

SCOTTISH AGRICULTURAL COLLEGE

REPORT OF THE REVIEW OF PROGRAMMES IN THE HORTICULTURE SUBJECT GROUP HELD AT SAC EDINBURGH ON 31ST MAY – 1ST JUNE 2011:

Proposal for validation of BSc/BSc(Hons) Garden Design

Review Panel

David McKenzie	Vice-Principal Learning, SAC [Convener]
Dr Robert Aitken	Head of the School of Life Sciences College of Medical, Veterinary and Life Sciences University of Glasgow
Stan Green	Managing Director Growforth Limited
David Hurst	Student Year 3 BSc Agriculture, SAC Edinburgh
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Linda Whillans	Environmental and Social Sciences Teaching Group Manager, SAC

1. Introduction

- 1.1 This validation proposal was considered as part of a review of SAC's Horticulture suite of programmes.
- 1.2 SAC currently offers HNC and HND awards in Garden Design, validated by the Scottish Qualifications Authority (SQA). The proposal is for a BSc/BSc(Hons) degree in Garden Design, which would use the HN awards as Years 1 and 2, to be validated by the University of Glasgow and available at SAC's Edinburgh campus.

The HN awards are offered at SAC's Edinburgh and Ayr campuses. They also ran at Aberdeen from 2006, but low numbers of students made that provision unsustainable. No new enrolments will be accepted at Aberdeen for 2011-12, although existing part-time students will complete their studies during that year.

- 1.3 The panel was provided with a detailed validation document, which explained the rationale for the programme, the structure and content of the curriculum and provided full module descriptors. The panel discussed the proposal with the programme development team and with a group of students currently

studying the HN awards. Details are provided as Appendix 1. Inevitably, topics were discussed at more than one meeting: the report is therefore structured by topic rather than as an account of the separate meetings.

1.4 The numbers of FTEs for the academic year 2010-11 are shown below:

Student numbers (FTEs) for academic year 2010-11

	Aberdeen	Ayr	Edinburgh	Total
Garden Design Year 1	6.5	10.5	11.5	28.5
Garden Design Year 2		1	2	3
Total				31.5

2. Discussions with the development team and students

2.1 The demand for a degree programme

The validation document presented evidence of industry demand for such a programme in the form of summaries of published reports on employment opportunities and skills shortages. Career prospects in all sectors of Horticulture were currently good. Garden designers in the UK were often self-employed or employed by local authorities, garden centres or landscape consortia as designers of small scale public open space or large gardens, where strong plant knowledge and attention to detail in design were valued. There were no competing programmes in Scotland, but seven universities and colleges offering Garden Design degrees in England, the nearest geographically being at Leeds. There was little competition outside the UK.

Current HN Garden Design students were asked about their interest in a degree and their views on the proposed curriculum through questionnaires and group discussions. They were highly satisfied with the HND programme and felt that the core modules in the degree would meet their needs. As might be expected, they differed in their preferences for elective modules, but none of the modules was considered inappropriate. Current students and recent HND graduates would be keen to progress to a degree. The students who met the panel confirmed these views, noting that a degree would have world currency and give the opportunity to increase the breadth and depth of their knowledge, particularly of plants. They noted also that they would welcome the opportunity to do a work placement; the panel **recommended** that the team consider this, given its value in promoting students' employability.

The validation document noted that the HND was currently the highest available qualification in Garden Design in Scotland. The proposed degree had been designed with a strong international content and would be the only one in the UK (and almost certainly in the world) with such a focus. During the past 18 months eight potential applicants had expressed an interest in the degree at open days. Current students and some who had recently qualified with the HND were keen to progress to the proposed degree. Over the last 20 months, email enquiries had been received from 26 potential applicants, 20 of these from mainland Europe. It was felt that overseas students would not come for a sub-degree qualification, but that a Garden Design degree offered in a cosmopolitan city like Edinburgh would have considerable attraction.

The panel was concerned at the comparatively low numbers of students in Year 1, given that there would inevitably be reductions in numbers at each successive year. There was also very poor progression from Year 1 to Year 2. The team pointed out that the apparent poor progression was in part due to the figures for Year 1 including students who had enrolled specifically for the HNC with no intention of progressing. Higher numbers might be expected in Year 1 if a degree were available as this would be a more attractive prospect, particularly for students from outside the UK.

The team recognised that it was difficult to have any certainty about the numbers that might be enrolled, but cited experience with the Horticulture with Plantsmanship programme, on which acceptable numbers had been recruited after the degree had been introduced. The students who met the panel suggested that students dropped out for a number of reasons, including the workload, a lack of understanding about the nature of a Garden Design qualification and the range of topics within it, and the complications of other commitments, especially for mature students. They agreed that the degree option would increase the number of younger applicants with more commitment and more realistic initial expectations.

