Architecture 2000. QAA Benchmark Statement for Landscape Architecture 2007 QAA The framework for higher education qualifications in England, Wales and Northern Ireland. 2008
Date of Programme Approval:	22nd May 2015

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words)

This course is designed for those with an emerging passion for garden and landscape design and applied horticulture. It will enable students to pursue a career within this diverse and creative industry but will also appeal to those who wish to gain a deeper understanding of gardens and landscape for more holistic reasons

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk//extexam/academicregs/intranet.html>)

None

PS5. Programme Aims

This programme will deliver graduates:

- A1. Who have an appropriate balance of vocationally specific practical abilities and intellectual core skills, and have the capacity to creatively solve problems
- A2. Have a broad perspective within a local regional and international context, with well-developed conceptual abilities.
- A3. Show enthusiasm and commitment, allowing advancement in their capacity to absorb information discriminately.
- A4. That are both of value to the field of garden and landscape design and have the ability to develop key skills for continuing personal and professional development.
The course also fulfils the broader aims of the College for its graduates, which are:
- A5. To foster attitudes which are valued by society in general and are required for careers in any field of study – i.e., enthusiasm, self-reliance, independence and commercial awareness. The acquisition of knowledge and understanding is approached through an emphasis on student-centred learning.
- A6. Integration of theoretical and practical learning ensures the strong vocational focus as a priority in the provision. Small group work, tutorials, lectures, practical sessions and field visits support the knowledge acquisition. The emphasis on independent learning methodologies increases at the higher level. A particular feature of the programme is the opportunity afforded to students to achieve through work related learning.
- A7. Where possible knowledge and understanding will be gained through work related experiences, e.g. work shadowing, work placement and employment opportunities.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

- A. Show vocational competence in a variety of settings appropriate to garden design and the wider horticultural environment.
- B. Develop an industrial and commercial awareness, in Garden & Landscape Design.

- C. Develop specialised knowledge and skills within a local regional and international context, appropriate for Garden & Landscape Design.
- D. Express creativity and flair within the context of Garden & Landscape Design.
- E. Demonstrate critical, capabilities through an academically challenging and intellectually demanding course of study;
- F. Cultivate appropriate communication and interpersonal skills and the ability to function effectively within a team structure.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

Additional qualifications can be studied (Additional fees applicable).

Cornwall's unique landscape and horticultural heritage.

The equitable climate allows for the study of aspects of horticulture not available elsewhere in the UK.

Access to a wide range of garden design and landscape enterprises.

Research facilities utilising the natural landscape and facilities within Cornwall.

The inclusion of a module specialising in developing professional identity and practise.

Relevant industrial lecturers of national and international reputation.

Relatively small group sizes ensure students always have access to course tutors and regular tutorials.

The Eden Project is a beautiful site at which to study. Located just outside St Austell with good transport links and easy access to visit Cornwall's Great Gardens such as The Lost Gardens of Heligan and Tresco Abbey Gardens. Other organisations and partner colleges allow access to industrial links, libraries and IT facilities for study. The presence of beautiful beaches, surf, wildlife, coastal scenery plus nightlife at Newquay and Falmouth make Cornwall a fantastic place to live and work.

The Eden Project is ideal for mature students or students who wish for a degree experience where support for the individual is maximised. As a partner college of the Plymouth University we operate with smaller group sizes than traditional degrees and can therefore provide a different learning experience.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage/level = 10

Target student numbers per stage/level =15

Maximum student numbers per stage/level =20

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

Approved Progression Route: BSc (Hons) Horticulture (Garden and Landscape Design)

