

SCHOOL OF ARCHITECTURE & CONSTRUCTION

BA(Hons) Garden Design

Final Stage only at Avery Hill Campus

STUDENT HANDBOOK

2009-2010



the
UNIVERSITY
of
GREENWICH

PREFACE

Welcome to the School of Architecture & Construction.

This *Programme Handbook* contains important information relating to your specific Programme of Studies. It is complemented by the *General Information Student Handbook* (blue cover) , which gives essential information useful to all students in the School on accessing online information, assessment, pastoral care and assistance, University regulations, etc...

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

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Disclaimer:

The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.

It is the intention of the School of Architecture & Construction to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.

You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.

Introduction

This Handbook is intended for the final stage of the BA (Hons) Garden Design which is taught at the Avery Hill campus, University of Greenwich.

1. PROGRAMME DETAILS

Award	Title	Approved Mode of Study	Programme Banner Code	UCAS code (if applicable)
BA (Hons)	Garden Design	FT PT	P01151	D459

2. PROFESSIONAL ACCREDITATION

In 1997 the Landscape Institute gave recognition to the BA (Hons) Garden Design as a route to the Diploma in Landscape Architecture subject at the time to existing specified option menu.

3. PROGRAMME TEAM

Programme Leader: Kemal Mehdi (Jamie Liversedge in absentia)

Other members of the programme team are all the lecturers teaching on the various courses which are approved for the programme.

The name of each course co-ordinator is written next to each course on the programme structure chart in Section 4.

Some courses are shared by students who are registered on different programmes.

4. PROGRAMME STRUCTURE CHARTS

BA(Hons) Garden Design REVISED PROGRAMME FROM 2006-07

THREE YEARS FULL TIME MODE

Programme Banner Code: **P01151**

Stage 1 Year 1		Stage 2 Year 2		Stage 3 Year 3	
Term 1	Term 2/3	Term 1	Term 2/3	Term 1	Term 2/3
ART 0001 Visual studies Gillian Daniell	Envt 0002 Basic Design Rod Chism	Envt 0006 Garden Design 1 Sites & Materials Helen Armstrong	Envt 0005 Garden Design 2 Ideas & Theories Helen Armstrong	Envt 0010 Historic Garden Conservation Helen Brown	Envt 0050 Garden Design Detail Jamie Liversedge
BOTA 0001 Plant Sciences & Soils Annie Evans	Envt 0003 Surveying Annie Evans	Envt 0203 Planting Design Helen Brown	Envt 0008 Garden Design 3 Client & Process Helen Armstrong	Envt 1037 Garden Design Masterplan Jamie Liversedge	Envt 0049 Garden Design Development Jamie Liversedge
Envt 1049 Garden Management for Garden Designers Caroline Jackson	Envt 1050 Garden Design CAD David Watson	Envt 1024 Garden Design Site Practices Brian Hawtin	AGRI 0005 Construction and Planting Brian Hawtin	Envt 1037 Garden Design Masterplan Jamie Liversedge	AGRI0008 Professional Studies Tony Cleford
Envt 1002 Hard & Soft Materials 1 Kemal Mehdi	Envt 1002 Hard & Soft Materials 2 Kemal Mehdi	Envt 1008 Digital Landscapes David Watson	Envi 0025 Ecology and Conservation David Carey	Envt 1051 History and Philosophy of Garden Design Tom Turner	Envt 1010 Advanced Representation David Watson

BA(Hons) Garden Design REVISED PROGRAMME FROM 2006-07

Four years part time mode

Programme Banner Code: **P01151**

Year 1		Year 2		Year 3		Year 4	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
ART 0001 Visual studies Gillian Daniell	Envt 0002 Basic Design Rod Chism	Envt 0006 Garden Design 1 Sites & Materials Helen Armstrong	Envt 0005 Garden Design 2 Ideas & Theories Helen Armstrong	Envt 1024 Garden Design Site Practices Brian Hawtin	Envt 0008 Garden Design 3 Client & Process Helen Armstrong	Envt 1037 Garden Design Masterplan Jamie Liversedge	Envt 0050 Garden Design Detail Jamie Liversedge
BOTA 0001 Plant Sciences & Soils Annie Evans	Envt 0003 Surveying Annie Evans	Envt 0203 Planting Design Helen Brown	Envi 0025 Ecology and Conservation David Carey	Envt 0010 Historic Garden Conservation Helen Brown	AGRI 0005 Construction and Planting Brian Hawtin	Envt 1037 Garden Design Masterplan Jamie Liversedge	Envt 0049 Garden Design Development Jamie Liversedge
Envt 1049 Garden Management for Garden designers Caroline Jackson	Envt 1050 Garden Design CAD David Watson	Envt 1002 Hard & Soft Materials Kemal Mehdi	Envt 1002 Hard & Soft Materials Kemal Mehdi	Envt 1008 Digital landscapes David Watson	AGRI0008 Professional Studies Tony Cleftford	Envt 1051 History and Philosophy of Garden Design Tom Turner	Envt 1010 Advanced Representation David Watson

5. PERMITTED LENGTH OF REGISTRATION

Title	Mode	Normal Duration (Years)	Normal Maximum Period of Duration (years) (i)
BA (Hons) Garden Design	FT	3	5
	PT	4	7

(i) Provided there is no substantial change to the programme during that period.

6. AIMS AND LEARNING OUTCOMES

Aims

A key aim of the HNC, HND and BA (Hons) garden design programmes is to educate students to enable them to design and construct gardens. They should be able to deal with all aspects of a small garden. The BA (Hons) student should, additionally, be able to co-ordinate the work of other trades and professions in making a larger garden or public park. Students require:

- (1) a sound knowledge-base and a well-balanced range of scientific, technical, design, financial and management skills.
- (2) the ability to design with flair and imagination
- (3) a capacity to formulate policies for garden management.

The aims of the first year of the BA (Hons) Garden Design programme are to teach the basic skills and knowledge which are required for garden design. This will include teaching in visual studies, basic garden design, soils, plant structure and physiology, finance, machinery, business management, computing and hard and soft landscape works. The syllabus, at this preliminary stage is the same for both HND and BA students. It is expected that the latter will perform at a higher level and will normally achieve several courses (equivalent Edexcel units) at grade B in order to demonstrate their suitability for entry onto the degree programme.

The aims of the second year of the BA (Hons) programme are to strengthen the students ability in design, by concentrating on human processes, natural processes and user needs. The teaching will include garden history, design theory, computer aided design, hard and soft landscape, ecology and management, and a range of design projects for both public and private gardens. The syllabus is similar for both HND and BA (Hons) students, though it is expected that the latter will perform at a higher level, normally achieving several courses or Edexcel equivalents at grade B, especially in design subjects.