The panel acknowledged that the degree would be more attractive to potential applicants, but felt that the current numbers and degree of interest were insufficient to give confidence in there being viable cohorts in each year. It was necessary to define more clearly the features of the proposed programme that would set it apart from other similar programmes and thereby increase its attractiveness to potential applicants. The panel therefore **recommended** that the team clarify further the justification for the award, particularly in relation to existing similar programmes elsewhere and industry demand, in order to establish its unique selling point.

In particular, the panel considered that the emphasis placed on the programme's international credentials was not justified, despite there being a number of modules that were explicitly 'international' (see 2.3). For example, would the international content of the programme meet the expectations of overseas students who would want to return to their home countries to practice? And was there sufficient staff expertise for tuition in the design of gardens for arid climates? The team explained that it was the intention to enrich the learning experience with invited expert speakers. The panel supported this approach, but noted that the involvement of suitable experts would be central to justifying claims for an international focus, and that it should be more thoroughly investigated and costed. The panel wondered whether use could be made of the international expertise of the Royal Botanic Garden Edinburgh, particularly as some of the students said that they were surprised when they found that RBGE staff were not involved. The panel therefore **recommended** that the team clarify the features of the programme that would justify claims for its having an international dimension, and consider the potential benefits of the involvement of RBGE.

The panel felt that it was important for the student cohorts to establish a strong group identity and cohesiveness, such that progression from Year 1 to Honours was the norm. The panel therefore **recommended** that the team consider separating the provision of tuition for the 'leisure/hobby' student from that serving the needs of mainstream students in order to ensure the desired group identity. The introduction of an 'SAC Diploma in Garden Design' might be appropriate for the leisure/hobby market.

2.2 Financial viability

The validation document detailed the additional staff and learning resources that would be required, amounting to £28,000 in start-up costs, £21,500 in annual costs, and additional input in the form of a part-time lecturer and invited specialist speakers. Considerable joint teaching between the related programmes of Garden Design, Horticulture and Horticulture with Plantsmanship, and with other programme areas, helps to maintain the financial viability of a programme despite relatively low student numbers on individual programmes.

2.3 The degree title

The team confirmed that the programme was aimed at both small designed landscapes (mostly public spaces) as well as private gardens, and the title 'Garden Design' was therefore a compromise in that a more accurate title would be unwieldy. Promotional material would explain the full scope of the programme. The panel agreed with this decision. However, of more concern was the use of 'BSc' for a programme structure in which all the science modules in Years 3 and 4 were electives, thereby permitting students to avoid science in these years. The panel acknowledged that there was a significant amount of science in Years 1 and 2, that the Honours Project might well be science-based and that other modules would help students to develop analytical thinking. However, the 'BSc' title meant that all students on the programme should study a sufficient amount of science in Years 3 and 4. The panel therefore **recommended** that the team clarify the fundamental direction of the programme, given that the proposal was for a BSc degree, despite there currently being no core modules in science in Years 3 and 4. The proposed module content might make a BA more appropriate.

2.4 The curriculum

The validation document noted that the proposed curriculum had taken account of the QAA Benchmark Statement for Landscape Architecture (which includes Garden Design), and the guidelines produced by the Society of Garden Designers. Specific modules had been included in Year 3 to give an international dimension, reinforced in Year 4 by the *International Design Project* and the *Professional Practice & Project Management* module, which would address working overseas. There would be a focus on plants and the science behind horticultural practices.

The panel noted that *Garden and Open Space Management* was not a core module, despite the crucial importance of managing a designed landscape in a sustainable way. The team explained that although the programme was aimed at both small designed landscapes and private gardens, the emphasis in the module on the production of management plans for large scale projects meant that it was not necessarily appropriate for all Garden Design students. Furthermore, maintenance aspects were embedded in all the Design modules.

The panel recognised the value of this approach but emphasised the increasing need to consider the ways in which the management of designed landscapes was affected by external drivers, such as climate change and reductions in funding for maintenance. The students also raised the importance of environmental issues, such as those to do with the use of peat and with the

origins of the stone used for landscaping. There was, in fact, no core module dealing specifically with the need for garden design activities to be conducted in an environmentally sustainable way. The panel **recommended** that the team consider including such a module, or alternatively show explicitly how this aspect was developed in context within existing core modules.

The panel asked whether it was realistic to include modules in Year 4 that did not have a grounding in earlier years: *Waste Reduction & Recycling* and *Environmental Economics* were examples. The team explained that experience to date showed that the students had performed very well in these modules, possibly because they developed their interests at an early stage and could therefore be guided effectively over their choice of electives.

Research Skills & Data Analysis was an elective module in Year 3, but if the default end point was Honours should it not be core? The team explained the importance of this module for the Honours Project, noting that its position in Year 3 ensured that students were adequately prepared from the start of Year 4. Again, careful guidance would ensure that students intending to continue to Year 4 would all take this module. Reinforcement of the appropriate skills came from the Honours support programme.

