



Curriculum

GD 0 Design Curriculum

- GD000 Introduction to draughtsmanship
- GD010 Introduction to the evolution of the modern landscape
- GD020 The site in its setting
- GD030 Recording space, tools and techniques
- GD040 Graphical communication
- GD050 Model making
- GD060 The Design process
- GD070 Intuition and analysis
- GD080 Geometry of shape

GD 1 Construction Curriculum

- GD100 Technical communication
- GD110 Water
- GD120 Walls
- GD130 Timber
- GD140 Paving surfaces
- GD150 Drainage
- GD160 Costings
- GD170 Irrigation
- GD180 Stage lighting
- GD190 Contour manipulation

GD 2 Horticultural Curriculum

- GD200 Principles of planting design
- GD210 Soil science and Plant physiology
- GD220 Right plant, right place
- GD230 Plant procurement and spacing
- GD240 Design considerations for plant selection
- GD250 Lawns and ground cover planting
- GD260 Softscape
- GD270 Garden photography

GD 3 Business and Professional Practice

- GD300 Business and marketing
- GD310 Professional practice and fee scales
- GD320 Legal framework
- GD330 Specification writing and written communication



Applicant Profile

All candidates who wish to join the course will be required to answer a questionnaire set by the University to assess their eligibility.

Students will require a first degree or have prior experience in a related subject.

All students should have been educated to at least 'A' level standard with overseas students having passed an exam in English to a minimum of Cambridge Certificate Grade C or equivalent.

Regulations

In order to achieve the award of 120 C.A.T. credits or the college's own Diploma, students will be required to complete all sections of the course in the allotted time. Details are given in the succeeding pages and in the appendix on regulations.

Upon acceptance all students will be required to attend an interview with the principal to discuss their personal aims and objectives. On acceptance to the course, a non-refundable deposit of £500 is required, with the balance due no later than 6 weeks prior to the course start date.

It is regretted that no fees can be refunded for whatever reason including non attendance once the course has commenced

The college reserves the right to change the course dates, structure and venue without notice.

Duration

3 Academic ten week terms with lectures on Thursdays and Fridays and with an additional 4th summer home study term

Start Date

October 9th 2003

October 7th 2004

Course Cost

£6,300-00 + vat (£7402-50)



Resumé

Duncan Heather (Principal)

Duncan Heather is one of Europe's foremost garden designers, to-date having won five gold, one silver & one bronze medal and three best of show awards for his design work. He lives in Oxfordshire where he both lectures and works. Born in Britain, he travels extensively and undertakes a very wide range of projects around the world, from tiny courtyard gardens to large country estates.

He originally trained under, then worked for, top international designer and author John Brookes and was subsequently offered a directorship in 1991, which he declined to concentrate on his own design practice in Henley-on-Thames. In September 1991 he was appointed design lecturer at the English Gardening School in London and in 1992 founded the Oxford College of Garden Design.

Amanda Macrae: (Vice Principal)

Trained at Birmingham Polytechnic and spent the first years of her career working for Habitat Design Ltd. She now runs her own nursery and successful design/build practice, designing and implementing gardens across the south of England.

Michael Reed (Professional Practice and Studio Lecturer)

Michael is a practicing architect who combines building design with landscape. Having worked in a design partnership after leaving University, dealing with large commercial projects, he now runs his own busy practice dealing primarily with private residential homes

John Heather (Construction & Professional Practice)

Trained as an architect at the AA before joining a private practice and then working for local authority. He is now a visiting lecture, at several design schools around the country and is widely respected as being the foremost expert in his field.

Fiona Harrison (Soft Landscape Lecturer)

Read Botany at Reading University before embarking on a design career in retail garden centres, culminating as designer and contracts manager for Country Gardens. In 1992 she set up her own practice in Surrey and now runs a successful design business and regularly lectures on all aspects of plants and botany.