The aims of the final year for BA (Hons) students are to concentrate on design as an academic and creative discipline and to widen their interests beyond small private gardens. The year will include teaching in the conservation of historic gardens, in dissertation research and writing, in professional studies and in the design of large gardens or public parks, at the master plan, detail

design and construction design levels. This year will provide an academic and design based education, in order to concentrate upon the conceptual and artistic abilities which are necessary for the practice of garden design as a fully fledged art and profession.

Aims on the part-time mode correspond with those on the full-time programmes.

Garden design at the BA(Hons) level involves the study, analysis and synthesis of a wide range of aesthetic, social, financial, ecological and technical considerations, in order to prepare functional designs which are works of art. The students' success will depend on their critical, analytical and creative powers. Since the programme aims to foster these powers, it provides an honours challenge which is both academic and professional.

The HND and BA(Hons) programmes aim to engender enterprise. This will involve the development of personal skills and of links between academic activities and the wider community at all levels of the programmes. Hadlow College has a tradition of bringing the public to its grounds and of using students to help operate the Garden Centre and to work in teams to construct demonstration gardens. Consultation with employers took place in the planning of the new programme and will continue during the industrial placement year. Students will be consulted on their work experience and asked to comment on the relevance of their learning. Practising garden designers will be invited to reviews of student design projects. Communication and business skills will be taught throughout the programmes, using IT equipment for wordprocessing, business management and computer aided design. Business skills are very important for garden designers, because many are likely to run their own design and build firms.

Learning Outcomes

Knowledge of three-dimensional design procedures is at the core of the discipline. Garden design is an artistic craft, like sculpture, theatrical design and jewellery, which requires creative, motor and reasoning abilities. Designers must have the capacity to deal with each stage of the process, from conception and inception to completion and construction. They must be able to survey and analyse a site, and then to prepare a design with full regard to technical, functional, aesthetic and management considerations. When a design has been prepared, students must be able to explain how it was generated, to evaluate alternatives, and to justify the key decisions which have been taken. They must also know how to build, plant, and maintain private and public gardens. A key difference between the HND and BA(Hons) levels is that the former will produce students who are likely to work 'more with their hands' and the latter students who can also work 'more with their heads'. It is a difference of level and quality.

Garden designers must understand the wider context of the discipline. They must be able to comprehend historic and modern designs with regard to art, architecture and the environment, and they must be able to identify and appreciate the roles of the different specialists who are concerned with gardens. This includes growers, soil scientists, nurserymen, specialist trades, sculptors, potters, art-blacksmiths, carpenters, pavers, fencers, contractors, arboriculturalists, surveyors, architects, maintenance workers, architects, civil engineers, landscape architects, scientists and landscape managers. Garden designers must also have an appreciation of sustainability issues, as they affect gardens.

The abilities required of a garden designer may be categorised as relating to science and technology, art and design, business and professional management, verbal and written communication skills.

Joint learning outcomes for HNC, HND and BA(Hons)

Students who complete either the HNC, HND or BA(Hons) programmes successfully should respectively be:

Learning outcomes of the HNC

- able to understand the scientific factors and growth media which affect plant establishment and plant growth.
- able to identify and utilise a good range of plant material, including trees, shrubs, climbing plants and groundcover
- able to understand and operate management information systems.
- able to survey a site and draw-up a survey plan.
- able to design and construct hard landscape features.
- able to analyse a site both, aesthetically and functionally.
- able to formulate and justify outline design proposals for private and public gardens.
- able to communicate design ideas in verbal, written, two dimension and three dimension visual form.

Learning outcomes of the HND

- able to understand the scientific factors and growth media which affect plant establishment and growth.
- able to identify and utilise a good range of plant material including trees, shrubs, climbing plants, groundcover, herbaceous plants, bamboos, grasses and ferns, bulbs and half-hardy plants.
- able to understand and operate management information systems.
- able to survey a site and draw-up a survey plan.
- able to design and construct hard landscape features.
- have a good working knowledge of the history of garden design.
- able to analyse a site both aesthetically, functionally and environmentally.
- able to formulate and justify design proposals for private and public gardens.
- able to communicate design ideas in verbal, written, two dimensional and three dimensional visual form.
- able to set out on site and construct a simple garden.
- skilled in presentation techniques, freehand and mechanical, two and three dimensional including computer aided draughting and design.
- capable of producing well researched essays and seminar presentations.

Specific learning outcomes for BA(Hons)

These include all of the learning outcomes of the HND.

Graduates from the BA(Hons) programme should also be:

- capable of investigating an historic garden, assessing the design objectives at different points in its history and of recommending a course of action

- capable of preparing a substantial piece of critical and reflective written work at a good academic standard
- able to generate and present imaginative conceptual design ideas which satisfy aesthetic, functional and technical objectives
- able to prepare production drawings which would enable work to be carried out on site in the designer's absence, in the normal manner of design professionals
- able to understand the legal and professional context of current professional practice in the UK and continental Europe
- able to present a portfolio which demonstrates a high level of cogitative and imaginative thought across the full range of their art and design work.

The last learning outcome is the key consideration when deciding progression from the HND to the BA(Hons) programme. It is a summation of the other BA(Hons) learning outcomes.

7. PROGRAMME SPECIFICATION

UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION

BA (Hons) GARDEN DESIGN – P01151

1. Awarding Institution/Body: University of Greenwich	2. Teaching Institution: University of Greenwich/Hadlow College	3. Accredited by: Landscape Institute	4. Final Award: Batchelor of Arts Honours Degree	5. Programme Title/Department BA(Hons) Garden Design School of Architecture and Construction	6. UCAS Code: K311	7. QAA Benchmarking Gp(s): Landscape Architecture
8. Educational Aims of the Programme:						
<p>The aims of the programme are to:</p> <ol style="list-style-type: none"> 1. The primary aim is to produce creative and imaginative garden and landscape designers with a broad knowledge and range of skills. 2. To prepare students for the practice of garden design, build, and maintenance. 3. To provide a route for possible future progression to the profession of landscape architecture. 4. To provide a foundation for students wishing to pursue careers or advanced level study in related fields. 5. To provide a rich and stimulating academic experience; to motivate and inspire students. 6. To develop students' intellectual, practical and transferable key skills as specified in B,C,D below. 						
9. The programme provides opportunities for learners to achieve the following outcomes: [where relevant, provide reference to subject benchmarking statements]				10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:		

A Knowledge and understanding of:

The wide range of skills and knowledge required to practice the design, build, and maintenance of gardens, and develop this learning to the landscape scale.

