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		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		BA ISAGO University												
TITLE	Bachelor of Arts in Landscape Architecture										NCQF LEVEL	7		
FIELD	Physical Planning and Construction		SUB-FIELD			Landscape Architecture			CREDIT VALUE	484				
New Qualification						<input checked="" type="checkbox"/>		Review of Existing Qualification						
SUB-FRAMEWORK		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor	<input checked="" type="checkbox"/>					
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma						
	Masters					Doctorate/ PhD								

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE

The Education and Training Sector Strategic Plan (ETSSP) 2015-2020 and Vision 2036 point to a mismatch between qualifications currently available and the needs of the labour market. In reviewing NDP10 performance, NDP11 identified project management, inadequate coordination, capacity building, lack of appropriate regulatory framework and insufficient facilities maintenance AS cross cutting challenges. The contrast alluded to above resulted in poor implementation of government programs under NDP10, which culminated in cost overruns and in worst-case scenarios projects abandonment. The current National Development Plan 11 is premised among others, on infrastructure development directly underpinned by quality education and training.

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The recently concluded BA ISAGO University 3rd International Research Conference (2019) held under the theme Climate Change & the Built Environment underscored the need to migrate from vulnerability to formidable resilience by building all round resilience for Africa's built environment under the changing climate. In sympathy with the conference outcome, the proposed Bachelor of Landscape Architecture Degree seeks to address the above referenced challenges. As the world's resources are utilised by an ever-growing human population, there is an ever-increasing requirement to manage the dwindling resources sustainably and to develop, in a way that harmonises how we interact with our surroundings. Never has designing with the environment been more important as it is now; and will only become ever more important in the future due to climate change challenges. Landscape Architects need to be able to correctly survey, analyse and assess the environment and sensitively apply design principles to the developments that occur in their surroundings. It is about positively applying culture, society, and locality, sense of place, memory and time to the surroundings in a way that least depletes and mostly contributes back into the ecosystems in which we live.

Every situation consists of different environmental aspects that the Landscape Architect needs to be able to identify, assess and allocate resources that are best going to achieve sustainable and appropriate design solutions. Landscape Architects are a breed of practitioners that are able to take the environmental sciences into the art of design. Their overseeing role in these industries and professions are poised to be one of the most important in ensuring our society develops in balance with its surroundings.

'Our modern world presents complex challenges with respect to ecological, social and functional degradation of human settlements and regional landscapes. This makes it essential for education and research conducted in academic institutions to formulate new solutions for the present and the future' (IFLA / UNESCO Charter 2005).

The Landscape Curriculum intends to respond to this growing need for sustainable design expertise that is specifically applicable to the environmental factors apparent in Botswana and the rest of the African content but can also be responsive to global issues that affect the way we live. The aim of the

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curriculum is to allow access to a broad spectrum of users with the qualification content being relevant to almost anyone. Creating an enabling environment for students who have a range of skills that equip them for caring and improving the environment through practical means and equip them for the landscape profession is the primary focus of this proposed degree. All stages of study centre on design workshops with coursework-based assessment allowing for real-time monitoring of student progress and development.

The Human Resource Development Council (HRDC) (2016) confirmed the Construction sector as the third largest employer at 6% of the total employment during NDP10. On the other hand, Statistics Botswana Work Permits Stats Brief (2016), Tsa Badiri Consultancy, (2015) and The Botswana Labour Market Scarcity Survey 2015) revealed that the Construction Sector was second highest work permit holder with about 8.3% of workers holding work permits. In the same vein, The HRDC (2016) identified construction related priority skills as physical planning, site management and project management. The foregoing skills are the domain of the Bachelor of Arts in Landscape Architecture Qualification, which is part of the physical planning process. The Qualification will specifically focus on preserving green belts in built up areas to reduce the urban island heat effect as a way of mitigating against climate change.

The Government of Botswana's Development Control Code (2016) and all Urban Master Plans clearly specifies land zoning wherein certain areas are preserved as green zones, which is predominantly the preserve of the Landscape Architecture discipline. A number of both public and private entities have embraced this as evidenced by the greening of the Western Bypass, Grand Palm Hotel and BA ISAGO University grounds among others.

The Landscape Architecture Curriculum has a distinct and strong identity, treating the household garden as a space that contributes to lifestyle, health for the occupant and the ecosystem. It is where infrastructure, physical geography, time, location, and culture intersect. The qualification sees landscape and the environment as context with the potential to deliver sustainable futures and focuses

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on the landscape that people can influence. Landscape exists within a spatial continuum that connects all cognate disciplines and practices.