Guest Lecturers

John Marriott:- Garden Lighting

David Grey: - Garden Photography

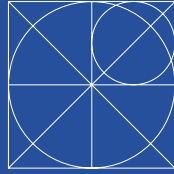
Steve Le Chevalier:- Geologist

Sally Court:-Design philosophy

Elspeth Hamilton:- Architect

Michael Ashbridge:- Marketing

Andrew Fisher Tomlin:- Landscape Designer



OXFORD
COLLEGE OF GARDEN DESIGN

garden design

Welcome

to Oxford and the OCGD's Post Graduate Diploma level course in Residential Landscape Design. The college is one of the few schools in the country to offer a recognised qualification in Garden Design which is accredited by Oxford Brookes University. The college was founded in 1992 with the aim of producing the country's top future designers and to fulfil students' design potential.

Garden design embraces a wide range of subjects, issues and ideas, which will be explored during the course. The skills and knowledge you acquire will be applied in the design studio which will provide the main forum for discussion and learning from your own explorations, your tutors and your fellow students.

Contents

- **Term 1**
- **Term 2**
- **Term 3**
- **Course Outline**
- **Curriculum**
- **Applicant Profile**
- **Tutor Profiles**

Oxford College of Garden Design

Administration Office
Greystone
Colmore Lane
Kingwood Common
Oxon RG9 5NA

Tel (+44) 01491-628950
Fax (+44) 01491-628971

e-mail ocgd@ocgd.org
www ocgd.org



Design Assignment 1

Size:-Courtyard Garden 100-500 m²

Aims and Objectives

Students will complete the above project, chosen by the college, using the following acquired skills:-

Site surveying

Client brief

Outline/sketch plan

Section/elevation

Planting plan

Term 1

Students will be able to survey a small site using running dimensions and triangulation making note of site details such as the position of trees, buildings, simple level changes, and services etc. They will be able to evaluate the data collected on site and produce a scale drawing at 1:50 to accurately portray the site's characteristics. They will write a simple client brief and produce a sketch proposal based on that brief. Students will apply pattern analysis concepts which have been taught concurrently in the first term. The proposal will be drawn using pencil and then draughting pens, on architectural blanks using the title blocks to display appropriate information. Students will demonstrate an understanding of special concepts and design philosophy and demonstrate a reasonable knowledge of landscape graphical symbols.

Students will produce section / elevation drawings to help illustrate the project, both for contractor and client. Finally they will produce a planting plan for the site having been given a limited number of plant genus to use.



Assignment Project 1

a) Garden History Pictorial Timeline

b) Six thousand words on the evolution of the Modern Landscape from 18th Century Western classicism to the present day.

In a time line format, students will discuss with the aid of photographs and diagrams the main political, social, technological and economic influences (to include the world of art, music and architecture) that effected the creation of the modern landscape.

They will discuss the philosophy and expression and patterns behind the most famous landscapes and describe how history had influenced their evolution.

Students will refer to the main figures of the time to include writers, artists, landowners, designers and plant collectors. The thesis will discuss world trends in landscape design and the role seen for the profession in the coming decade.

Assignment Project 2

Model making

Students will be required to build a scale model at 1:50 of the Design assignment 1 courtyard garden.



Design Assignment 2

Large Town Garden/ Small Country Garden 500-2000 m²

Aims and Objectives

Students will complete the above project, chosen by the college, using the following acquired skills:-

Site survey

Site evaluation plan

Outline/sketch plan

Specification Document

Planting plans

Client brief

Functional diagram plan

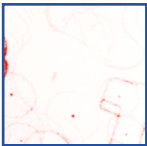
Section/elevation

Layout Plans

Term 2

Students will complete project 2 in the same manner as project 1 with the additional use of Survey Analysis and Design concepts (S.A.D). Students will survey the site as before but produce an additional site evaluation plan. Using this information, they will produce functional diagrams for the site and its layout and with this information produce a sketch plan. Having completed this they will produce a setting-out plan (Master Plan) containing spot heights and dimensions and will include specification on paving materials and construction detailing.

