

Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Garden Design Certificate of Higher Education in Garden Design
Teaching Institution	Craven College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2017
Next revalidation	2023
Credit points for the award	120 at Level 4, 120 at Level 5
UCAS Code	K333
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Art and Design (2008) Art & Design: draft for consultation (2016) Landscape Architecture (2016)
Other external and internal reference points used to inform programme outcomes	Society of Garden Designers British Association of Landscape Industries
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT 2 years, PT 3 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	Version 1 / February 2017 The information contained here is believed correct at the time of distribution. The college reserves the right to make changes, with OU approval, that result from on-going monitoring and evaluation.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The programme is intended to develop students who can:

- acquire subject knowledge and knowledge of operational practices relevant to garden design
- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity
- select, test and make appropriate use of materials, processes and environments
- develop ideas through to outcomes, from concept to synthesis in design proposal
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- be resourceful and entrepreneurial within the contexts of a range of professional, legal, ethical and regulatory frameworks, with specific reference to the self-employed practice

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Following successful completion of the FD, students may continue their studies to achieve the Garden Design BA (Hons).

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none">1. Demonstrate subject knowledge and knowledge of operational practices relevant to garden design2. Analyse and evaluate systems to improve effectiveness and efficiency within garden design3. Outline the legal, social, economic and environmental responsibilities which affect the garden design sector, its practitioners and organisations	<p>Knowledge of the subject will be accumulated through a mixture of delivery types including lectures, seminars, demonstrations, site visits and drawing exercises.</p> <p>The opportunity to be involved in portfolio-based projects will encourage students to use research skills and further own interests in specific areas of garden design.</p> <p>Knowledge and understanding will be assessed by reports, written analyses/evaluations and vocationally based briefs.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none">4. Demonstrate the application of specialist knowledge and understanding required to practice within the garden design sector5. Select, test and apply appropriate use of materials, techniques and methods of practice associated with garden design6. Develop ideas through to environmental outcomes in Garden Design	<p>Cognitive skills involve applying knowledge in the vocational area and many of the assessments expect the 'voactionalisation' of knowledge. Customer focussed assessment tends to be key here.</p> <p>The learning progress involves more practically based exercises that build on lecture and seminar discussion. Examples of this might include peer group discussion and modelling exercises.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>7. Describe the nature and functions of entrepreneurship, employment and organisations within the garden design sector in terms of customer needs and employment objectives</p> <p>8. Describe and comment on tasks, functions, processes and products for garden design</p> <p>9. Identify and analyse a range of professional, legal, institutional, economic, administrative and environmental contexts and products within garden design and their impact on change within the sector's employment and organisations</p>	<p>Professional skills may be knowledge based and learning for these might be achieved through seminar or lecture. Where these skills are more practical it is important to actively practise them and to this end students will be experimenting with techniques and processes as appropriate.</p> <p>Assessment will be varied for these outcomes but will include submissions of the type expected of the professional garden designer.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>10. View own and others' roles and work within the changing contexts of the wider garden design sector</p> <p>11. Collect, interpret and use written, numerical, ICT and visual information relevant to garden design</p> <p>12. Demonstrate evaluation and judgment in relation to own and others' decisions and work</p>	<p>Transferable skills are those skills that students could use in a variety of vocational sectors. It is important to continue practising and improving transferable skills in order to excel and to this end students will find that most of the assessments include transferable skills.</p> <p>As students move from Level 4 to Level 5 they will appreciate that they are becoming a more independent learner and it is this that is the key to excellent transferable skills. Teaching of these skills will encourage self-awareness and a reflective approach to help students to improve. Study skills sessions, or seminars will often focus on key transferable skills.</p>

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
Personal and Professional Development	20		60
Surveying, Site Analysis and Client Liaison	20		
Principles and Art of Garden Design	20		
Work Related Learning 1 (Health & Safety)	20		
Principles of Horticulture – Plants and Soils	20		
Graphic Communication and Illustration	20		

[Certificate of Higher Education in Garden Design/120 credit points]

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
Work Related Learning 2 (Specifications, Tenders & Contracts)	20		60
Hard Landscaping and Construction	20		
Planting – Design and Maintenance	20		
Computer Applications and Cad for Garden Design	20		
Garden History and Conservation of Heritage Gardens	20		
Work Related Learning 3 (Business Planning)	20		

[Foundation Degree in Garden Design/240 credit points]