The introduction of the Bachelor of Arts Degree in Landscape Architecture is in harmony with NDP11 that preserves 25% of annual budgets to infrastructure development. Higher Education institutions in Botswana are inclined to contribute to local capacity building in the area of Landscape Architecture, which is currently not available so that locals may exploit the benefits of budgetary provisions highlighted above. Local capacity building is beneficial to Botswana in two respects. Firstly, it shortens the preconstruction phases of projects in that locally mobilized labour force is faster to assemble in comparison to foreign labour force. Secondly, having the bulk of the construction labour force as locals reduces the drain of Botswana's foreign currency.

PURPOSE Purpose

This qualification is intended to produce competent graduates who complement the work of physical and town planners in the diverse fields of landscape architecture eligible for registration with relevant professional bodies locally, regionally and internationally. This qualification is intended to equip graduates produce people with knowledge skills and competence to:

- Analyze the natural elements of a site including the climate, soil, slope of the land, drainage, sunlight, and vegetation to make recommendations for landscape solutions.
- Conduct a detailed survey of a site to prepare a plan and contract documentation for projects.
- Design and implement landscape projects in line with the principles and practices of sustainable landscape maintenance and management.
- Utilize computer software program applications relevant to the field for communication skills, production decisions, business management, bidding and estimating.

ENTRY REQUIREMENTS (including access and inclusion)

To be admitted to the Bachelor of Arts in Landscape Architecture degree qualification, candidates must have Botswana General Certificate of Secondary Education (BGCSE) (NCQF Level 4), or its equivalent.

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Applicants who do not meet the requirements above may be considered through RPL and CAT policies for access and inclusion as per BQA/ national policy.

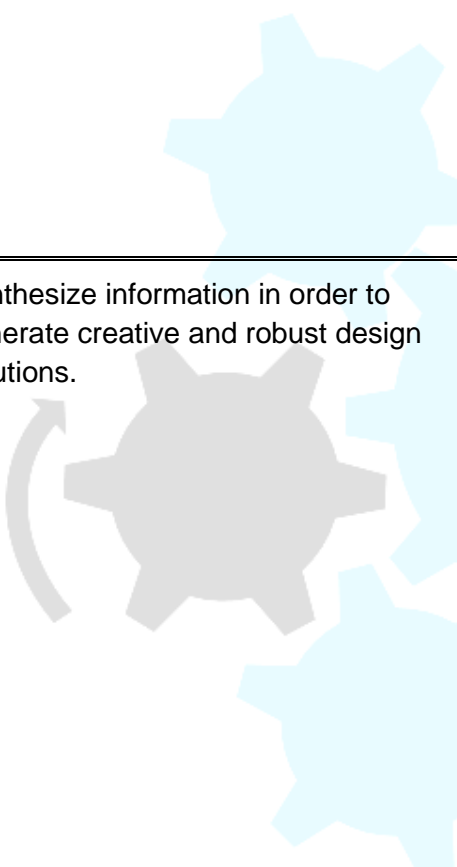
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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Analyse the role of Built Environment professions, the academia and governmental institutions.	<p>1.1 Describe how Landscape Architects fit into The Built Environment and how to interact with other built environmental practitioners.</p> <p>1.2 Analyse the role of the actors in the built environment project planning and development for external environments.</p> <p>1.3 Critique the relation between theory and practice in the built environment project planning and development, project management.</p> <p>1.4 Evaluate project scenario to determine the potential role of the Landscape Architect.</p>
2. Develop artful, orderly, efficient, aesthetic and ecologically sensitive arrangement of constructed objects and spaces.	<p>2.1 Create landscape designs that are responsive to sustainable environments.</p> <p>2.2 Prepare design briefs containing the requirements of others and the production of an imaginative conceptual design solution for a real site and or component of a landscape.</p> <p>2.3 Evaluate information from a variety of sources and develop an appropriate strategy and or rational for a project site.</p>
3. Originate unique design philosophy which directly addresses African design challenges and opportunities.	<p>3.1 Produce an accurate and appropriate site plan or design scheme for a project site.</p> <p>3.2 Use appropriate graphic, digital, verbal, and written presentation skills to communicate strategy and planning solutions to specialist and non-specialist audiences.</p>