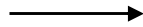
There are four major strands of subject based knowledge and understanding; design, technical, contextual, and professional practice. Courses link and build overarching learning aims. These include knowledge and understanding of: -

DESIGN

- the processes of art, design and communication and how they direct the conceptual development process.
- order and complexity in design
- developing ideas, concepts and strategies based on a sound knowledge of theories, subjects and issues relevant to garden and landscape design, management, and maintenance.
- the principles of conceptual development to detailing in design processes.
- the functional and aesthetic needs and requirements of the site, client, and society.
- problem evaluation and amelioration in detailing designs.
- the use of computer based tools for presentation, drafting and design.
- application of this knowledge to the design of a range of small and large scale gardens and landscapes.

TECHNICAL

- the technical and practical aspects of garden design relating to build and maintenance.
- appropriate knowledge bases and theoretical perspectives: plants, hard materials, natural sciences, survey.
- using theoretical knowledge and principles to assist in reaching design solutions.
- translating theoretical knowledge and principles into practical applications.
- the importance of land based science, conservation, and sustainable technologies.
- research into related sciences and technologies



A Teaching and learning:

Teaching and learning techniques are appropriate to the level and subject content of the course. They include a mix of activities designed to support individual learning, and lead students to success in achieving the learning goals measured by the assessments.

Activities include, design workshops/studio sessions, portfolio pin-up and “crits”, lectures, tutorials, seminars, directed research, laboratory work, garden/landscape practical work, and visits.

Courses at Levels 1 and 2 are based and delivered mainly on the Hadlow Campus. Courses at Level 3 are based within the School on the Avery Hill Mansion site. The Programme Leader is based at Hadlow.

A Assessment Methods:

The assessment methods for each course are set out in the course specification, and are appropriate to the content, level, and learning aims of the course.

The overall range of assessment methods used includes, design portfolio assessments, verbal presentations, written work, examinations, open-book examination, practical skills and knowledge assessments, technical drawing skills assessments.

CONTEXTUAL

- how social, cultural, economic and other factors have shaped garden and landscape history.
- how recent social, cultural, economic and other factors shape contemporary gardens and landscapes.
- contemporary design influences.
- the allied disciplines of garden management, landscape architecture, construction and engineering, art, land sciences and management, planning.

PROFESSIONAL

- professional standards and responsibilities in relation to Landscape Architecture and its related professions;
- ethical issues related to landscape practice.
- ethical issues related to running a business.
- risk assessment, accident prevention and health and safety issues in design and the public realm.
- relevant legislation and law; liability, planning, and environmental.
- the environmental impact of landscape design.

There are many similarities with the BA(Hons) Landscape Architecture, as would be expected of a programme that is recognized by the Landscape Institute as a progression route to the intercalated Diploma in Landscape Architecture.

Some key general differences include:

- There is more of the art and craft of garden design and construction at Levels 1 and 2, and less of the contextual studies found in the Landscape Architecture programme. The campus at Hadlow lends itself to this purpose.
- The scale and focus of work in Levels 1 and 2 is directed at the scale of large gardens (1:200) rather than landscapes (1:1250).

B. Intellectual skills

The following underpinning intellectual skills are necessary for the practice of garden design, and meet the needs of progression to further study in Landscape Architecture. They are developed over all three levels, and the weighting of Level 3 assessments reflects the summative assessment of that development.

- recognising and using appropriate theories, concepts and principles to develop resolved garden and landscape designs in relationship to human scale.
- developing understanding and experience of spatial design with sites of increasing complexity and scale.
- understanding and developing a logical systematic approach to the design process;
- applying creative, lateral or independent thinking techniques to functional garden and landscape problems;
- the ability to analyse, then synthesise information and knowledge to plan and create appropriate design solutions;
- applying knowledge and understanding to address commonly encountered situations; developing this capacity to solve novel problems;
- recognising the moral and ethical issues of being a designer and appreciating the need for ethical standards and professional codes;
- evaluation of the consequences of design decisions on natural systems and interrelationships between them, and visa versa;
- understanding of the relationship between design and the cultural, economic and social processes and contexts in which it exists.
- being able to research a topic and produce a report demonstrating critical analysis and reflective evaluation.
- developing the capacity for future self directed learning, and continuing professional development.

B Teaching and learning

Design courses build in their rigour and discipline from the foundation courses in Visual Studies and Basic Design in Level 1, to the linked Level 3 courses of Master Plan, Design Development and Design Detail. Technical courses at Level 1 and 2 support development of work in design courses, some as pre-requisites, others as co-requisites.

The development of intellectual skills can be represented in the following general terms:
The development of creative skills is a leitmotif that runs through all levels of the programme.

Level 1 courses mainly relate to “knowing and understanding” and cover a broad range of subjects. Students will be discovering and exploring information and concepts that are new to them, and few individuals will have had prior experience of subject matter across the range of these courses.

The majority of courses are pre-requisites for study in Level 2, although some are co-requisites of Level 1 courses: e.g. Plant Science and Soils directly supports and enhances learning in plant related topics in Hard and Soft Materials.

This body of knowledge is applied in many courses at Levels 2 and 3.

Level 2 courses continue to develop knowledge and understanding of the learning gained in Level 1. This is applied in courses throughout the year and thereby gains in cohesion and value.

Level 2 courses contain a much higher proportion of work involving critical analysis of information followed by the synthesis of appropriate and argued proposals.

Level 3 courses extend the work of Level 2, in particular by increasing the scale and complexity of the sites in the design courses.

These courses require the application of knowledge, principles, and concepts from across all previous courses. As with Level 2, this assists in building cohesion and confidence in integrating the wide range of subjects that a garden or landscape designer needs to address.

Intellectual skills at Level 3 are focused on research, analysis, critical and reflective thought, synthesis and evaluation skills. This is related particularly to the design courses, but also applies to written work.

	<p>B Assessment Methods:</p> <p>The assessment methods for each course are set out in the course specification, and are appropriate to the content and learning aims of the course.</p> <p>The Level 3 summative assessments, weighted to give 75% of the degree classification include, design portfolio assessments, verbal presentations, written work, examinations, technical drawing skills assessments.</p>
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C Subject Practical skills:

i) Design and Communication skills

- be competent and imaginative designers capable of making resolved designs which satisfy aesthetic, functional and technical objectives;
- to generate garden and then landscape design proposals which develop in scale, complexity and degree of resolution;
- to have abilities in the generation, development and application of three-dimensional form to garden and landscape design work;
- be able, of independent thinking and with a systematic approach to the design process;
- to have good drawing, writing and verbal communication skills enabling both creativity and good communication
- to be able to present a portfolio which demonstrates a high level of cogitative and imaginative thought across the full range of their art, design and three-dimensional work.

ii) Practical and investigation skills

- to be able to produce accurate and critical survey and analysis work.
- to identify and use a range of plants; design potential, cultural requirements, maintenance and management.
- to understand the scientific factors and growth media which affect plant growth, cultivation, and management.
- to produce a Phase I Ecological Habitat survey
- to be able to investigate technical consequences of design decisions and the ability to employ landscape technologies in realistic designs;
- to be able to research construction materials their properties and their potential uses;
- apply a range of methods to solve problems;
- describe and record in the field by measurement, sketching and photography;
- be a able to apply knowledge of garden cultivation techniques.
- be able to construct basic garden hard landscape structures.

i) Design and Communication skills

C Teaching and learning

These skills will be developed in the design courses throughout the programme. This is progressive and is summarized below.

