

UK Landscape architecture education: A terminal case?

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ABSTRACT

Since 1990, several UK landscape architecture courses have closed. Latest closures are the undergraduate courses at Kingston (2013) and Manchester (2014). In 2015 there are thirteen institutions in the UK with programmes accredited by the Landscape Institute (LI) and, of these, twelve teach landscape architecture. This paper surveys landscape architecture education in the UK, reviews applications data, considers why courses have closed and describes the prospects for the future directions of landscape architecture education in the UK. It finds undergraduate applications have fallen since 2010 while graduate applications have risen five-fold.

There is a short historical review of UK landscape architecture education and of the departmental status of landscape architecture education in the UK in early 2015. An appendix gives a comparison with landscape architecture provision elsewhere.

UK landscape architecture education lacks an autonomous status, there are relatively few professors or senior staff who are landscape architects, and decisions affecting landscape architecture courses are made by non-landscape architecture academics.

At a time of environmental concerns, and despite increasing overall numbers of applications, landscape programmes are closing. This paper investigates whether there is a pattern to these closures and considers ways of avoiding closure and possibilities for growth.

Keywords: UK landscape architecture education

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INTRODUCTION

This inquiry is in part speculative. It is curious why landscape architecture education, which can lead to interesting and fruitful careers, appears undervalued in the UK. Since 1990 ten LI accredited courses in landscape architecture and landscape management have closed (table 1). Since 1990 four new institutions have begun teaching landscape architecture: Kingston and Writtle in 1992; University of East London in 2006 and Ulster in 2008 (suspended in 2011).

Reasons for closure range from institutional failure to changes in university economics. Wye College closed due to institutional failure; following merger with Imperial College all education at Wye ceased. Elsewhere courses have closed because of “uneconomically” small student numbers.

University funding arrangements have changed since 2010 when higher fees (up to £9,000 per annum) were introduced in England. Direct funding from the Higher Education Funding Council for England (HEFCE), covering research, capital expenditure and elements of teaching, has meanwhile been reduced, (table 2). Note Scotland is separate, but similarly financially constrained.

As a consequence, the higher education economic model has changed. Overall dependency on teaching fee income has risen, from 34% in 2010-11 to c.42% in 2013-14 (Universities UK 2013 p.25): so making this more critical when overall application numbers have stalled (figure 1). The universities have moved from fifty years of accelerating growth to an economy of flat-lining student entrant numbers and declining direct central government funding.

Universities are more cost conscious and focused on increasing their individual share of a reducing pot of nationally distributed HEFCE funding and of direct income for teaching fees.

University tuition funding in the UK has shifted from being mainly direct from central government to a form of tuition fee income (via the Student Loans Company, a not-for-profit, government-owned company). Consequently high recruiting courses benefit. The whole exercise is still government funded, but using the Student Loans Company benefits the PSBR figures (and there are advantages in that universities are buffered from direct government financial regulation).

<i>Institution</i>	<i>Date of closure to new entrants</i>	<i>Course</i>	<i>Source. etc</i>
University of Manchester, Department of Planning & Landscape	1992	Masters Landscape Architecture	Allen Ruff, former lecturer, personal communication 16.12.2014
	2010	Enhanced undergrad. Masters Landscape Planning & Management (MLPM)	John Handley, former course leader, personal communication 10.12.2014
University of Edinburgh	1995	Master of Landscape Architecture	nb course transferred to Edinburgh College of Art [1]
Wye College	2000	M.Sc. Landscape Ecology, Design & Management	Dr Peter Buckley, former course leader, personal communication 20.1.2015
University of Newcastle-upon-Tyne	2003	Master of Landscape Architecture, *	Dr Ian Thompson, Reader Newcastle University, personal communication 27.10.2014
Myerscough College Course accredited by Univ. of Central Lancashire	c.2008-9	BA (Hons) Landscape Management	Andrew Taaffe, Myerscough College, personal communication 23.2.2015
University of Reading	c.2010	BSc (Hons) Landscape Management	
University of Ulster	2011	Master of Landscape Architecture *	http://news.ulster.ac.uk/releases/2011/5857.html (accessed 19.2.2015)
Kingston University	2013	BA (Hons) Landscape Architecture	http://www.landscapeinstitute.co.uk/news/kingston-shuts-landscape-course 18 July 2013 (accessed 20.2.2015)
Manchester Metropolitan University	2014	BA (Hons) Landscape Architecture	http://www.landscape.mmu.ac.uk/courses/ba/ (accessed 1.11.2014)

* the university announcements described "suspension" not closure.