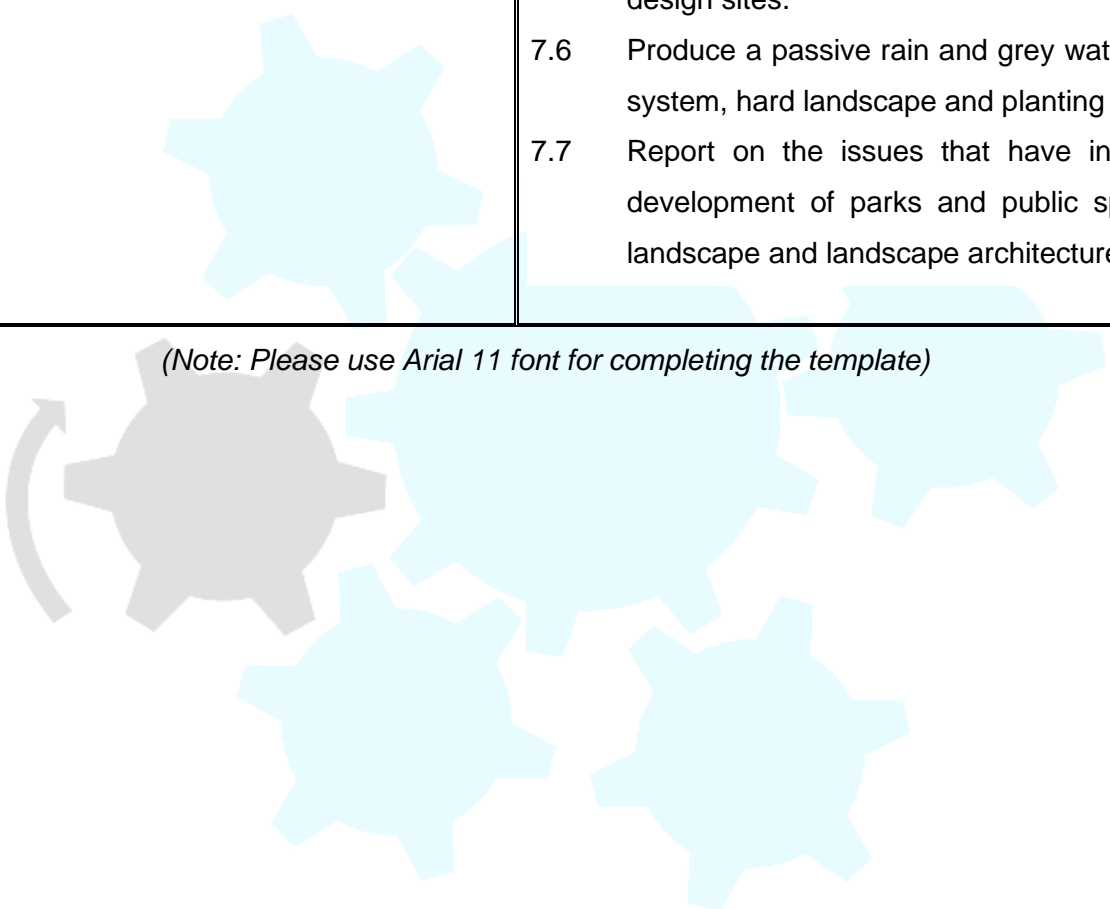
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	<p>3.3 Analyse influences, influencers, designers and artist's approaches to the creation of garden and park landscape projects.</p> <p>3.4 Report on the historical and contemporary origins, context and movements of garden and park design, landscape and landscape architecture.</p>
	<p>4. Synthesize information in order to generate creative and robust design solutions.</p> <p>4.1 Analyse the three conceptual design techniques based on art and cultural ideologies.</p> <p>4.2 Demonstrate proficiency in drawings and modelling the application of art and culture through conceptual development.</p> <p>4.3 Apply art and sculpture as a cultural expression to the conceptual design stage of Landscape Architecture.</p> <p>4.4 Experiment on conceptual approaches to the conceptual design stage of Landscape Architecture and receive a group critique from peers.</p> <p>4.5 Present research findings on conceptual approaches to the conceptual design stage of Landscape Architecture and receive a group critique from their peers.</p>
<p>5. Use computer aided design programs to assist in the development of site plans and construction details and specifications.</p>	<p>5.2. Select appropriate programme types used for most of the basic tasks on the course and in the workplace.</p> <p>5.3. Convert document and drawings made outside of the computer into computer readable formats.</p> <p>5.4. Populate templates with meaningful data and graphics and mix media type to allow for effective communication through the documents created.</p> <p>5.5. Use appropriate graphic and digital software packages to produce suitable supportive documents.</p>