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above:	20 credits of key skills combined with for example either GCSE or A-levels (key skills will not be accepted on their own) Grade C or above in 3 relevant subject areas including Maths and English, one in a science based subject.
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers:	Normally 48 tariff points in relevant subject areas to include biological sciences Merit or above in a relevant subject area to include a proportion of study within a biological science. Relevant subject area Relevant subject area Diploma with 24 points or above (considered on a case by case basis) Irish leaving Certificate at least x3 Higher Level at C2, Scottish Higher at least two at C and one at D, Scottish Advanced Higher at least at B.
Work Experience:	Suitable work experience may be accepted in lieu of academic achievement. However students must be able to demonstrate that all the learning outcomes have been met. Students would be expected to attend an interview and provide evidence via a portfolio. This route would also apply to mature students.
Other HE qualifications / non-standard awards or experiences:	As appropriate
APEL / APCL³ possibilities:	If a student wishes to claim either APCL/APEL they will need to provide evidence of having experienced areas covered in a module or modules previously via a portfolio. It should be noted that all Learning Outcomes for module(s) being claimed will need to be demonstrated. Application should take place before the module is due to be delivered, and corroborating evidence should be provided, for instance a testimonial from an employer. Applications will be taken to a College Screening Committee, chaired by the Head of Centre, and the student will be informed whether their application has been deemed valid. Students should contact their Programme Manager in the first instance. All claims for APCL/APEL will be carried out in accordance with the PU academic regulations.

³ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

<p>Interview / Portfolio requirements:</p>	<p><u>Interviews</u> – may be used at the discretion of the programme team in the process of assessment of candidate suitability.</p> <p><u>Portfolio's</u> – will be required as per indicated for APEL/APCL requirements.</p> <p><u>Disabilities</u> – the programme welcomes applications from students with disabilities and is committed to its inclusive policy. In order to be more learner centred the college requests that all applications be considered individually and in consultation with the course manager. However due to the nature of the course, seriously visually impaired, upper body bi-lateral amputee's and those suffering from chronic mental health issues would find difficulty in addressing the many practical requirements.</p> <p>Should students undertake work with vulnerable people during the course a CRB check will need to be in place. This will be addressed on an individual basis.</p>
<p>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</p>	<p>No</p>

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

Partner: Cornwall College (Eden)

Academic Year: 2020-21

Programme Code: 4578

Programme Title: HNC Garden Landscape and Design

Full/Part Time: Full Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
CORC1013	Personal and Employability Skills Development	20	1	All Year	CORE
CORR163	Garden & Landscape Design I: Foundations – Space, Place & User	20	1	All Year	CORE
CORR164	Design Communication: Tools & Techniques	20	1	All Year	CORE
CORR168	Horticultural Science	20	1	All Year	CORE
CORR177	Practical Horticulture for Designers	20	1	All Year	CORE
CORR171	Plant Use in Design	20	1	All year	CORE

Partner: Cornwall College (Eden)

Academic Year: 2020-21

Programme Code: 5108

Programme Title: HNC Garden Landscape and Design

Full/Part Time: Part Time (indicative) 60 credits per academic year

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
CORR164	Design Communication: Tools & Techniques	20	1	All Year	CORE
CORR168	Horticultural Science	20	1	All Year	CORE
CORR163	Garden & Landscape Design I: Foundations – Space, Place & User	20	1	All Year	CORE
CORR177	Practical Horticulture for Designers	20	2	All Year	CORE
CORR171	Plant Use in Design	20	2	All Year	CORE
CORC1013	Personal and Employability Skills Development	20	2	All Year	CORE

Partner: Cornwall College (Eden)

Academic Year: 2020-21

Programme Code: 4579

Programme Title: HND Garden Landscape and Design

Full/Part Time: Full Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
CORR163	Garden & Landscape Design I: Foundations – Space, Place & User	20	1	All Year	CORE
CORR164	Design Communication: Tools & Techniques	20	1	All Year	CORE
CORR168	Horticultural Science	20	1	All Year	CORE
CORR177	Practical Horticulture for Designers	20	1	All Year	CORE
CORR171	Plant Use in Design	20	1	All Year	CORE
CORC1013C	Personal and Employability Skills Development	20	1	All Year	CORE
Level 5					
CORR2030	Garden & Landscape Design 2: Practice – Planning & People	20	2	All Year	CORE
CORR2044	Negotiated Project	40	2	All Year	CORE
CORR2043	Professional Identity	20	2	All Year	CORE
CORR2036	Contemporary Issues in Garden & Landscape Design	20	2	All Year	CORE
CORR2037	Garden and Landscape History	20	2	All Year	CORE

Partner: Cornwall College (Eden)