TABLE 1:
UK landscape architecture and management course closures since 1990

2008-09	£7,994 million
2010-12	£7,356 million
2011-13	£6,507 million.
2012-13	£5,388 million.
2013-14	£4,497 million.
2014-15	£3,883 million.

TABLE 2:
Overall funding from HEFCE for English universities

Source: HEFCE nd a)

Figure 1:
Applications to British
Universities in all
subjects,
from 1962-2012
via UCAS and its
Predecessors
(Full Fact 2013)

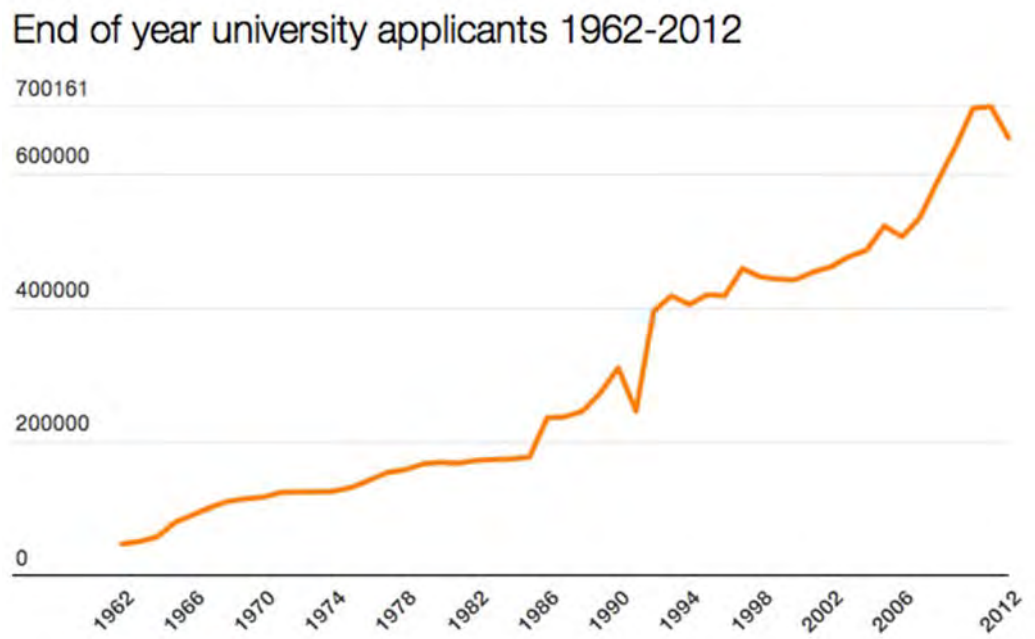
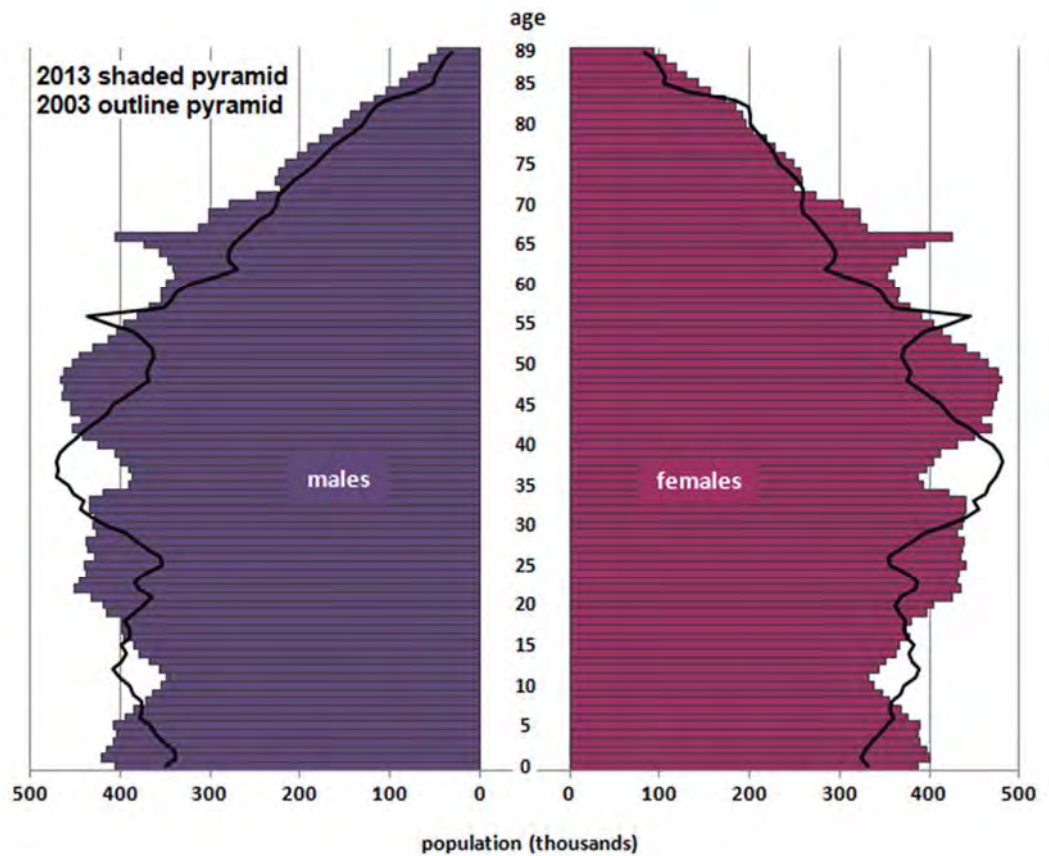