Full time Delivery Structure**Year 1: Level 4**

Module Title	Credits	Level	Semester
Personal and Professional Development	20	4	1
Surveying, Site Analysis and Client Liaison	20	4	1
Principles and Art of Garden Design	20	4	1
Work Related Learning 1 (Health & Safety)	20	4	2
Principles of Horticulture – Plants and Soils	20	4	2
Graphic Communication and Illustration	20	4	2

Year 2: Level 5

Module Title	Credits	Level	Semester
Work Related Learning 2 (Specifications, Tenders & Contracts)	20	5	1
Hard Landscaping and Construction	20	5	1
Planting – Design and Maintenance	20	5	1
Computer Applications and CAD for Garden Design	20	5	2
Garden History and Conservation of Heritage Gardens	20	5	2
Work Related Learning 3 (Business Identity & Planning)	20	5	2

Part-time Delivery Structure

Year 1: Level 4

Module Title	Credits	Level	Semester
Personal and Professional Development	20	4	1
Surveying, Site Analysis and Client Liaison	20	4	1 & 2
Principles and Art of Garden Design	20	4	1 & 2
Work Related Learning 1 (Health & Safety)	20	4	1 & 2

Year 2: Levels 4 & 5

Module Title	Credits	Level	Semester
Principles of Horticulture – Plants and Soils	20	4	1
Graphic Communication and Illustration	20	4	1
Work Related Learning 2 (Specifications, Tenders & Contracts)	20	5	2
Hard Landscaping and Construction	20	5	2

Year 3: Level 5

Module Title	Credits	Level	Semester
Planting – Design and Maintenance	20	5	1
Computer Applications and CAD for Garden Design	20	5	1
Garden History and Conservation of Heritage Gardens	20	5	2
Work Related Learning 3 (Business Identity & Planning)	20	5	2

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

The structure of the FD in Garden Design maps to the QAA subject benchmarks for [Art and Design \(2008\)](#), [Art and Design draft for consultation \(2016\)](#), and [Landscape Architecture \(2016\)](#).

The main intention of the FD in Garden Design is to enable students to become self-employed professionals in the field. As such the course utilises the Work Related modules for simulation of the self-employed practice. These simulations are hung on real situations and scenarios, often linked to a potential employer.

The College works closely with the RHS at Harlow Carr, with the National Trust/English Heritage at Studley Royal, and at privately-owned sites including Parcevall Hall Gardens, Wharfedale, York Gate Garden, Leeds (Perennial), and Newby Hall and Gardens, Ripon, to name a few. Students produce a design for the National Trust, which links to both the module Garden History and the Conservation of Heritage Gardens as well as to Work Related Learning 3 (Business Identity & Planning). The show gardens attract considerable attention and many students enrol on the course as a direct result (the show gardens have also brought considerable press coverage including features on regional television). Craven College students have won seven Gold and two Premier Gold awards; one premier winning garden was voted the visiting public's 'Best Garden in Show'.

Developments within Garden Design are largely spearheaded by our professional body, the Society of Garden Designers (SGD). The SGD website lays out the clear requirements for a professional, degree level course in Garden Design (<http://sgd.org.uk/industry-how-to-choose-a-course.aspx>). Their entry requirements are shared with students from the beginning of the course, and the programme is updated in line with changes to SGD information. Equally, the [British Association of Landscape Industries \(BALI\)](#) has a stringent entry requirement, similar to that of the SGD. This development is more recent than the initial course validation in 2009, and the Team responds to the requirements of BALI as they emerge.

As a discipline, Garden Design maps clearly to many Art and Design Subject Benchmark outcomes. Students are expected to demonstrate an understanding of particular media forms, and an understanding of how to develop them in local, community, regional and national contexts. Responding to aesthetic and formal creative challenges is a key feature of the programme and students are expected to develop substantive and detailed knowledge of their own practice. Professional, technical and formal choices which develop or challenge existing practices will be central. This will include not only an understanding of the contextual and historical frameworks within which designers work, but learning outcomes will also instil a knowledge of the legal, ethical and regulatory frameworks affecting the self-employed practice. (Art and design 2008, and Art & Design draft 2016).

The course also maps to key elements of the benchmark for Landscape Architecture (2016), which notes that garden design falls within the grouping K300 Landscape Design (Garden Design K340).

