



Subject Benchmark Statement: Landscape Architecture

The Basics

This summary is designed to provide a short and accessible overview of the Subject Benchmark Statement for Landscape Architecture for students, employers and academics. It is not intended to replace or alter the Subject Benchmark Statement, which should be referred to in the design and approval of courses and when any further detail is required.

Subject Benchmark Statements describe the nature of study and the benchmark academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their course or programme.

Subject Benchmark Statements are presented in four sections. Section 1 outlines the contextual information - providing the operational landscape, and boundaries, of subject discipline. This includes consideration of the ways in which the discipline addresses wider social goals, specifically in relation to: equality, diversity and inclusion (EDI); the requirements of disabled students; education for sustainable development (ESD); and enterprise and entrepreneurship.

Section 2 covers distinctive features of the course, including curriculum design, partnership arrangements, flexibility of delivery, progression and ongoing monitoring processes. Section 3 explains any features relevant to teaching, learning and assessment activities for the subject. Section 4 describes the benchmark standards of achievement reached by all graduates with a bachelor's degree with honours in the subject, with some subjects also including achievement at master's level.



Why study a degree in Landscape Architecture?

As a subject discipline, Landscape Architecture is concerned with the assessment, planning, design, management and conservation of landscapes of all types and at all scales, including urban townscapes, rural and peri-urban. The discipline also contributes to policy making, often through the Landscape Institute (LI) as a statutory consultee on national policy. The knowledge and vision of landscape practitioners can transform the places in which we work and live; creating inspiring places, regenerating and revitalising urban areas and neglected landscapes. For example, in cities - where many people lack access to outdoor space, public squares and local parks - the work of landscape practitioners can help to shape local identity and character, play a role in bringing people together, and reduce crime and anti-social behaviour. Well designed, accessible green spaces can create a shared sense of identity and belonging, significantly improving our mental and physical health, and overall quality of life. Practitioners might also contribute to the design and management of interventions on larger projects, often over long timeframes, in the wider landscape. They include national infrastructure projects such as new transport corridors or new green energy sites, on and offshore wind farms, and solar arrays.

Most courses are accredited by the Royal Chartered Landscape Institute, giving both focus and professional support to courses and practitioners once qualified. The LI offers the opportunity of [professional body accreditation](#) for a range of landscape-related programmes at undergraduate and postgraduate levels, leading ultimately to the professional title of 'Chartered Landscape Architect' or 'Chartered Landscape Professional'.

Courses in Landscape Architecture are also distinctive in that the UK is a signatory to the [European Landscape Convention](#) (ELC), establishing an international context and a shared approach to the discipline which can allow students to develop their career beyond the UK.



What are the main teaching and learning approaches in Landscape Architecture?

Teaching, learning and assessment styles in the discipline will employ a wide range of techniques to impart key knowledge and skills, and stimulate/inspire personal learning including, as appropriate: lectures, seminars, design exercises and workshops, site visits, tutorials, design charrettes and group working. Landscape Architecture is characterised by an inclusive emphasis on a studio-based, collective learning culture, which forms the context for the application of newly acquired knowledge and skills in a progressive and integrated way, through a series of problem-solving projects of differing scale and complexity. Projects generally involve individual and group tutorials, presentations to teaching staff, practitioners and/or peer groups, and self-reflective and critical discussions undertaken informally by students working together, typified by the 'design studio' environment and approach.



How are students assessed?

The assessment of Landscape Architecture courses includes a mix of methods that are accessible to disabled students and students from varying educational and cultural backgrounds within different learning situations.

Where individual students may be disadvantaged by particular assessment methods, adjustments to those assessments are considered in discussion with the student concerned, while ensuring fairness across the full cohort.

The procedures used for assessment cover the subject knowledge (breadth and depth of competence), abilities and skills developed through the degree course, and relate to real-life situations and practice where possible, to prepare students for post-graduation and life-long learning.



Benchmark Standards

The minimum threshold standards that a student will have demonstrated when they are awarded an honours degree in Landscape Architecture are outlined on **pages 17 to 21** of the Subject Benchmark Statement. The vast majority of students will perform significantly better than the minimum threshold standards. Each higher education provider has its own method of determining what appropriate evidence of this achievement will be and should refer to [Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees](#). This Annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours - 1st, 2.1, 2.2 and 3rd.

The full statement was developed by subject experts drawn from across the sector. Details of the Advisory Group can be found on **page 24** of the full Statement.

Read the full Subject Benchmark Statement

The [full Subject Benchmark Statement](#) is available on the QAA website.



Subject Benchmark Statements are published in QAA's capacity as a membership organisation on behalf of the higher education sector.

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Southgate House, Southgate Street, Gloucester GL1 1UB

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Tel: 01452 557000 Web: www.qaa.ac.uk