Academic Year: 2020-21

Programme Code: 5109

Programme Title: HND Garden Landscape and Design

Full/Part Time: Part Time (indicative) 80 credits per academic year

Level 4 (Year 1) 80 credits					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
CORR164	Design Communication: Tools & Techniques	20	1	All Year	CORE
CORR168	Horticultural Science	20	1	All Year	CORE
CORR171	Plant Use in Design	20	1	All Year	CORE
CORR163	Garden & Landscape Design I: Foundations – Space, Place & User	20	1	All Year	CORE
Level 4 (40 credits) & Level 5 (40 credits) (Year 2)					
CORC1013C	Personal and Employability Skills Development	20	2	All Year	CORE
CORR177	Practical Horticulture for Designers	20	2	All Year	CORE
CORR2036	Contemporary Issues in Garden & Landscape Design	20	2	All Year	CORE
CORR2030	Garden & Landscape Design 2: Practice – Planning & People	20	2	All Year	CORE
Level 5 (Year 3) 80 credits					
CORR2037	Garden and Landscape History	20	3	All Year	CORE
CORR2044	Negotiated Project	40	3	All Year	CORE
CORR2043	Professional Identity	20	3	All Year	CORE

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 4 & 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>QAA Benchmark Statement for Art and Design 2002.</p> <p>QAA Benchmark Statement for Architecture, Architecture Technology and Landscape Architecture 2000.</p> <p>QAA Benchmark Statement for Landscape Architecture 2007</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ol style="list-style-type: none"> The applications of design and associated theories and methodologies appropriate to a range of design contexts; Garden history and contemporary design 	<p>Primary: Lectures and tutorials</p> <p>Directed independent study</p> <p>Learning from work experience</p>	<p>1,2,3,4</p> <p>1,2,3,4</p> <p>2,3</p> <p>4</p>	<p>1-11</p>	<p>Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays, presentations, portfolio's and seminar performances.</p>	<p>CORR168</p> <p>CORR164</p> <p>CORR163</p> <p>CORR2034</p>

FHEQ level: 4 & 5

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>influences;</p> <p>3. The relationships between design and the cultural, economic and social processes and contexts in which it exists;</p> <p>4. The ability to synthesise information and knowledge to plan and create appropriate design solutions that meet the needs of users, site and contextual issues;</p> <p>5. The required abilities in the generation, development and application of three-dimensional form to garden design work;</p> <p>6. The design and creation of physical space with appreciation of scale, time and use;</p> <p>7. The technical consequences of design decisions and the ability to employ 'hard' and 'soft' materials and landscape technologies in realistic designs;</p> <p>8. The constructional characteristics of existing landscapes and a recognition of the skills required for their care, conservation or reuse and the way in which these relate to natural processes;</p> <p>9. Ability to appropriately communicate design thinking and solutions through a range of media to a diverse range of recipients</p> <p>10. The limits of student knowledge and experience and therefore the need to develop a critical ability to evaluate evidence, concepts, arguments and assumptions drawn from a wide</p>	<p>Seminars</p> <p>Handouts, study of texts</p> <p>Secondary/Supplementary: Case studies</p> <p>Problem-solving exercises</p> <p>Critiques</p>	<p>4</p> <p>3</p> <p>1,2,3</p>		<p>Formulation and presentation of creative project work</p>	<p>CORR2035</p> <p>CORR2030</p> <p>CORR2036</p>