Visual Studies and Basic Design provide a very solid foundation for the design courses that follow at Levels 2 and 3. They place particular emphasis on the 3-D nature of design with outside spaces. Graphic communication is a skill that runs from Level 1, and is developed throughout the programme.

The Level 2 design courses address the range of skills on sites up to the scale of large gardens.

There is significant increase in the scale and complexity of sites involved in the Level 3 design courses.

The summative Level 3 design courses also bring the full range of design and communication skills together in the linked project work of, Master Plan, Garden Design Development, and Garden Design Detail.

The main methods of teaching and learning used in the design courses include lectures, individual tutorials, group tutorials, project “crits” and presentations, studio workshops.

C Assessment Methods:

The assessment methods for each course are set out in the course specification, and are appropriate to the content and learning aims of the course.

The overall range of assessment methods used includes, interim “crits” and presentations, final portfolio assessments.

ii) Practical and investigation skills

C Teaching and learning

These skills are addressed in the practical work found mainly in the technical and other supporting courses at Levels 1 and 2. The majority of them have direct applications in Level 3 courses.

Due to the subject nature of garden design, this encompasses a diverse range of work and skills in many different courses.

Much of this work involves “learning by doing” and examples can be found in the teaching and learning strategies in the particular course specifications.

D Transferable/ key skills:

Numeracy skills

- appreciating issues of accuracy and precision during collection, recording and analysis of data in the field, e.g. survey work, soil sampling.
- quantifying, collating and ordering data.
- interpreting and presenting data, using appropriate qualitative and quantitative techniques and packages;
- solving numerical problems.

Communication skills

- finding, evaluating and responding to a variety of information sources (e.g. electronic, textual, numerical, verbal, graphical);
- communicating accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal and graphical forms;
- contributing constructively to group discussions;
- listening to, appreciating and evaluating the views of others.

ICT skills

- using the internet critically as a means of communication and a source of information;
- demonstrating competence in the use of computer-based information handling and data processing tools;
- using computer packages to create effective ways to communicate information.
- Using industry standard CAD, image manipulation and 3-D modelling programmes

Interpersonal and teamwork skills

- organising teamwork.
- setting realistic targets.
- identifying individual and collective goals and responsibilities.
- planning, allocating and evaluating the work of self, individuals and teams.
- performing in a manner appropriate to these roles and responsibilities.
- recognising and respecting the views and opinions of other team members.
- having positive intent.
- reflecting on and evaluating own performance as an individual and as a team member.

D Teaching and learning

Transferable are developed throughout the programme within all courses, and with regard to course content. Particular attention will be paid to individual development and progress,

Numeracy skills will be learnt and developed during activities such as site surveys, materials quantifying exercises, and detailing work in courses at all levels of the programme.

Communication skills are a central feature of a design programme and are developed throughout the programme in activities such as studio workshop group discussion, presentations (oral skills), design coursework (graphical skills) and in reports (writing skills).

ICT skills will be developed during activities such as coursework, design projects and tutorials. Industry standard CAD and other graphical packages are tools for use in design courses throughout the programme. There is heavy emphasis on progressive development of these skills in the following design courses; Garden Design CAD, Digital Landscapes; and Advanced Representation, which specifically address the use of various software packages.

Interpersonal and teamwork skills will be developed during some courses at each level that involve group work. There are also some opportunities to work with people outside of the institution, e.g. in the Garden Design: Client and Process course, which involves groups working with an outside client.

Self management and professional development skills are developed at all levels of the programme. They involve a mix of personal organization and time management skills, as well as the capacity for study skills and independent learning. Continuing development regarding professional ethics and attitudes at Level 3 prepares students for future progression and employment.

Self management and professional development skills

- appreciating the need for professional codes of conduct where applicable;
- recognising the moral and ethical issues related to the subject;
- assuming responsibility for one's actions;
- identifying and working towards targets for personal, academic and career development;
- developing an adaptable and flexible approach to study and work;
- developing the skills necessary for self-managed and lifelong learning (eg working independently, time management and organisation skills);
- displaying the potential for competence, behaviour and attitudes required in a professional working life.
- To be prepared to contribute to the work of a professional office and participate in team working with fellow and/or related professionals.

Creative and Critical Analysis skills are required in the QAA Subject benchmark statement for Landscape Architecture. These skills have been addressed under Intellectual Skills, and Subject Practical Skills at B and C above.

D Assessment Methods:

Transferable/Key Skills will be assessed formatively throughout the programme during the wide range of learning activities and tutorial sessions. Individual feedback will normally be available during tutorials to provide formative assessment guidance.

The wide range of coursework will provide the bulk of summative assessment for the full range of skills, with examinations and end of course portfolio assessments allowing for further summative assessment of design process and communication skills in particular.

8. ASSESSMENT

8.1 Assessment Schedule

Programmes are made up of courses. The specification for each course can be viewed via Banner Web or via the university portal. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, should be given by the course co-ordinator at the start of each course.

8.2 General Assessment Regulations

Unless otherwise stated below, your programme will be assessed in accordance with the University's **Academic Regulations** (Academic Regulations for Taught Awards; Academic Regulations for Research Awards) which are available on the website of The Office of Student Affairs/Information and Publication.

8.2.1 Award and Classification for Honours

The Progression and Award Board has delegated authority from Academic Council for the conferment of awards. Before recommending a classification the Progression and Award Board needs to confirm that a student has met the requirements of the final stage.

The class of degree awarded will be based on consideration by the Progression and Award Board of the following models:

(a) **Aggregation and Weighting (Overall Grade Point Average)**

The award of the class of Honours will be calculated on the grades obtained in stages 2 and 3 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging **the full spread of** grades in Stage 2 to obtain 25% of the final grade and averaging **the full spread of** grades in Stage 3 to obtain 75% of the final grade. *The following norms are accepted:*

70% or more	= First Class Honours
60-69%	= Upper Second Class Honours
50-59%	= Lower Second Class Honours
40-49%	= Third Class Honours

OR

(b) **Profiling:** *where a majority of the overall grades for each individual course have been attained in a higher classification band, this class of degree will be awarded. The criteria for this are that at least 150/240 credits must have been achieved in the higher classification band*

AND

the Overall Grade Point Average must be not less than one classification band below the eventual degree awarded

e.g. A First Class degree can be awarded to a student who obtains 70% or more for individual courses totaling 150 out of 240 credits AND whose Overall Grade Point Average does not fall below 60%.