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	5.6. Present graphic, digital, oral and written presentations.
6. Use communication of three-dimensional space and place using a range of media. 	6.1 Demonstrate three conceptual design techniques based on sustainable ideologies. 6.2 Express through a combination of drawings and modelling, the application of sustainability through the conceptual development. 6.3 Apply sustainability models to the conceptual design stage of Landscape Architecture. 6.4 Experiment on sustainable approaches to the conceptual design stage of Landscape Architecture. 6.5 Present Research Findings on sustainable approaches to the conceptual design stage of Landscape Architecture.
7. Develop socially and physically sustainable environment solutions.	7.1 Analyse the key influences on the development of the landscape. 7.2 Evaluate construction and planting materials selection criteria including sustainability in the production of design drawings, appropriate use of terminology and specification within design projects. 7.3 Explore the explosive urban growth accompanied by struggling small towns and rural areas in relation to cultural and economic land conflicts. 7.4 Examine the boom-and-bust cycles in the mining ranching and forestry industries. 7.5 Apply the principles of sustainable drainage systems such as active and passive rain and grey water harvesting, run-off calculations, site levelling

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	and volumetric calculations in relation to landscape design sites.
	7.6 Produce a passive rain and grey water harvesting system, hard landscape and planting scheme.
	7.7 Report on the issues that have influenced the development of parks and public spaces in the landscape and landscape architecture.

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SECTION C						
COMPONENT	TITLE		Total <i>(Per Subject/ Course/ Module/ Units)</i>			
		Level (5)	Level (6)	Level (7)	Level (8)	TOTAL CREDITS
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Computer Literacy 1 (Including Design Based Programmes		7			
	Computer literacy 2: CAD Based Programmes and Professional Practice			7		
	Budgeting and Managing Costs 1: Quotations		7			
	Budgeting and Managing Costs 2: Contractors			7		
	Research Methods			12		
	Professional Practice 2: Commercial Law		7			
	Professional Practice 3: Property Law		7			
	Budgeting and Managing Costs 3: Negotiation				7	

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CORE COMPONENT <i>Subjects/Courses/ Modules/Units.</i>	Design Studio 1: Introduction to Design			23		
	Outline of The Built Environment Landscape			7		
	Landscape Architecture Design 1: An Introduction			7		
	Site Survey, Analysis and Assessment 1			7		
	Context and History 1: The Garden and Parks			7		
	Landscape Materials			7		
	Design Studio 1: Introduction to Design			23		
	Art, Culture and Conceptual Design Development			7		
	Pools, Paving and Decks			7		
	Water and the Sustainable Environment			12		
	Context and History 2: Parks and Public Spaces			7		
	Sustainable Design Principles 1			7		

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	Design Studio 2: Community Spaces			20		
	Outline of Urban Space Hierarchy, Planning & Legal Frameworks			7		
	Landscape Architecture Design 2: Urban Development			7		
	Site Assessment 2			7		
	Social Spaces 1			7		
	Planting Design			7		
	Design Studio 3: Design Concept Development and Artistic Development in Open Space			25		
	Professional Practice 1			7		
	Water and the Sustainable Environment 2			14		
	Social Spaces 2			7		
	Sustainable Design Principles 2			7		
	Design Studio 4: City Spaces			25		

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	Creative Development of Urban Space Hierarchy			7		
	Landscape Architecture Design 3: International Design			7		
	Environmental Assessment 1: Introduction and Procedure			7		
	Environmental Assessment 2: Scoping and Managing Stakeholders			7		
	Urban Elements and Street Furniture			7		
	Design Studio 5: Sustainable Design Detailing			25		
	Landscape Architecture Design 4: Construction Drawings			15		
	Professional Practice 4			7		
	Environmental Assessment 3: EIS and Specialist Studies			7		
	Research Project			24		

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	Landscape Architecture Design 5: International Design				15	
	Professional Practice 5: Practice placement				7	
	Design Studio 6: Elective Site Study			20		
ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses/ Modules/Units	Open Elective		7			
	Elective (Non-Landscape Architecture)		7			

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 6	116
Level 7	319
Level 8	49
TOTAL CREDITS	484
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
The credit distribution of this qualification is made up of 61 credits from the Fundamental component, 416 from the core component and 7 credits from the electives component.	

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ASSESSMENT ARRANGEMENTS

Assessment will consist of both formative and summative assessments and should be aligned with learning outcomes and sub-outcomes. Assessment will be carried out by registered and accredited assessors.

1. Formative assessment

Formative assessment or continuous assessment component shall contribute 60% to the final grade of each course.