FHEQ level: 4 & 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>range of sources and to reach judgement on the basis of their own evaluation of data, evidence and ideas.</p> <p>11. Appropriate investigative methodologies associated within discipline fields</p>					
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: A range of approaches to learning and teaching (pedagogy) are in use within this programme. The programme alongside the academic expectations of a honours degree also has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and supervised practice. Employability skills are embedded throughout the programme from specific work placements, the development of practical skills in taught sessions and the development of industry standard design skills and technical competencies. At Level 4 normally a standard of 60 hours of contact is undertaken per module, assessment is normally a mix of coursework including standard assignments, lab reports; design projects; portfolios designed to assess a range of skills and competencies.</p>					
<p>Cognitive and Intellectual Skills: QAA Benchmark Statement for Art and Design 2002. QAA Benchmark Statement for Architecture, Architecture Technology and Landscape Architecture 2000. QAA Benchmark Statement for Landscape Architecture 2007</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ol style="list-style-type: none"> Research, assess and evaluate design specific facts, theories, paradigms, concepts and problems Apply discipline-specific principles, theories and methods to resolve theoretical and practical problems. Apply and interpret analytical methods and 	<p>Primary: Class exercises Tutorial/seminar discussions Feedback via coursework assessment process (essays etc.) Portfolio's</p> <p>Secondary/Supplementary:</p>	<p>1,2,3,4 1,2,3,4 1,2,3,4 1,2,3,4 1,2,3,4 1,2</p>	<p>1-6</p>	<p>Assessed discussions Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions] Portfolio's</p>	<p>CORR164 CORR2034 CORR2035 CORR171 CORR168 CORR170</p>

FHEQ level: 4 & 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
synthetic processes. 4. Demonstrate and exercise independence in the development of creative solutions to problems 5. Assemble data from a variety of sources and discern and establish connections. 6. Take responsibility for their own learning and continuing professional development	For example: Policy and practice analysis in lectures and tutorials Computer-based practicals Practical assessments, outdoor physical practicals	1,2,3 1,2,3,4 1,2,3,4 1,2,3,4, 1,2,3,4 1,2,3,4		Formulation and presentation of creative project work	CORR163 CORR2034 CORR2035 CORR2030 CORR2036 CORR2037
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: A range of approaches to learning and teaching (pedagogy) are in use within this programme. The programme alongside the academic expectations of an honours degree also has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and supervised practice. Employability skills are embedded throughout the programme from specific work placements, the development of practical skills in taught sessions and the development of industry standard design skills and technical competencies. At Level 4 normally a standard of 60 hours of contact is undertaken per module, assessment is normally a mix of coursework including standard assignments, lab reports; design projects; portfolios designed to assess a range of skills and competencies.					
Key Transferable Skills: QAA Benchmark Statement for Art and Design 2002. QAA Benchmark Statement for Architecture, Architecture Technology and Landscape Architecture 2000. QAA Benchmark Statement for Landscape Architecture 2007					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 1. Communicate effectively using a variety of	Primary: Project development and management	1,2,3,4 4	1-8	Coursework of all types Examination preparation and completion	CORC1013 CORR163

FHEQ level: 4 & 5

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core Modules</u>
<p>means and to a range of audiences.</p> <p>2. Apply numerical and statistical skills as appropriate.</p> <p>3. Find information from a variety of sources and use information technology.</p> <p>4. Participate constructively in teams and groups, showing tolerance and acceptance of other points of view.</p> <p>5. Demonstrate capacity to learn independently in familiar and unfamiliar situations with open-mindedness and in the spirit of critical enquiry.</p> <p>6. Manage time and resources, organise study pattern and work to deadlines.</p> <p>7. Understand career opportunities and challenges ahead and begin to plan a career path.</p> <p>8. Demonstrate abilities in identifying problems, exploring possible options and implementing a solution.</p>	<p>Research exercises</p> <p>Group work awareness and practice</p> <p>Secondary/Supplementary: Class and seminar interactions and feedback</p> <p>Debates</p>	<p>1,2,3,4</p> <p>4</p> <p>4</p> <p>1,2,3,4</p> <p>4</p> <p>4</p> <p>3,4</p> <p>3,4</p>		<p>Assessed discussions</p> <p>Group work assessments</p> <p>Formulation and presentation of creative project work</p>	<p>CORR2034</p> <p>CORR2035</p> <p>CORR2030</p> <p>CORR2036</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>A range of approaches to learning and teaching (pedagogy) are in use within this programme. The programme alongside the academic expectations of a honours degree also has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and supervised practice. Employability skills are embedded throughout the programme from specific work placements, the development of practical skills in taught sessions and the development of industry standard design skills and technical competencies. At Level 4 normally a standard of 60 hours of contact is undertaken per module, assessment is normally a mix of coursework including standard assignments, lab reports; design projects; portfolios designed to assess a range of skills and competencies.</p>					
<p>Employment Related Skills: QAA Benchmark Statement for Art and Design 2002.</p>					