OR

*(c) **Stage 3 Grade Point Average:** the Honours classification will be awarded on the Stage 3 Grade Point Average alone*

The discretion of the Progression and Award Board may be applied in the consideration of candidates at the borderline between classifications.

8.2.2 Compensation, progression, reassessment

Check the University Academic Regulations for further details on compensation, progression, reassessment, etc.

However, it is worth noting that under the regulations, students will not normally be permitted an opportunity to re-sit failed courses if they have not engaged in the summative assessment tasks on those courses. This means that if you fail to attend an examination or if you fail to submit an assessment element or fail to make a serious attempt at doing the work, you will not be allowed to retrieve the work at the summer re-sit (or equivalent for special programmes).

An exception to this is where students have been granted extenuation. In such cases, absence or poor performance in assessment will result in a decision of deferral.

8.3 Specific regulations applicable to this programme

There are no specific programme regulations. The University Academic Regulations for Undergraduate Taught Awards are applicable.

9. WHAT NEXT? CAREER/JOBS/FURTHER STUDIES

Demand for the BA(Hons) is high and has been proven by recruitment since 1993 and graduates finding employment since 1997. Recruitment is getting tougher with more competition arising in provision within the UK. Graduates may apply to do our Diploma in Landscape Architecture or the MA Landscape Architecture which are both recognized by the Landscape Institute as leading to professional membership.

10. Course specifications and reading lists and where to find them

Course specifications/definitions:

For each course, we specify the number of credits, the aims of the course, its academic level, its learning outcomes, its indicative content and how it will be assessed (for instance: how many pieces of coursework, portfolio or exams). It is important that you become familiar with the definition for each course on your programme (see course specifications enclosed in this handbook).

Each course specification (or definition) may also be viewed on the University Banner Web via the university portal. You will need your user ID and PIN number. These will have been given to you at registration. To view the course specification for any approved course in the University: go through the student portal, click on “My Learning”; look at the Student Record (Banner) window; go to Authorised Course List via Course Information then search for the required Course Code for the current academic session, then click on the Course Code.

Reading lists:

You can access your tutor’s reading list, or the reading list relating to a particular course, via the university portal; then click on ‘Search the library catalogue’; then click on ‘View items on your reading list’. You may also be given reading lists with your course hand-outs.

Programme:

BA(Hons) Garden Design

Course Specifications (alphabetical order by course title) for final year only.

Advanced Representation	ENVT1010
Garden Design : Detail	ENVT0050
Garden Design : Development	ENVT0049
Garden Design : Masterplan	ENVT1037
Historic Garden Conservation	ENVT0010
History and Philosophy of Garden Design	ENVT1051
Professional Studies (for Garden Designers)	AGRI0008

COURSE SPECIFICATION

Code: ENVT 1010**School: Architecture and Construction****Course Title: Advanced Representation****Course Coordinator: David Watson****Level: 3****Credit: 15****Department: CMD****Pre-requisites: Digital Landscapes**

Introduction and Rationale

Landscape Architects and Garden Designers need to be aware of the ways that emerging and current technologies can be used to present survey, analysis, concept design and design proposal ideas to best advantage. They also need to know how best to present a consistent and coherent set of logical ideas so that they are easily understandable by the general public. This course encourages investigation and experimentation with a range of software for use in combination, to create innovative digital and analogue output.

Aims:

- To develop advanced skills in the representation of design project work.
- To enable students to develop and implement a personal style for their presentation work
- To explore representation techniques for page, sheet and screen
- To equip students with skills to compile presentation materials for their final design project
- To use non-standard software in innovative and creative ways
- To encourage independent learning, investigation and experimentation
- To allow students to develop their own brief in conjunction with tutors.

Learning Outcomes:

Students will be able to:

- Develop advanced web based media skills
- Develop CD ROM based media
- Use video and animation techniques to convey design proposals
- Use page layout and typographical techniques to best advantage
- Approach new or unknown software with confidence

Content:**Indicative Content:**

- Project based computer workshops
- Design workshops

Indicative Software:

- 3D Studio
- Photoshop
- Dreamweaver
- Director
- Corel Draw
- Bryce
- Piranesi
- Premiere
- Spin Panorama

Learning and Teaching Activities:

Workshops

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio assessment	✓		100%	40%	N/A	Range, content and development within final portfolio.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0-7645-3092-5	Finkelstein, Ellen	1998	The AutoCAD Bible	IDG Books
0-2405-1519-6	Evening, Martin	1998	Adobe Photoshop 5 for Photographers	Focal Press
0-7153-2053X	Krause, Jim	2004	Design Basics Index	Newton Abbot: David&Charles
0-2013-54381	Kitchens,S. and Gavena, V.	2000	Real World Bryce	Berkeley, Calif
0-7148-34491	Fletcher,A.	2001	The Art of looking sideways	London: Phaidon
1-5925-30079	Castro,E.	2003	The Universal Principles of Design	
0-3214-2333X 1592531318	Top Design Studio	2005	Letterhead & Logo Design 8	Glouster; Mass: Rockport
1-5925-31318	Lidwell, W. Holden,K. and Butler,J.	2005	HTML for the World Wide Web with XHTML	Gloucester
0-3000-88981 0300096828	Lynch, Patrick & Horton, Sarah	2002	Web style guide	New Haven Yale Univ Press
0-3213-44758	Krug, Steven	2005	Don't Make Me Think	Berkeley, Calif, New Riders
2-8804-67659	Slocombe,M.	2003	Max Hits: Building Successful Websites	Hove: Roto Vision

COURSE SPECIFICATION

Code: ENVT0050
Course Title: Garden Design Detail
Level: 3
Department: LGD

School: Architecture and Construction
Course Coordinator: Jamie Liversedge
Credit: 15
Pre-requisites: Eenvt 0049

Introduction and rationale:

This course is the third in a series of three integrated design courses at level 3, which allow students to demonstrate a full range of Garden Design skills from analysis to detailed resolution.

Aims:

- To give students experience of designing effective construction and planting solutions in detail.
- To build on knowledge acquired in previous courses of design project work.
- To enable students to demonstrate and understanding of construction and planting principles, and on this basis develop their own designs.

Learning Outcomes:

Students will be able to:

- identify appropriate and representative construction details
- analyse and resolve the functional issues
- develop an imaginative design vocabulary for details
- prepare a set of working drawings

Content:

From the course in detail design, students will select and tutors will approve appropriate details for earthworks, water features, construction, planting, furniture, drawings and costings.

