

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	ARA506
Module Title	Professional Practice for Garden Design
Level	5
Credit value	20
Faculty	Art, Science and Technology
HECoS Code	100590
Cost Code	GAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Garden Design	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	July 2017
With effect from date	September 2022

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Date and details of revision	September 2022 - updated template
Version number	2

Module aims

- To prepare students for their professional future in terms of their practice and business skills.
- To enable students to understand the complexities of legally binding contracts and planning/land law and the responsibility of project management.
- To enable students to quantify and cost a complete project, providing a reference for future work.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Prepare and use a bill of quantities, emanating from their own design work and cost a complete project considering labour and hire charges alongside prime cost sums and analyse the outcome in terms of budgetary constraints.
2	Analyse the challenge of the costing process enabling them to justify the outcome and reflect upon the impact on their design work.
3	Use and refer to the JCLI form of agreement as a standard form of contract applied to their future work and prepare a business plan and cash flow forecast for a new business venture.
4	Understand and differentiate between the options available in running a practice and calculate professional fees appropriate to the kind of work and size of contract in hand.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will be expected to present factual information in written and diagrammatic format illustrating understanding of the various business, administrative and project management issues of a landscape site. Evaluation of research findings in support of the factual element will also be required to be presented.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	Coursework	100

Derogations

Students who have been unsuccessful are allowed one further attempt in each element of assessment in order to redeem failure.

Learning and Teaching Strategies

The majority of teaching in this module is lecture based although some open up into workshop sessions in which students can explore and analyse comparative systems and approaches in relation to marketing, fee estimating and contract.

Studio based teaching concentrates on the development of detailed costings. Through this exercise, students learn how to quantify the raw materials that make up their designs and the labour and design support required in their realisation. There is also a requirement that students analyse the impact of their cost findings on the quality of their finished design – they are encouraged through group and individual studio discussion to provide solutions to reducing costs without necessarily reducing design quality.

Indicative Syllabus Outline

The introduction of business linked strategies, project management, guidance and support specifically targeted to the field of garden design. The course also requires specific research in costing and quantifying skills and information relating directly to a previously prepared design.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance.*

Essential Reads

Clamp, H. (1999), *Landscape Professional Practice*, Gower Publishing Ltd.

Clamp, H. (1995), *Spon's Landscape Contract Handbook: A guide to good practice and procedures in the management of lump sum landscape contracts*, Taylor & Francis.

Other indicative reading

Brassington, F. Pettitt, S. (2006), *Principles of Marketing*, Financial Times/Prentice Hall.

Kogan, H. (Ed) (2000), *Set Up and Run Your Own Business*, Kogan Page Ltd.

Rose, C. (1999), *Trade Secrets: Young British Talents Talk Business*, Thames & Hudson Ltd.

Sergeant, G. (2003), *In at the Sharp End: The Realities of Running a Small Business (Based on 50 Case Studies)*, Harbour Press.

West, A. (1998), *A Business Plan: Build a Great Plan for the Growing Business*, FT Prentice Hall.

Online:

http://www.gre.ac.uk/data/assets/pdf_file/0005/623156/Professional-Studies-Colin-MooreContracts-What-Ifpdf.pdf

<http://www.sgd.org.uk/jcli-garden-construction-contract-and-consultancy-agreement.aspx>

<http://www.landscapeinstitute.co.uk/knowledge/JCLI.php>

<https://www.gov.uk/write-business-plan>

<http://www.barclays.co.uk/Startupsupport/Writingasmallbusinessplan/P1242559649359>

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Guidance, from the following list, delete the attributes that are not covered by this module

Core Attributes

Engaged
Enterprising

Key Attitudes

Resilience
Confidence

Practical Skillsets

Organisation
Leadership and Team working
Critical Thinking