Figure 2:
UK population by age
range 2003 and 2013
(Office of National
Statistics 2014)



Additionally the population of 18 year old school leavers in the UK is declining in 2010s (figure 2). Furthermore new visa restrictions have impacted recruitment of overseas students under the post 2010 government so overseas student numbers are no longer growing strongly (Universities UK 2014).

Cut-backs have particularly affected former polytechnics where most landscape architecture courses are based. In 2010 the University and College Union (UCU) appraised the likely impact of the Browne Review [2] and listed five former polytechnics which deliver landscape architecture courses as being “high” to “high medium” risk of institutional failure as a consequence of the Review’s proposals (Universities and Colleges Union 2010). Of the five, Kingston and Manchester Metropolitan have closed undergraduate landscape architecture courses.

Recruitment is at a premium especially for former polytechnics, which are more dependent on teaching fees. High cost, low recruiting areas are closing. The criterion for closure of low recruiting courses may be fewer than ten or fifteen full-time students entering the first year of an individual programme. Several landscape architecture courses in Britain have been recruiting in single digit numbers.

In 2015 there are thirteen institutions in the UK with programmes accredited by the Landscape Institute. Eleven of these teach landscape architecture as a design subject. Cranfield teaches an environmental science BSc and Sheffield Hallam and Hadlow College have landscape management programmes, (Hadlow also has a BA Garden Design leading to the Greenwich Diploma Landscape Architecture). Only one university (Sheffield) has an independent department (Table 3).

Landscape architecture is primarily in architecture schools or departments (there are seven) and is subsidiary. For example, on first of January 2015, none of the heads of architecture schools had a landscape architecture qualification. There is one course in a School of Design, two in Environmental Science departments and two in land based colleges: only Sheffield has an independent landscape architecture department. In recent years separate departmental status for landscape architecture has been lost at Edinburgh in 2011 (Catharine Ward Thompson, personal communication 17 October 2014) and Greenwich in 2012 (author’s personal knowledge). By contrast abroad, landscape architecture teaching began at Harvard in 1900

quickly followed by Cornell, Yale and by 1914 at Berkeley and all are in autonomous departments.

TABLE 3:
Institutions with
LI accredited
courses,
by Department or
School

University	Department	Sources (accessed 1.1.2015)
Department of Landscape Architecture		
University of Sheffield	Department of Landscape	http://www.sheffield.ac.uk/landscape
School or Department of Architecture		
Birmingham City University	Birmingham School of Architecture	http://www.bcu.ac.uk/architecture/courses
Kingston University	School of Architecture and Design	http://fada.kingston.ac.uk/al/
Leeds Beckett University (formerly Leeds Metropolitan University)	Leeds School of Art, Architecture & Design	http://www.leedsbeckett.ac.uk/faculties/faculty-of-arts-environment-and-technology/art-architecture-and-design/
University of East London	School of Architecture, Engineering and Computing	http://www.uel.ac.uk/ace/postgraduate/
University of Edinburgh	Edinburgh School of Architecture and Landscape Architecture	http://www.eca.ed.ac.uk/architecture-landscape-architecture
University of Greenwich	Department of Architecture and Landscape	http://www2.gre.ac.uk/about/faculty/ach/about/structure
University of Manchester & Manchester Metropolitan University (joint school).	Manchester School of Architecture	http://www.msa.ac.uk/
School of Design		
University of Gloucestershire	School of Art and Design	http://insight.glos.ac.uk/academicschools/dad/Pages/default.aspx
Environmental Science		
Cranfield University	School of Applied Sciences.	http://www.shu.ac.uk/prospectus/course/714/
Sheffield Hallam University	Department of the Natural & Built Environment	http://www.shu.ac.uk/prospectus/subject/environment/
Land Based Colleges		
Hadlow College*	Department of Landscape, Horticulture and Design	http://hadlow.ac.uk/courses/horticulture-landscape-and-design
Writtle College**	School of Design	http://www.writtle.ac.uk/design/Undergraduate.cfm