Learning and Teaching Activities: (these should reflect the learning outcomes and how they may be achieved)

The teaching and learning activities will include group discussions, studio tutorials, presentations and criticism of student work.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓		100%	40%	N/A	The student will be assessed from a portfolio of detailed construction drawings and models.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0914886339	Aurand, C.D.	1986	Fountains and pools	PDA Publishers
0442208340	Austin, R.L. et al	1986	Graphic standards for landscape architecture	New York: Wokingham Van Reinhold
0851392156 0893970204	National Building Agency	1977	External works detail sheets	London: Architectural Press
085139146x	Stillman, J., Eastwick-Field, J.	1973	The design & practice of joinery	
0-442006969	Aurand.C.D.	1987	Fountains and pools, guidelines and specifications.	Spon
0419136207	Beazley,E.	1990	The design of space between buildings	London: Spon
0-442234988	Ching. FDK,	1991	Building Construction Illustrated.	New York; London Van Nostrand Reinhold, chapman&Hall
3-6743-72451	Dreiseitl, H.	2006	New Waterscapes	Birkhauser
0847821157	Harpur,J,		Roof gardens, Balconies and terraces.	
1-8710-45185	Jackson,J. and Newton,J.	1993	Building Green, A guide to using plants on roofs, walls and pavements	London Ecology Unit
7-126-00941	Hobhouse, P.	1985	Colour in your garden	HOB
0471140449	Kirkham.N	1999	The Art of Landscape Detail	New York; Chichester: Wiley
Further references:				
Bib Id: 436037		1988	National Building Specification	Newcastle NBS Services
0-7506-47647	Baden-Powell, C.	2001	Architects Pocketbook	Oxford: Architectural
3-7643-62715	Bennett, D.	2001	Exploring Concrete Architecture, Tone, Texture, Form	Basel: Birkhauser Verlag
1-8566-93139	Byars,M and D'Antras, B.	2003	Design in Steel	
0-442214596	Campbell.C. S.	1982	Water in Landscape Architecture.	Van Nostrand Reinhold.

0-750619-627	Clouston, B.ed.	1994	Landscape Design with Plants.	Oxford: LI-Butterworth
0-0071-22268	Jackson,A.and Day,D.		Good Wood Guide	
2-8804-67624	Lefteri, C	2004	Materials of In spirational Design: Metals	Mies; Hove: Roto Vision
2-8804-65699	Lefteri, C	2002	Materials of In spirational Design: Glass	Craus-Pres-Celingny, Hove: Roto Vision
2-8804-68124	Lefteri, C	2005	Materials of In spirational Design: Wood	Mies;Hove: Roto Vision
2-8804-65486	Lefteri, C	2006	Materials of In spirational Design: Plastic	Craus-Pres-Celingny, Hove: Roto Vision
0-7506-57251	Lyons,A.R.	2007	Materials for Architects and Builders	Buttleworth
3-7643-64394	Nijse,R.	2003	Glass in Structures, Elements, Concepts and Designs	Birkhauser

COURSE SPECIFICATION

Code: ENVT 0049
Course Title: Garden Design;
Development
Level: 3
Department: LGD

School: Architecture and Construction
Course Coordinator: Jamie Liversedge
Credit: 15
Pre-requisites: Evt 1037

Introduction and rationale:

This course is the second in a series of three integrated design courses at level 3, which allow students to demonstrate a full range of Garden Design skills from analysis to detailed resolution.

Aims:

- To give students experience of designing through to details in part of a major design.
- To build on knowledge acquired in previous courses of design project work.
- To develop the student's ability to prepare a detailed design, based on a design concept, and embracing:
 - a planting concept
 - a coherent vocabulary of construction materials
- To develop design skills in the transition from masterplan to detailed area designs.

Learning Outcomes:

Students will be able to:

- translate design concepts into workable forms
- prepare an illustrated design plan
- demonstrate a range of technical skills in the resolution of the design

Content:

On the masterplan produced in the Garden Design masterplan course, an area will be selected by the student and approved by the tutors, to be detailed. Students may, however, detail an appropriate area not in the masterplan.

Learning and Teaching Activities:

The teaching and learning activities will include group discussions, studio tutorials, presentations and criticism of student work.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓		100%	40%	N/A	The course will be assessed from a portfolio of conceptual drawings, design drawings, illustrations and three dimensional work.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
085139860x	Littlewood, M.	1986	Landscape detailing	London: Architectural Press
0444012869	Landphair, H.C., Klatt, F	1988	Landscape architecture construction	Elsevier
0500015023	Lyall, S.	1991	Designing the New Landscape	London: Thames & Hudson

COURSE SPECIFICATION

Code: ENVT 1037 **School:** Architecture and Construction
Course Title: Garden Design Master Plan **Course Coordinator:** Jamie Liversedge
Level: 3 **Credit:** 30
Department: LGD **Pre-requisites:**

Introduction and Rationale:

This course forms part of a series of integrated design courses at level 3, which allow students to demonstrate a full range of Garden Design skills from contextual research, site analysis to detailed design resolution.

Garden designers are not only composing physical landscapes they are making places for communities and individuals to live in. The cultural landscape is the physical manifestation of a particular way of living and it reflects the needs, values, traditions, customs and aspirations of a people or groups. By examining the evidence of these relationships and by revealing the circumstances which underpin a particular locality the designer is better placed to give appropriate form, purpose, meaning and identity, to future landscapes and places. This level of contextual research forms the basis for developing a master plan that embodies a concept which is both visionary and pragmatic: that addresses all aspects of the design, presents an overview of a resolved proposal, and describes the means of achieving the desired results. The master plan stage defines and communicates goals and objectives, policies and strategies, and creates the framework which informs and directs the subsequent development and execution of a resolved and achievable design project.

Aims:

- To systematically explore and evaluate a neighbourhood, region or sub-region with a view to understanding the relationship between its physical and visual characteristics and its cultural and geographic context
- To appreciate the development of a place and its culture.
- To develop a sense and awareness of place as we use, experience and interact with landscapes.
- To provide references to inform the process of making new or transforming existing places.
- To build on knowledge acquired in previous design project work.
- To develop a student's ability to prepare a comprehensive master plan based on a design concept which embraces: a spatial concept, a circulation concept, a planting concept and a landform concept.
- To give students experience of designing a major park, campus or garden.
- To promote a thorough, rational and systematic approach to creative design.
- To generate plans and strategies which can provide the framework for the development of detailed and resolved designs in the Design Development course.

Learning Outcomes:

On completing the course students will be able to:

- organise and manage group work, delegate tasks, and arrive at a consensus view and/or conclusion.
- unravel complex situations with a view to distilling and presenting the essentials.
- bring historical, cultural and experiential aspects to bear upon future plans and designs for a given landscape/ site.
- analyse an existing site to Unravel and reconcile the multiplicity of interrelated aspects, issues, problems and opportunities inherent in a particular site and brief
- investigate and develop coherent imaginative design concepts
- prepare a master plan and express it in effective drawings and models
- Define clear objectives and present an overall vision and concept for a project, supported by the means and methods of achievement., and to be able to justify the key decisions which they have taken

- Understand the theories and processes of master planning appropriate to different types, scales and complexities of landscape designs.