They will produce a section elevation at the survey stage and use this as a design tool to aid them in producing a workable sketch plan. Finally, they will produce an Axonometric drawing of the house and terrace area and a planting plan on completion of the sketch proposal.



Assignment Project 2

Students will produce a hard landscape portfolio of 10 constructions

Aim:- To develop an understanding of how landscape elements are constructed and to enable students to provide the contractor with specific graphical design instructions.

Garden elements will be organised in the following categories:

Surfaces (vehicular, pedestrian, in-situ, flexible, ridged.)

Enclosures (walls, fences, trellis, gates)

Level changes (steps, ramps, retaining walls)

Structures (pergolas, arbours, gazebos)

Landscape materials used will be brick, stone, concrete, timber and/or others such as plastic, metal, canvas, etc.



Design Assignment 3

Large Country Garden 7000 m²+

Aims and Objectives

Students will complete the above project, chosen by the college, using the following acquired skills:-

Site survey

Site evaluation plan

Outline/sketch plan

Contour Plan

Specification Documentation

Planting plan

Client brief

Functional diagram plans

Section/elevation

Layout Plans

Axonometric Drawing

Full business correspondence

Term 3

Design project 3 is as above with the students having to produce full plans and details for the whole site to include construction details specification documents, costing and schedules of work. Full planting plans will be required to include plant list containing descriptions and maintenance information and plant numbers to facilitate ordering.



Assignment Project 3 (Summer term)

Soft Landscape Portfolio

Comprising 20 different plant groupings for different environments. The portfolio will demonstrate the importance of plants, not as individual horticultural species, but the effect they have when planted in complementary groups. It will act as a reference source for further professional practice.

Business Plan

Students will produce a full business plan to include cash flow and profit and loss which will aid them in their business start up.

Essay on colour theory

2000 plus essay on colour theory and its relevance in garden design.

Final Exam

Written exams covering all aspects of the profession.



Our course is linear in format, with ongoing evaluation over 4 terms (3 academic terms starting in October and ending in June, with the summer term June – September comprising home study projects). Design projects make up 50% of the possible marks, project work accounts for 40% and a final exam in June makes up the final 10%. Design work, carried out through studio projects and taught by tutorial, form the heart of the course.

Course Outline

Student Effort, Feedback and Profiling

The current course, designed after discussions with Oxford Brookes University, is based on a notion of 350 hrs. of your effort to complete each academic term, including all class/studio contact teaching time and private study and an additional 200 hrs. of study in the summer term. This is a very inexact science but is based on years of experience. The time required to complete tasks will vary according to your personal organisation, ability and application. Feedback mechanisms are used regularly to monitor all aspects of the course including levels of effort required to successfully complete each section.

Assessment, is by course work and written examination together with continual assessment of design projects and associated technical studies.

Aims of the Course

The aims of the course may be summarised in the following strategic learning outcomes. These should enable you to demonstrate:

- the knowledge, understanding and skills necessary to undertake a period of professional practice and further professional education.
- a design philosophy creatively and successfully communicated.
- the ability to provide, written and drawn instructions, the knowledge to oversee the development of projects and the confidence to play a key role in the construction processes.

Course Structure

Throughout the course of study, the core curriculum is arranged in 3 broad strands of design, construction and horticulture. In the study of garden design, the design studio is inevitably the primary focus. But to design successfully, you need knowledge and understanding of the cultural, historical, technical and practical subjects which are integrated – often implicitly – in the design process and explicitly in the construction module.

Each term the students will complete one major design assignment in studio and in their own time, based on real site and client, plus an additional project to be completed in their own time. They will also attend lectures starting from the first term with design philosophy, progressing in the second term to construction and specification and the third term concentrating on planting design theory and professional practice.

Other elements of the course consist of a range of associated subjects of which, garden history, construction, professional practice and planting design are the most important. These are taught through lectures and seminars and are expected both to provide a wider design understanding and to inform project work.