2. Summative assessment

Summative assessment shall contribute 40% to the final grade of each course.

MODERATION ARRANGEMENTS

In accordance with relevant policies and regulations, internal and external moderations are conducted by registered and accredited moderators.

1. Internal moderation requirements

Internal moderation is carried out by BQA accredited moderators.

2. External moderation requirements

External moderation is carried out by moderators accredited by BQA or any recognised agent.

RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification as per applicable to provider RPL policies and relevant national-level policy and legislative framework.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulated transfer will be administered according to the Institutional policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learners in this qualification will have the following options for articulation:

Learning Pathways

Vertical Articulation

- Master of Arts in Landscape Architecture
- Master of Science in Quantity Surveying

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- Master's in building science
- Master of Science in Civil Engineering
- Master of Science Construction Technology
- Master of Science in Real Estate

Horizontal Articulation

- Bachelor of Science in Quantity Surveying.
- Bachelor of Arts in Building Science.
- Bachelor of Science in Science in Civil Engineering.
- Bachelor of Science Construction Technology.
- Bachelor of Science in Real Estate.

Diagonal Articulation

- PhD in Project Management.
- PhD Business Administration.
- PhD in Construction.
- PhD in Real Estate.
- PhD in Building Science.

EMPLOYMENT PATHWAYS

Graduates of this qualification will be able to take up the following jobs

Employment Pathways

- Professional Landscape Architect
- Contractor's Landscape Architect
- Senior Project Manager
- Construction Manager
- Contracts Manager
- Project Administrator
- Project Manager
- Property Manager
- Project Administrator
- Cost Manager
- Site Manager
- Real Estate Associates

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QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

Candidates meeting the prescribed requirements will be awarded the qualification Bachelor of Arts In Landscape Architecture in accordance with the qualification composition rules and applicable policies. To be eligible for the award, candidates must have successfully completed all fundamental, core and electives modules and passed examinations in accordance with regulations set by the provider. The Bachelor of Arts in Landscape Architecture will be awarded to candidates with a minimum of 484 credits

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was benchmarked with qualifications offered by other reputable academic and professional institutions. The Bachelor of Arts Degree in Landscape Architecture compares well with the following qualifications:

1. Bachelor of Science in Landscape Architecture -University of Pretoria (South Africa)

Offers a three-year Bachelor of Science in Landscape Architecture degree with a total of 412 credits. Students are advised to work in the offices of an architect or a landscape architect to gain practical experience during the university recesses. This BSc. Landscape Architecture degree is regarded as an exit level that enables the graduate to join a private firm, start an own business, or accept employment in government departments that handle water usage and research, environmental matters, sport, recreational and fishing areas, and nature conservation.

2. Bachelor of Arts (Hons) Landscape Architecture - Birmingham City University (UK)

Offers a full time three- year Bachelor of Arts (Hons) Landscape Architecture degree. In order to complete, this qualification a candidate must successfully complete all the fourteen (14) CORE modules totalling 340 credits. This Landscape Architecture degree is assessed on 100 per cent course work, with no practical or written exams as it is felt this best mirrors the way graduates will work in the real world and so better prepares them for a career in the landscape design industry.

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3. Bachelor of Science in Landscape Architecture - Ohio University (USA)

Offers a four-year Bachelor of Science in Landscape Architecture degree with a total of 126 credits. The qualification prepares the graduate for a career in the Built Environment in the practices of the disciplines of landscape architecture in the design of outside areas for the use and enjoyment of people such as parks, game reserves, recreational areas, fishing areas and marines.

Summary

It is important to note that Landscape Architecture is offered by several countries internationally. The qualifications offered by University of Pretoria in South Africa, Birmingham City University in United Kingdom and Ohio University in the United States of America are adequately comparable by content with this proposed Bachelor of Arts Degree in Landscape Architecture. The qualifications are on the same exit levels and comparable in areas of Landscape Architecture. Their comparability, especially, on similarity is heightened by their learners exit outcomes, which covers comparable scope and depth, which are aligned to exit level descriptors typical of this level and qualification as done within the region and beyond.

Nonetheless, this qualification is enhanced and unique from the ones offered by University of Pretoria and Birmingham City University in the sense that it addresses Landscape Architecture aspects in much detail and comprehensively since the qualification is done in four years as compared to three years and includes 6 months of industrial attachment. It has a similar duration of study with the one offered by Ohio University in the United States.

REVIEW PERIOD

The qualification will be reviewed every 5 years.

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