The panel emphasised the importance of the relationship between people and place in the context of gardens and designed landscapes, with particular reference to human health and well-being, at individual and community level. This was covered to some extent in *Environmental Psychology, Social Factors and Design*, but the panel **recommended** that the team consider giving it greater emphasis. The students recognised the potential therapeutic value of plants and gardens and greatly valued the experience of designing hospital gardens as part of their work in Year 2.

2.5 Critical friends

The panel **recommended** that, in the further development of the proposal, the team should seek advice from individuals in other institutions that offered similar programmes. In this way, the team would benefit from testing their ideas against 'critical friends'.

3. Conclusion and summary

The existing HN awards in Garden Design were clearly serving a need in that students found them rewarding from an educational and vocational point of view and there was a good record of appropriate employment. There was considerable added value in the form of visits, study tours, success in show garden competitions and other extra-curricular activities, including the opportunity to attend meetings of the Society of Garden Designers, which were hosted at SAC Edinburgh. SAC graduates were now office-bearers in the Society. Resources were good and improving. Current students were enthusiastic and appreciative of the learning experience. The proposed degree in Garden Design was therefore building on strong foundations and the panel supported the team in its ambitions.

However, the panel felt that the development of the degree programme would benefit greatly from further work. In particular, there was a need to clarify aspects that define the essential nature of the degree, including the science content of Years 3 and 4 (the BSc/BA question), justification for an emphasis

on an international experience, and a vision for the degree that could be encapsulated in a 'unique selling point'. This would help not only to strengthen the curriculum and the learning experience but also to create a buoyant and successful new degree.

The panel recommended that as part of this further work, the development team should:

- ensure that the document clarified further the justification for the award, particularly in relation to existing similar programmes elsewhere and industry demand, in order to establish its unique selling point.
- clarify the fundamental direction of the programme, given that the proposal was for a BSc degree, despite there being no core modules in science in Years 3 and 4;
- seek to involve individuals from HEIs offering similar, non-competing programmes as 'critical friends' in the development process;
- clarify the features of the programme that would justify claims for its having an international dimension, and consider the potential benefits of involvement of RBGE;
- consider the potential benefits of including a period of work placement in the programme;
- consider aspects of the curriculum that might be given greater emphasis, especially the concept of people and place; and the importance of environmentally sustainable practices;
- consider separating the provision of tuition for the 'leisure/hobby' student from that serving the needs of mainstream students in order to ensure a strong group identity for the latter.

The team was invited to bring a revised proposal for validation in February/ March 2012.

Appendix 3. BSc/BSc(Hons) Garden Design Outline Planning Document

Outline Planning Document: BSc (Hons) Garden Design

Section 1: Core Data and Academic Issues

1.1 Proposer: Margaret Norton

Proposed development team: Margaret Norton, Ian Anderson, Jeremy Needham, Colin Norton, Jason Russell

1.2 Proposed Programme Title: Garden Design

1.3 Proposed Academic Level & Exit awards

HNC Garden Design (level 7) – already validated by SQA
HND Garden Design (level 8) – already validated by SQA
BSc Garden Design (level 9) BSc Honours Garden Design (level 10)

1.4 Programme Duration

HNC – 1 year
HND – 2 years
BSc - 3 years
BSc (Hons)– 4 years
The above durations are for full time study.

1.5 Mode of attendance (Full Time, Part Time, Flexible Learning etc)

Full time or part-time, some modules may later be made available by distance learning.

1.6 Proposed validating body/bodies

HNC and HND are already validated by SQA.
BSc / BSc (Hons) to be validated by University of Glasgow.

1.7 Outline of academic aims and objectives

The aims of the programme are in line with the QAA subject benchmark for Landscape Architecture (QAA, 2007).

Overall aims:

- To provide a programme which meets the changing needs of the garden design industry worldwide;
- To boost standards within the garden design industry through raising the levels of skills, knowledge and analytical thinking;
- To provide a programme which will appeal to prospective students;
- To provide a programme which is flexible in its entry and exit points, and which will thus enable students to progress to more advanced levels of study;
- To increase the geographical catchment of students;
- To provide a programme which stimulates creativity and embodies sound environmental policy.

HND aims (from SQA validation document):

- To contribute to the training needs of the horticulture & landscape industries and satisfy the demand for Garden Designers;
- To provide students with an awareness and understanding of the design process;
- To provide the knowledge and skills required to design, build, research, and manage gardens.

BSc (Hons) aims:

- To produce garden designers who have detailed knowledge of the design, construction, planting and maintenance of gardens and landscapes in the UK and internationally;
- To provide graduates with appropriate knowledge and expertise to prepare them to take up professional appointments or self employment within the garden design and landscape sector in the UK and emerging markets overseas;
- To provide students with an understanding of contemporary practice, and the professional contractual and legal framework both in the UK and internationally;
- To provide a student-centred learning environment which will stimulate students to reach their full intellectual potential and encourage independent thinking;
- To enable students to locate, evaluate, synthesise and apply information and data in order to produce creative, innovative and functional design solutions;
- To prepare students for presenting and communicating proposals through various digital and manual media;
- To provide opportunity for personal career development, including advancement for mature students with employment experience.