FHEQ level: 4 & 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>QAA Benchmark Statement for Architecture, Architecture Technology and Landscape Architecture 2000.</p> <p>QAA Benchmark Statement for Landscape Architecture 2007</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>undertake further training and develop new skills within a structured and managed environment</p> <p>qualities and transferable skills necessary for employment requiring the exercise of personal responsibility</p> <p>Successful application in the workplace of the range of knowledge and skills learnt throughout the programme.</p>	<p>Primary:</p> <p>Work Based Learning</p> <p>Work Related Learning</p> <p>Projects</p> <p>Designated tasks</p> <p>Lectures and tutorials</p> <p>Learning from work</p> <p>Group work/debates</p> <p>Secondary/Supplementary:</p> <p>None</p>	<p>1,2,3,4</p> <p>1,2</p> <p>3,4</p>		<p>Portfolio</p> <p>Project work</p> <p>Competence in a range of business-related communication techniques</p> <p>Group work</p>	<p>CORC1013</p> <p>CORR164</p> <p>CORR163</p> <p>CORR2034</p> <p>CORR2035</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>A range of approaches to learning and teaching (pedagogy) are in use within this programme. The programme alongside the academic expectations of an honours degree also has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and supervised practice. Employability skills are embedded throughout the programme from specific work placements, the development of practical skills in taught sessions and the development of industry standard design skills and technical competencies. At Level 4 normally a standard of 60 hours of contact is undertaken per module, assessment is normally a mix of coursework including standard assignments, lab reports; design projects; portfolios designed to assess a range of skills and competencies.</p>					
<p>Practical Skills:</p> <p>QAA Benchmark Statement for Art and Design</p>					

FHEQ level: 4 & 5

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>2002.</p> <p>QAA Benchmark Statement for Architecture, Architecture Technology and Landscape Architecture 2000.</p> <p>QAA Benchmark Statement for Landscape Architecture 2007</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ol style="list-style-type: none"> 1. Plan, undertake and execute practical activities using appropriate techniques and procedures. 2. Undertake fieldwork/site visits with regard to Health and Safety requirements and Risk Assessment. 3. Retrieve, sift and select information from a variety of sources. 4. Research and appraise secondary data. 5. Prepare design and technical reports. 6. Give design and technical presentations in appropriate format for a variety of audiences. 7. Use IT in a variety of situations to support the learning process, handle data and present information. 	<p>Primary:</p> <p>Projects</p> <p>Designated tasks</p> <p>Lectures and tutorials</p> <p>Learning from work</p> <p>Group work/debates</p> <p>Secondary/Supplementary:</p> <p>None</p>	<p>1,2,3,4</p> <p>1,2</p> <p>3,4</p> <p>3</p> <p>2</p>	<p>1-7</p>	<p>Project work</p> <p>Competence in a range of business-related communication techniques</p> <p>Group work</p>	<p>CORR171</p> <p>CORR169</p> <p>CORR164</p> <p>CORR2035</p> <p>CORR2034</p>

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
A range of approaches to learning and teaching (pedagogy) are in use within this programme. The programme alongside the academic expectations of an honours degree also has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and supervised practice. Employability skills are embedded throughout the programme from specific work placements, the development of practical skills in taught sessions and the development of industry standard design skills and technical competencies. At Level 4 normally a standard of 60 hours of contact is undertaken per module, assessment is normally a mix

FHEQ level: 4 & 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
of coursework including standard assignments, lab reports; design projects; portfolios designed to assess a range of skills and competencies.					

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

Level: 4 and 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Work Placement Students undertake a period of employment within the work place	Placements are sourced either by the College or directly by the student after agreement with an appropriate assigned member of staff.	2	3 and 7	Portfolio of Evidence Reflective Log	All
Network seminars At various points in the programme representatives from industry are invited in to receive appropriate discussion and presentation from students	Industry representatives are invited in as and when appropriate	3	2 and 4	Various normally presentations and seminar debates	Personal and Employability Skills Development CORC1013