Garden Design is a creative process involving research, analysis, the exploration of concepts and synthesis in the form of design proposals. The programme will deliver learning outcomes which will provide students with: design theory, concepts and methods and their application; precedents in design and their relationship to contemporary practice, as well as historic practices; properties of construction and planting materials and their use in design; specific professional, legal, institutional, economic and administrative contexts (including contract, law and specification). Students will be able to analyse, reflect on and synthesise information to generate design solutions in relation to the garden and landscape, whilst addressing issues of sustainability and environmental impact. They will explore a range of techniques and materials to generate two and three-dimensional shape and form through a variety of manual and digital techniques, as well as for potential presentations. Critical judgement and evaluation will be applied to students' own and others' designs, enabling students to develop and communicate design proposals in a variety of media, of suitability to a range of users. Finally, learning outcomes will address the interface between the different areas of garden design, construction industries and horticulture, to name a few. (Landscape architecture 2016 3.3)

6. Support for students and their learning

Students have access to the college guidance, support and advice systems through the Student Support Services representatives. Email and telephone contacts are available in the course handbook. A sample handbook is available on the College website and following enrolment students access the actual handbook via MOODLE. When students begin the programme they receive information on the following:

- Course documents and reading lists
- Advice on using the electronic resources
- Information on admission and induction arrangements
- Information regarding Disabled Students' Allowance (DSA)
- Pastoral and welfare support
- Careers information and guidance
- Academic guidance and tutorial support
- Guidance on using the VLE - MOODLE

Email and telephone contacts are circulated through the course handbook and are available on MOODLE.

All students will attend college at the beginning of their programme of study for Induction and to be familiarised with the course and its requirements. They will also experience a range of icebreaker and introduction techniques to forge group cohesion. Following this, students will normally attend the College according to the course timetable. Students will also have the opportunity to meet the staff in the Learning Resource Centre and the Specialist Learning Support Centre.

Staff associated with the programmes will negotiate and provide individual support through individual tutorials, meetings or other contact, which could also be carried out electronically.

7. Criteria for admission

- Level 3 qualification equivalent to 48 UCAS tariff points (formerly 120 UCAS points), i.e. 2 A Levels or a Subsidiary Diploma)
- English Language at GCSE grade C / 4 or equivalent
- Students with a relevant HNC may be able to transfer credit in certain modules onto the Degree
- Students without the necessary qualifications but with relevant work experience are encouraged to apply

8. Language of study

English

9. Information about assessment regulations

Please see the Regulations for Validated Awards of The Open University available on the College website

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Evaluation of teaching and learning is assessed through peer observations, module evaluations, and students' responses to questionnaires, focus groups, and students' comments in HE Operational and course meetings.

All teaching staff of more than 60 hours per year are required to have achieved a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are facilitated through group and individual staff development. There is a HE Staff Development Programme in addition to the College Staff Development Programme, both of which focus on raising standards in teaching and learning as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual monitoring report and any required improvements in an action plan. Monitoring plans are validated internally in addition to the scrutiny by the Open University and are reported to the Governors' Quality and Standards Committee. The action plan is monitored during the year during performance reviews which involves updating any improvements identified in-year.

The Scheme Management Board is responsible for the development and oversight of the HE academic work of Craven College and will report on academic standards to the Principal and the Board of Governors.

Annexe 1: Curriculum map

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

		Programme outcomes											
Level	Study module/unit	1	2	3	4	5	6	7	8	9	10	11	12
4	Personal and Professional Development	✓	✓			✓		✓			✓	✓	✓
	Surveying, Site Analysis and Client Liaison	✓	✓	✓	✓					✓		✓	
	Principles and Art of Garden Design	✓			✓	✓	✓		✓			✓	✓
	Work Related Learning 1 (Health & Safety)	✓	✓	✓	✓			✓		✓	✓	✓	
	Principles of Horticulture – Plants and Soils	✓			✓	✓	✓		✓			✓	✓
	Graphic Communication and Illustration	✓	✓		✓	✓			✓			✓	✓

		Programme outcomes											
Level	Study module/unit	1	2	3	4	5	6	7	8	9	10	11	12
5	Work Related Learning 2 (Specifications, Tenders & Contracts)	✓	✓	✓	✓	✓	✓			✓		✓	✓
	Hard Landscaping and Construction	✓			✓	✓	✓		✓			✓	✓
	Planting – Design and Maintenance	✓	✓		✓	✓	✓		✓		✓	✓	✓
	Computer Applications and Cad for Garden Design	✓	✓		✓	✓			✓		✓	✓	✓
	Garden History and Conservation of Heritage Gardens	✓		✓	✓			✓	✓	✓	✓		
	Work Related Learning 3 (Business Identity & Planning)		✓	✓	✓			✓	✓	✓	✓	✓	✓