1.8 Relation to SAC Mission and Education Objectives

The Garden Design programme is fully compatible with, and will contribute directly towards the achievement of SAC's Mission and education objectives. The realisation of SAC's mission is aided by the role that education programmes play in enhancing the viability of land-based business through education, development and training. This programme will contribute directly by educating personnel in the skills and knowledge required for the sustainable design and, to some extent, management of designed landscapes.

The proposed programme fits with the SAC vision of being a leader of innovation and sustainable development in the land-based sector, and the aim to deliver an improved environment. The proposed programme aims to produce graduates with an innovative approach, and sustainability and environmental improvement are embedded throughout the programme.

One of the strategic actions outlined in the Teaching Group's Business Plan 2010-2013 is to update existing and develop new programmes which attract students. There is also emphasis on increasing the number of international non-EU students (higher fee). This programme has the potential to attract such students due to the lack of garden design degree courses worldwide.

The objectives for the Learning Division and Teaching Groups include:

- to grow student numbers to 1037 FTEs by 2012/13 – this programme would help with this objective;

- to provide high quality education and training programmes – the existing HND programme at SAC has earned a very strong reputation and is of high quality. The addition of a degree will mean that we will be providing graduates who will be educated to a higher level in this subject than has been possible in Scotland up until now. This will enable Scottish students to be eligible for the exciting opportunities in this subject overseas and additionally will attract students to Scotland for this programme.

1.9 Compatibility with existing portfolio of programmes

The programme would be offered at Edinburgh and is a natural progression from the HND Garden Design currently offered there. Students completing HND Garden Design at Ayr could progress to year 3 of the degree, and students with HNC Garden Design from the Aberdeen or Ayr campuses could progress to year 2. The proposal conforms to the 2004 Strategy for the Horticulture, Landscape and Garden Design Programmes which favoured degrees being offered at Edinburgh. Currently BSc Horticulture and BSc Horticulture with Plantsmanship are offered at the Edinburgh campus; some modules would be common to these degrees. Students joining the new degree programme would join an expanding body of horticulture and garden design students and staff at the Edinburgh campus, where an increasing number of extra- curricular activities relating to the subject area are taking place, and where library and other facilities have been upgraded to accommodate the current horticulture degree provision. Significant investment has recently gone into the new horticulture and glasshouse area which already has greatly benefitted the garden design students for growing plants for their show gardens.

The Horticulture and Landscape programmes will be undergoing Subject Review and revalidation in 2010-11 and this will be an opportunity to consider new joint modules common to more than one programme.

The proposed programme would also integrate with other degree programmes in Environmental and Social Sciences being taught at the Edinburgh campus, particularly in relation to elective modules.

1.10 Proposed outline curriculum

In devising the programmes, reference was made to the QAA subject benchmark statement in Landscape Architecture (2007). The key attributes expected of a landscape design graduate have been taken into account and learning outcomes for the proposed modules will align well with the expected outcomes of such a programme.

Years 1 and 2 are as for HND Garden Design (already validated by SQA). The HND is well established having been taught at the SAC Ayr campus since 2001 and at the Edinburgh campus since 2005.

The final two years will build on the practical skills gained in the HND programme. Students will be encouraged to gain a deeper understanding of plants, design and environmental issues. They will gain experience on larger scale projects through substantial project work on large garden and small public space areas, a project utilising a site abroad, and dissertation / investigative project. Such projects will develop critical thinking, the ability to develop solutions for problem sites and advanced design capability. An international and world-wide dimension is introduced in years 1 and 2, and will become a significant focus of the programme in years 3 and 4 when international topics will be taught in specific core modules and when there will also be a focus on worldwide professional practice.

It is proposed that the programme will include non-compulsory study abroad for part of the programme. We already have connections with some possible institutions e.g. in Germany and France. Additionally, some sites for potential design projects in Europe have been identified.

Tables 1 to 4 list proposed modules in years 1 to 4. A brief outline of new year 3 and 4 modules is given in Appendix 1.

Table 1. Current Year 1 HNC / HND / BSc Garden Design (under review by Core Teams)

Module Title	SCQF Credit Points	SCQF Level
Design and Use of Hard Landscape Features*	8	7
Design Process and Composition in the Landscape*	8	7
Fundamentals of Landscape Surveying*	8	7
Garden Design Concepts*	16	7
Horticultural Practices*	16	7
Horticulture: Plant Recognition and Use *	8	7
Information Technology: Applications Software I*	8	7
Introduction to Business Management*	8	7
Landscape Graphics*	8	7
Landscape Industry: Specification and Estimation	8	7
Planting Design	8	7
Soil Management	8	7
HNC / HND1 Garden Design Graded Unit 1*	8	7

* essential for HNC

Recent Core Team discussions have taken place relating to the possibility of a common year 1 for garden design and horticulture. This would result in the introduction of more science in year 1 for garden design students than is currently the case.