Indicative Content:

A brief for a major garden, or park design may be set by the staff or chosen by the student, with staff guidance. It may be a large garden, public park, private park or other specialised park or campus. The design will consider regional and local context, embrace land use, circulation, and spatial design, together with a strategies for planting, hard materials and site development, and management. The first part of this exercise will be undertaken as group work, the outcome of which will be a presentation and a compiled document relating to the regional and local context of the site. The second stage looks specifically at the masterplan site and Students must demonstrate an intimate knowledge of their site and the implications of their brief. They will undertake survey, analysis and appraisal, leading to the presentation of a resolved idea supported by clearly defined concepts, strategies and policies. The proposals will be made using a combination of diagrams, sketches, plans, sections, models, images and text which will be presented as a both a visual drawn presentation and a bound coherent document.

Learning and Teaching Activities:

Group work presentation and document production, field work and research
Lectures on Master Planning – Case studies - theories and precedents.

Design Studio Tutorials, group discussions and critiques.
NB. Students must regularly visit their sites in private study periods.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio			20%	40%	N/A	Portfolio of 5no. Sketch designs
Portfolio	✓		50%	40%		Final Master plan drawings and supporting sketches, diagrams and images, including A3 analytical report
Coursework			30%	40%	2000	Place and culture (Report) Groupwork contribution

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
18 70673158	Baljon,L.	1992	Designing Parks	Architectura en Natura Press, Amsterdam
90 6868 048 x	Editor : Vroom,M.J.	1992	Buitenruimten Outdoor Space	Uitgeverij Thoth
90 6868 069 2	Editors : Knuijt, Ophuis, van Saane	1993	Modern Park Design: Recent Trends	Uitgeverij Thoth
0 7201 1895 6	Editors : Vroom,M.J. & Meeus,J.	1990	Learning from Rotterdam : Investigating the Process of Urban Park Design	Nichols Publishing New York
18 56690857	Holden, R	1996	International Landscape Design 1	Laurence King London
02 6212169	Lynch,K		Site Design	
04 71557978	McHarg,I.	1992	Design with Nature	New York: Chichester; Wiley
00 7057 709 9	Symonds, J.O.		Landscape Architecture	
04 19204105	Turner, T		City as Landscape	E & FN Spon
02 46114029	Wright, T	1982	Large Gardens and Parks	London: Granada
Further reading				
02 95969407	Appleton,J.	1990	Symbolism of Habitat	Seattle; London: Univ. of Washington Press
0 471 0322565	Appleton,J.	1975	The Experience of Landscape	John Wiley & Sons, Ltd
0-442215347	Ching, FDK	1979	Form, Space and Order	New York: London: Van Nostrand Reinhold
0262030861	Cranz,G	1982	The Politics of Park design: a history of urban parks in America	Cambridge, Mass London: MIT Press
0-7506-20188	Cullen,G.	1994	Concise Townscape	Architectural Press
071344763x	Elliot,B.E	1986	Victorian Gardens	London: Batsford
0300031386	Jackson, J.B.	1984	Discovering the Vernacular Landscape	New Haven; London: Yale Univ. Press
0 070574480	Landscape Architecture	1983	Manual of Site Planning and design	McGraw-Hill
0262120615	Lynch,K.	1972	What time is this place?	

04 71124869	Potteiger, M	1998	Landscape Narratives	New York; Chichester: John Wiley
0 571179932	Rogers, R.	1997	Cities for the small planet	Faber & Faber
18 54903039	Schall, H.D	1994	Landscape as Inspiration	London; Berlin: Academy Editions: Ernst & son
0300077459	Speirn, A.W.	1998	Language of Landscape	New Haven, Conn; London: Yale Univ. Press
0-442011490	Sullivan, C	1995	Drawing the Landscape	New York: London Van Nostrand Reinhold

COURSE SPECIFICATION

Code: ENVT0010**School: Architecture and Construction****Course Title: Historic Garden****Conservation****Course Coordinator: Helen Brown****Level: 3****Credit: 15****Department: LGD****Pre-requisites: Level 2 design courses**

Introduction and rationale:

Western Europe has an important heritage of historic gardens, which is increasingly recognised by central government and the EC, and much new garden design work takes place within the bounds of existing gardens. This makes it necessary for garden designers to have a full appreciation of the historical resource.

Aims:

- To give students experience of conservation and design in a historic context.
- To integrate previous learning in history and design.
- To develop the ability to prepare a comprehensive strategy for the conservation and use of a historic garden or landscape, which embraces a ground and vegetation survey, a study of historical documents, a landform and hydrological concept, a building and artefacts concept, a circulation concept and a management concept.

Learning Outcomes:

Students will be able to:

- survey an existing historical site
- prepare a historical conservation plan
- evaluate the options which are available
- justify the key decisions

Content:

Students will choose a historical garden, park or designed landscape, dating from before 1955. It may be within the UK or overseas. If overseas, students must provide evidence that appropriate documentation is available and that they can read with competence in the local language(s).

Learning and Teaching Activities:

The teaching and learning activities will include: site visits, visits to libraries and record offices, individual tuition, group discussions, presentations and critiques of student work.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio drawings	✓		50%			Portfolio of analytical drawings, survey and conservation proposals in plan form.
Portfolio written report			40%		1500-2000 words	Written report
Portfolio 3-D, video or CAD input			10%			Three-dimensional video or CAD work

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
095183778-8	Ed. Lambert, D.	2006	Parks and Gardens: A researcher's guide to sources for designed landscapes.	Landscape Design Trust
1902771486	Currie, C.	2005	Garden Archaeology: A Practical Handbook	British Council for Archaeology
0 19 866123 1	Ed. Goode, P. et al	1986	Oxford Companion to Gardens	OUP
0199551979	Ed. Taylor, P.	2008 (2nd ed)	Oxford Companion to Gardens	
0 7478 0200 9	Harvey, J.	1988	Restoring Period Gardens	Shire
0 7478 0223 8	Symes, M	1993	A Glossary of Garden History	Shire
1 873010 591	Hall, E.	1995	The Garden of England Evolution of Historic Gardens in Kent Evolution	Kent County Council
0 9522081 6 4	Ed. Thurley, S.	1995	The Privy Garden	Apollo Magazine
0-415-31749-5	Turner, T.	2006	Garden History Philosophy and Design 2000 BC-2000 AD	Spon Press
0 71122439 0	Watkins, J. & Wright, T(ed)	2007	The management & maintenance of historic parks, gardens & landscapes	Francis Lincoln / English Heritage

COURSE SPECIFICATION

Code: *ENVT 1051*

Course Title: History and Philosophy of Garden Design

Level: 3

Department: LGD

School: Architecture and Construction

Course Coordinator: Tom Turner

Credit: 15

Pre-requisites:

Introduction and rationale:

An appreciation of the European context of garden design is essential to the practice of garden design and to analysis of the aesthetics of garden design. It is also required in order to understand and express the philosophy of design in written and spoken form.