Table 2. Current Year 2 HND / BSc Garden Design (under review by Core Teams)

Module Title	SCQF Credit Points	SCQF Level
Constructing Hard Landscape Features	8	7
Design and Construction of Show Gardens	16	8
Garden Design Practice	8	8
Garden Design Skills	8	8
Getting Started in Business	8	7
IT in Landscape Design and Management	8	8
Landscape Design History	8	8
Landscape Maintenance and Management	8	8
Landscape Practices	8	8
Pests and Diseases of Garden Plants	8	7
Plants for Gardens: Specialised Plantings	8	8
Water Gardens: Design and Construction, or Lawn Construction and Management	8	8
HND Garden Design Graded Unit 2	8	8
HND Garden Design Graded Unit 3	8	8

Table 3. Proposed Year 3 BSc Garden Design

Module Title	SCQF Credit Points	SCQF Level
Advanced Graphics and Software	15	9
Garden Design and Environment	15	9
Global Garden Styles	15	9
International Design Project	15	9
Landscape Horticulture**	15	9
World Climate Zones and Ornamental Plants	15	9
Elective modules* - select 2 from:	2 x 15	
Ecology: Management and Impacts		9
Ethnobotany		9
GIS and Remote Sensing		9
Horticultural Plant Physiology		9
Horticultural Taxonomy		9
Land and Habitat Restoration		9
Management Skills and Entrepreneurship		9
Ornamental Plant Production		9
Research Skills and Data Analysis		9
Plant Geography		9
Rural Planning and Environmental Impact Assessment		9
Victorian Horticulture		9

* One elective module must be selected from the list above. The second can be either from the list above or alternatively from a list of all currently taught SAC modules (subject to approval by Adviser of Studies). All elective modules are also part of another programme.

** Core module shared with at least one other programme

Table 4. Proposed Year 4 BSc Honours Garden Design

Module Title	SCQF Credit Points	SCQF Level
Advanced Design Solutions	15	10
Environmental Psychology, Social Factors and Design	15	10
Professional Practice and Project Management**	15	10
Design Project and Dissertation	45	10
Elective modules* - select 2 from:	2 x 15	
Action for Biodiversity		10
Business Marketing		10
Garden and Open Space Management		10
Global Horticulture		10
Heritage Garden Conservation		10
Land-based Environmental Issues		10
Sustainable Environmental Management		10
Topical Issues		10

* One elective module must be selected from the list above. The second can be either from the list above or alternatively from a list of all currently taught SAC modules (subject to approval by Adviser of Studies). All elective modules are also part of another programme.

** Core module shared with at least one other programme

Note: Shared modules are to be reviewed in the Horticulture and Landscape Subject review in 2010-11. If this new degree proposal is accepted for development, the garden design and horticulture degree suite would be developed together for validation / re-validation to maximise sharing of modules.

1.11 Major electives / specialisms within programme

None at present. Specialisms can be developed through choice of elective modules.

1.12 Proposed use of existing SAC modules (years 3 & 4)

All elective modules are in other programmes. One / two core modules per year will be shared with other programmes.

1.13 Participating teaching groups

Life Sciences, Environmental Sciences and Social Sciences.

1.14 Collaborative arrangements

SAC has formal progression agreements with several land-based colleges and is currently negotiating an agreement with Langside College which offers HNC Garden Design.

We have arrangements in place with Edinburgh Council and also with the National Trust for Scotland (NTS) for provision of some practical facilities for classes particularly in the first two years of the programme. These organisations are also willing to provide sites for local design projects.

It is anticipated that arrangements with other institutions would be made for the purpose of student exchanges. Some connections have been made already in Germany, France, Sweden and USA.

1.15 Proposed bridging / access arrangements

It is anticipated that graduates would be able to join a Masters programme in Landscape Architecture and thus could gain accreditation as Landscape Architects. Masters programmes are now also available in Garden Design elsewhere in the UK.

Access to the degree programme would be possible for those already holding HNC Garden Design (into year 2) or HND Garden Design (into year 3) or equivalent qualifications such as Foundation Degree (into year 3).

1.16 Anticipated employment opportunities

In the UK, garden designers are often self-employed in garden design or alternatively, employed by local councils, garden centres or landscape consortia as designers of small scale public open space where strong plant knowledge and attention to detail in design is valued. Some students move towards landscape management or horticulture and gain positions within the private or public landscape sector.

UK designers are held in high regard worldwide, and there is increasing demand for the services of qualified garden designers in Europe, and further afield in China, South Africa, USA and other areas. We have examined recent work undertaken by leading British garden designers and this survey revealed that the trend is to establish international practices. Examples are Arabella Lennox Boyd, John Brookes, Andrew Fisher Tomlin, Andy Sturgeon. They are working in Europe, Asia and north and south America.

Section 2: Resource Issues ("Business Plan")

2.1 Perceived market niche / target group

- a) Students who wish to enrol at the start for study to degree level rather than to HND level. HND is the highest available qualification in this subject in Scotland at present. Over the last 18 months, around 8 potential applicants for degree have come to open days but not applied due to degree not being offered (mostly young applicants).
- b) Advanced entry for students progressing from existing HND at SAC, HNC at other Scottish colleges, or from Foundation Degrees at English colleges. Current SAC students and some who have recently completed HND are keen to progress to degree. 10 out of 12 year 2 students in 2009-10 were interested in progressing to the degree. Of these 3 are now progressing to other degrees (2 within Edinburgh), and additionally 2 from HNC are progressing to degree programmes. Of last year's HND students, 5 would still come back to progress.
- c) Overseas students. These are likely to be from Europe (interest already expressed from France, Italy, Poland and Spain), and also from countries with expansion in this area but no / little educational provision (e.g. China, USA, South Africa). Over the last 20 months, the Programme Leader has received email enquiries for the garden design degree from 26 potential applicants. 22 of these were from overseas – 20 from Europe, 1 from South Africa and 1 from Taiwan. This is without advertising although most referred to the line in a previous prospectus about the programme being under development.
Availability of a degree as the end qualification is necessary to attract international students to the UK. Such students are unlikely to come for HND.
- d) This would be the only degree programme in garden design in the UK (and almost certainly the world) with such a strong international content.
- e) There are currently a large number of low level garden design programmes on offer in the UK and a few in Europe. There is recognition in the profession of a difficulty with this in terms of quality of work, competition and pricing of work (Garden Design Journal December 2005). This degree addresses this problem in several ways: 1. As the number of garden designers increases, it will become increasingly necessary for garden designers to have a recognised high level qualification in order to gain work and in order to command a good price for services. 2. There is an increasing demand for the services of garden designers in Europe (in part by UK expatriates), USA, South Africa, S. America, China and other areas. There is very little training for garden designers in these countries and therefore there are few locally offered garden design services. 3. Landscape Designers are currently moving into ever larger projects leaving a void which trained Garden Designers can fill; the opportunity here is in small scale public space design and large garden design. The degree programme would equip students to take on this mid-scale work. 4. The depth of knowledge gained from study on a degree programme would enable graduates to take on with confidence the consultancy work which is often requested of garden designers.

- f) Edinburgh is an international city and a capital city which draws people from all over the world. For students coming from other countries, there are well established groups to support them, activities, language courses etc. Because of its international status, it would be seen as an appropriate place for an international programme.
- g) SAC Admissions staff examined UCAS application forms for our Garden Design students over the last 3 years. It is notable that Ayr and Aberdeen students were all local to the campus although Aberdeen has had 3 students of overseas nationality in this time period. Over the same period, Edinburgh has had Brazilian, Latvian, Polish, Portuguese, Spanish and Swiss students. In one year group at Edinburgh, 5 out of 17 were local, the rest were from other locations in Scotland, England and overseas. This emphasises the difference between the campuses and also that Edinburgh has attracted substantially more overseas students.
- h) SAC Edinburgh has already established a position as a focus for garden design education in Scotland. Society of Garden Designers' meetings and lectures are held here. These are attended by a large proportion of the garden design profession in Scotland. SAC has also demonstrated in a wider context that our students are taught to a high standard. Our students have won design competitions locally e.g. at New Hopetoun Gardens, and have demonstrated their skills through winning medals for show gardens at Gardening Scotland and through the Royal Horticultural Society Chelsea Show, the most prestigious garden show in the world. SAC has thus been prominent in the UK in this subject area. It is a subject which we are excelling at teaching (we now have staff with a large amount of experience) and this is currently a good time to build on this success.

2.2 Competition

This would be the only degree programme in the UK (and our searches suggest, also the world) with such a strong international content. It would also be the only garden design degree programmes north of Leeds in the UK.

There are a large number of low level garden design courses on offer in the UK, but not many properly validated courses.

Tables 5 and 6 below summarise the current HE provision in the UK.

In Scotland, Edinburgh College of Art offers a BA and also MA in Landscape Architecture. Some of our Garden Design diplomates have progressed to this Landscape Architecture programme.

Two degree programmes were discontinued from 2009. These are Myerscough College where failure to recruit and retain appropriate staff was a major factor, and the University of Gloucestershire which has discontinued its numerous degree title options within the Landscape Architecture school but still has Landscape Architecture (which has some optional garden design modules within it).