Aims:

- To deepen the student's understanding of the European garden design tradition, by analysing historic gardens and the context in which they were created.
- To create a philosophical framework for expressing aesthetic and design ideas in written and verbal form.

Learning Outcomes:

The student will be able to:

- give a seminar paper (or write a critical essay) analysing the design of a historic garden or designer based on a wide range of texts;
- appreciate the range of the European tradition in garden design;
- employ a critical approach to gardens;
- explain projects using concepts derived from design philosophy and aesthetics.

Content:

The development of European gardens from ancient Egypt to the present day is analysed with particular reference to the relationship between garden and the circumstances in which they were created (social, aesthetic, philosophical etc).

Learning and Teaching Activities:

Lectures, seminars and tutorial groups.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written Project Garden History			50%	40%	1500	Researched critical Essay/seminar paper
Written Project Garden Philosophy	✓		50%	40%	1500	Illustrated notebook (5 topics)

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0946009031	Carter G, Goode, P Laurie K	1983	Humphry Repton	V & A
Bib Id: 31850	Hussey, C	1967	English Gardens and Landscapes 1700-1750	Country Life
0300047657	Lazzaro, C	1990	Italian Gardens	
090746225	Turner, T	1986	English Garden Design since 1650	Antique Collectors Club
0500013578	Woodbridge, K	1986	Princely Gardens	Thames & Hudson
0810928515	Van Zuylen, G et al	1995	Paradise on Earth: The Gardens of Western Europe	Thames & Hudson
0-415-31748-7	Turner, T.	2005	Garden History, Philosophy and Design 2000BC – 2000AD	Spon Press

COURSE SPECIFICATION

Code: AGRI 0008

School: Architecture and Construction

**Course Title: Professional Studies (for
Garden Designers)**

Course Coordinator: Tony Cleford

Level: 3

Credit: 15

Department: LGD

Pre-requisites:

Introduction and rationale:

Professional studies are seen as preparation for the garden designer's professional and contractual world. The knowledge and understanding acquired of professional responsibilities, contractual processes and practice procedures is central to employment in all sectors of the landscape industry and the running of design practice. This knowledge needs to be placed in the context of current developments and the English legal system.

Aims:

- To enable students to understand the nature, requirements and context of contemporary landscape and garden design practice;
- To make students aware of the organisational, legislative and contractual framework of practice;
- To explore career opportunities and trends.

Learning Outcomes:

As a result of studying this course a student will:

- have examined the relationships and relative responsibilities of the landscape professionals, the contractor and employer;
- understand some of the legal, financial, managerial and ethical aspects of practice;
- understand the nature and extent of contractual obligations;
- be familiar with both the landscape construction and maintenance processes and the role of other parties, including CDM Regulation and Risk Assessment
- appreciate the issues involved in practice organisation and management;
- understand the basic techniques of fee calculations, job costing and controls;
- have an understanding of the UK planning system and the scope of environmental legislation.

Content:

Element 1: Professionalism, Ethics, Relationships and Duties within Practice

The development of professional ethics. Traditional relationships within the industry and the contemporary professionalisation of occupational groups. Ethics applied to the environment and business practices.

Element 2: Running a Practice

The responsibilities and services of Garden Design professionals. Fees and CCT; job costing and job controls as the basis for practice management. Liabilities and Insurances, Professional Indemnity Insurance. Forms of Practice and Consultancy Agreements. Job running, Quality systems and organisational techniques.

Element 3: Planning Law and the Protection of the Environment

The planning system; permitted development, landscape conditions, TPO's and Conservation areas An outline of the protection of the environment by common law and statutory measures EU planning and environmental measures.

Element 4: Law and Landscape Contracts

Formation of contract. Standard forms of agreement. The nature and extent of contractual obligations. Completion, guarantees, indemnities and insurance. The doctrine of performance; breaches of contract. The settlement of disputes.

Element 5: Landscape Contracts

Contract procurement; different types of construction and management contracts. The use of standard forms. The Contract Documents; production information; specifications, schedules, bills of quantity. The selection and appointment of sub-contractors. Contract administration.

Learning and Teaching Activities:

Block course, lectures, seminars, group work, short exercises contacts with practising consultants and when circumstances permit, work shadowing.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written Paper (law)			40%	40%	2000-3000 words	The assessment criteria will be: The demonstration of a sound critical understanding of the garden designer's role, services, relationships and responsibilities and the context of the landscape professions and industry. An understanding of principles of English law applicable to garden design practice.

Project Work (includes written component)	✓		60%	40%		Motivation and contribution to group work. The practice of analytical skills and judgement.
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0419151605	Chadwick, R	1990	Spon's Grounds Maintenance Handbook	London: E&F N. Spon
0-5660-80710	Clamp, H	1988	Landscape Professional Practice	Aldershot: Gower
0-4193-4808	Clamp,H	1986	Landscape Contract Manual	London: Spon
0750616237 Re-print: 0750662239	Galbraith, A	1993 2005	A Building and Land Management Law for Students	
0750654082	Greenstreet, R	2002	Contractual Procedures for Architects	Oxford: Architectural
0-7506-61305	Hughes, D	1994	Environmental Law	Butterworths
0566073919	Lock, D ed	1994	Handbook of Project Management	Aldershot: Gower
0299118401	Nash, R F	1990	The Rights of Nature	Madison: Wis. London: University of Wisconsin Press
0419155104	Sayers, P	1990	Grounds Maintenance	London: Spon
0-7506-61305	Speaight, A	1995	The Architect's Legal Handbook	Oxford: Architectural
0-4192-04903	Derek Lovejoy	1986	Spon's Landscape Handbook	London: E&F.N. Spon
0-1992-88046	Telling, A.E., Duxbury,R.	1993	Planning Law and Proceedure	Oxford; New York: Oxford Univ. Press
0-7506-60996	Littlefield,D		Architects Guide to Running a Practice	
0-7506-4818X	Garmony, N.	2002	Professional Practice for Landscape Architects	Oxford: Architectural
1-5688-49737	Mayer,J.J.		Time Management for Dummies	

**The School of Architecture & Construction
University of Greenwich
Avery Hill Campus
Mansion Site
Bexley Road
Eltham, London SE9 2PQ**