Table 5. Honours and Ordinary Degrees

	Institution	Degree title	Degree	Comments
1.	Guildford College of Further & Higher Education	Garden Design	BA (Ord) Top up 1 year	At Merrist Wood, validated by Kingston University
2.	University of Greenwich	Garden Design	3FT BA Hons	At Hadlow College for years 2 & 3
3.	Harper Adams University College	Landscape Design	1FT BSc Hons Top up	At Reaseheath College
4.	Leeds Metropolitan University	Garden Art and Design	BA Hons 3FT	
5.	Moulton College	Horticulture and Garden Design	1FT top up BSc Hons	Validated by University of Northampton
6.	Sparsholt College	Garden Design	1FT top up BSc Hons	Validated by University of Portsmouth
7.	Writtle College	Garden Design, Restoration and Management Landscape and Garden Design Horticulture with Garden Design	BSc (Hons) 3FT/ 4SW/ 1 top up BSc (Hons) 3FT/ 4SW/ 1 top up BSc (Hons) 3FT/ 4SW/ 1 top up	Validated by University of Essex

Table 6. HND / Foundation degree

	Institution	Comments
1.	Birkbeck College, University of London	New 2011
2.	University of Brighton	
3.	Capel Manor College	
4.	University of Glamorgan	
5.	University of Greenwich	
6.	Guildford College of Further and Higher Education	
7.	Harper Adams University College	
8.	Kingston University	
9.	Langside College	HNC Garden Design only (2009-10)
10.	Leeds City College	Plant Use and Design
11.	Nottingham Trent University	Horticulture – Garden Design
12.	Sparsholt College	
13.	University Campus - Suffolk	
14.	Worcester University	New 2011
15.	Writtle College	

Three degree programmes will be discontinued from 2010. These are Glyndwr University – due to the take over of the Welsh College by another institution, University College Falmouth where they have severed links with Duchy College and are putting more emphasis on their Spatial Design degree, Bishop Burton College - their degree was validated by Leeds Metropolitan University who also offer the degree and there is thought therefore to be internal competition.

Two new Foundation Degrees have been announced for 2011, at Birkbeck College, and at Worcester University.

SAC Admissions and Recruitment staff contacted all of the institutions in Tables 6 and 7 during summer 2010. It was not possible for them to find out how many students were on each programme at that time. Bishop Burton College responded – they have around 15 on their Foundation Degree programme.

2.3 Expected source & level of funding

UK and EU students – student fee income plus SFC funding
 1verseas students are anticipated and they would pay the higher overseas rate for student fees.

2.4 Forecast of demand (expected intake numbers in first 5 years)

Expected numbers for year 3 (based on expected progression plus demonstrated interest from outside):

- 2011 – 8
- 2012 – 10
- 2013 – 12
- 2014 – 14
- 2015 – 16

Expected numbers for year 1 (HND + BSc):

- 2011 – 15
- 2012 – 18
- 2013 – 20
- 2014 – 20
- 2015 – 20

Year	2011-12	2012/13	2013/14	2014/15
1	15	18	20	20
2	10	14	16	16
3	8	10	12	14
4	0	7	9	10
Total	33	49	57	60

For the past 3 years in Edinburgh, years 1 and 2 have averaged 17 student altogether so the new programme would anticipate an additional 16 (2011) to 43 (2014) students. For these projections, we have used the Horticulture with Plantsmanship programme as a model. Student recruitment on that programme followed a similar pattern and growth to the above.

2.5 Maximum / minimum intake level to run programme

Currently, the design studio at Edinburgh can accommodate a maximum of 24 students.

2.6 Predicted income

2011: 16 students x £1850 fees = £29,600 fees if all UK/EU

2014: 43 students x £1850 fees = £79,550 fees if all UK/EU

Say 8 students paying overseas fees = £60,000 additional income

Total income = £159,550.

2.7 Anticipated Costs

Additional above existing HND as follows:

Staff Time: Contact Teaching

Sharing of modules reduces this to 7 modules plus Honours project times 40 hours i.e. one FTE staff. It is anticipated that garden design staff at Edinburgh, Aberdeen and Ayr would contribute to some of this.

Staff Time: Supervision / management / administration time

Adviser of studies – 60 hours per group of 15 students – 180 hours

Programme Leader – additional hours

Approximate costs of any proposed major visits / tours / overseas placements

One study tour per year as part of the programme to an overseas location.

Cost anticipated: £10,000 based on 25 students (£400 per student, student to pay half)

Requirement for obligatory split / small classes (safety, equipment, teaching method constraints)

This will only be necessary if class size exceeds studio provision.

New staff requirements

One FTE preferably landscape architect trained with substantial interest in gardens and small scale public open space. The position could be split in order to take on part-time staff who also practice garden design. It might be advantageous to have sessional staff for some specialist modules (e.g. psychology). In total including programme management roles and sessional specialist input – 1.5 FTE at Grade 4 = £93,000 per year employment cost + overheads.

Staff retraining needs

Ongoing CPD for updating staff knowledge. Existing staff will require to develop added international experience / knowledge.

Support staff time

Teaching assistant may be required for studio and CAD classes – 0.3 FTE at Grade 5 = £14,000 pa.

Classroom requirements

Preferably an additional dedicated studio / CAD room for year 3 & 4 students. Development of a studio 'culture' would be strongly beneficial for this group. Premises costs of £5k pa. Startup costs for PCs, licences and furniture - £25k. In years 3 and 4, students would be expected to use CAD more and also use CAD in conjunction with hand drawing. Additional computers and drawing boards would be required to furnish a new studio. Availability of wifi in the studio would enable students to use their own laptops and this would therefore reduce the number of computers to be purchased.

Use of IT & library facilities / new purchases

IT – we already have 20 licences for AutoCAD and SketchUp software, at a cost of approximately £1500 per year. A greater range of ancillary software packages would be beneficial – additionally approximately £1500 per year.

Library – we already subscribe to appropriate journals and have appropriate books. Continual updating only.

Laboratory requirements

Minimal (only for soil analysis etc.)

Other new equipment requirements

Additional equipment – A1 plan copier and scanner - £3,000.

Other start-up costs / special advertising costs

Advert in Garden Design Journal. Printed leaflet. Promotion overseas Total £5,000. Direct targeting of existing lower level courses e.g. Limoges, Wurzburg, courses in UK – some staff time required.

Other recurrent requirements

Minimal. Studio supplies mainly provided by students. SAC should provide A1 tracing paper, paper, and allow for maintenance of drawing boards, computers and copier.

Cost balance for 2014:

Income (additional): £160k

Additional Costs:

Staff lecturers	£93k
Assist Lect	£14k
Marketing	£5k

Premises	£5k
Study tour	£10k
Other misc costs	£5k
Total	£132k

Plus start-up costs for year 1 £25k.

Appendix 1.

Brief module descriptors (new for years 3 and 4)

Modules will develop:

- Greater depth and breadth than HND
- Scaling up - larger gardens and public / community open space
- International including compulsory study abroad, or compulsory project abroad
- Ambitious innovative design work coupled with an in depth knowledge and understanding of plants and differing environments worldwide.

Level 9

Advanced Graphics and Software

Further develops essential IT skills learnt in IT module in Year 2, including advanced modelling techniques to enable proficiency in 3D landscape design, customising tool sets, professional rendering, 3D animation- the skills expected from today's designers.

Garden Design and Environment

Moving away from a UK based vision of Garden Design this unit aims to look at how local environmental conditions play an important role in shaping a garden designers vision. The Australian garden at this year's Chelsea flower show (2010) demonstrated this point by focusing the garden design around an outdoor swimming pool and shade-creating verandas. Shade, dry, sun or monsoon the global location of different gardens pose their own unique difficulties. Sustainability and sustainable design is integral: water use, source of materials, energy use, recycling, international dimension to this.

Global Garden Styles

International, regional and local garden styles; geographical, historical & landscape character, local distinctiveness, regional & local context. World gardens. Evaluation of styles of recent and contemporary designers worldwide leads to experimentation with designing in particular styles.

International Design Project

A project based unit, takes the opportunity to look at a designed garden/landscape abroad. Deconstructing the various social, cultural and environmental elements that lead to the success of the design. A good example of this would be to look at the Park Andre Citroën in Paris. An internationally acclaimed public park in the centre of the city. Additionally, students will produce a design for a site abroad. This will be accomplished through a compulsory study trip abroad, but equally could be incorporated in a programme for an exchange semester.

World Climate Zones and Ornamental Plants

Recognised as one of the best places in the world to grow plants, the UK has developed a reputation for knowledgeable plants-people. This module will initially familiarise students with climatic zones and expected conditions. It will then take the students' existing knowledge of plants and use it to introduce new ways of thinking about plants and planting design in different regions of the world. For example, looking at ways and approaches in creating a successful planting design of a cactus garden in California, or tropical forest garden in Malaysia.

Level 10

Advanced Design Solutions

Off the shelf is common place in UK garden design, but what about a garden in Delhi? Sourcing and designing product and features for gardens is essential for clients requiring a bespoke finish and an important skill for garden designers where an in depth understanding of materials and product is essential to obtain successful results. Students will be encouraged to apply knowledge gained in the previous 3 years to more complex design problems.

Environmental Psychology, Social Factors and Design

The design of our urban environments has an important role to play in social welfare. Green spaces are increasingly important and the design of these spaces is more and more part of the legislative landscape. This unit looks at the social element of green space design and how design and use of plants can affect the health and well-being of individuals and communities. Urban regeneration, placemaking, philosophy and enclosure will be discussed.

Design Project and Dissertation

The student will select an appropriate topic with an international component in consultation under supervision. Students can take this opportunity to develop an idea of particular interest to them or to pursue a subject area which will be of direct use in their chosen career path. For the selected topic the student will undertake a review of the relevant literature, collect and analyse data and present a dissertation. Additional guidance and assistance will be provided through a formal support programme that will include presentation and feedback sessions. The student will also deliver an oral presentation to colleagues and staff. It is anticipated that the dissertation will include a design relating to the topic investigated.

Examples of possible topics – Design for gardens in south France for people with dementia; Species for extensive green roofs in mid-west USA. (The Programme Leader has supervised dissertations of these types previously.)