* validated by the University of Greenwich

** validated by the University of Essex

source of accreditation status: <http://bealandscapearchitect.com/courses/> (accessed 1.1.2015)

SUMMARY HISTORY OF LANDSCAPE ARCHITECTURE EDUCATION IN THE UK

Landscape Architecture education in the UK began in 1930 when the undergraduate diploma course at the University of Reading was established (closing for new entrants in 1959) (Jacques & Woudstra, 2009, p.5). Part time courses were established at the Regent Street Polytechnic in 1943 (*Wartime Journal ILA*, 1943: frontispiece advertisement) and in 1945, when a two year, evening class, Certificate in Landscape Design began at the School of Planning, Gordon Square, London, part of University College, University of London (University College Records Office, 2015). Then followed the full-time Diploma at Newcastle-upon-Tyne (then Armstrong College, University of Durham) in 1949/50 (Brenikov, 1998), which began as a one year course and became a two year course in 1965 and later a Masters conversion course (closing for new entrants in 2003). In the North, about the same time, a part-time Certificate in Landscape Design began at the Leeds College of Art (later at Leeds Polytechnic, then Leeds Metropolitan University, now Leeds Beckett University) (Woudstra 2010 p.245).

The 1960s was the main period of growth of new courses beginning with Birmingham College of Art (later City of Birmingham Polytechnic and now Birmingham City University) in 1960 (Professor Kathryn Moore, personal communication 12.12.2014); Cheltenham College of Architecture and Design (now University of Gloucestershire) in 1961 (Moore 2010), University of Edinburgh in 1962 (Prof. Catharine Ward Thompson, personal communication 17.10.2014) and then at Hammersmith College of Building and Art in 1965 (later Thames Polytechnic, now University of Greenwich) (University of Greenwich blog nd). The Manchester School of Art (later Manchester Polytechnic, and then Manchester Metropolitan University) set up a Diploma course in 1967 (Ian Fisher personal communication 17.5.2015). At 'red brick' universities, landscape architecture studies began at the University of Manchester in 1967 (Allen Ruff, personal communication 16.12.2014) and at Sheffield in 1969 (Woudstra, J. 2010 p.256). These were followed in 1974 by an undergraduate course in landscape architecture at Edinburgh College of Art (Prof. Catharine Ward Thompson, *ibid*).

The latest phase of new landscape architecture courses were those at Kingston (1992) (Pat Brown personal communication 13.1.2015), Writtle College (1994) (Steven Terry personal communication 5.11.2014) and Hadlow College, the BA (Hons) Garden Design began

in 1992 receiving Landscape Institute accreditation (as leading to the Greenwich Diploma Landscape Architecture) in 1995 and the BSc (Hons) Landscape Management in 2002 (Richard Tilley, personal communication 23.2.2015) followed by East London in 2006 (David Buck, personal communication 29.10.2014), and Ulster in 2008 (University of Ulster, 2011).

Currently the Landscape Institute accredits courses at thirteen institutions [table 3]. The twelve landscape architecture schools (including garden design at Hadlow) are listed with date of foundation in table 4.

STAFFING

Worldwide there are often more than ten full-time staff in landscape architecture departments (appendix 1). Determining the number of fulltime landscape architecture staff in the UK can be difficult because of the subject's subsidiary position. Sometimes university department websites do not distinguish landscape architecture teaching staff. In joint departments of architecture and landscape, there may well be architectural teaching staff undertaking some of the teaching (not necessarily a bad thing). Of course, additional to the full-time staff listed on university websites there are typically several part-time staff. However, the picture in the UK is one of institutions where full-time landscape staff numbers are in single digits (table 5).

Number of full-time staff indicate administrative and research capacity, which does relate to teaching and education. For example, the strong research interests at Sheffield University are reflected in the design teaching. Certainly the research into derelict land reclamation at Newcastle-upon-Tyne in the 1960s benefitted the teaching.

There should be concern where full-time landscape architecture staffing is markedly less than ten and where it has reduced significantly. For example, in 1995 the University of Greenwich course, which is known to the author, had ten full-time landscape architecture senior lecturer staff while in 2015 there were four listed on their website (University of Greenwich, 2015).

Compare the University of Sheffield in 2015 with fourteen academic staff listed on their website including two professors (University of

**TABLE 4:
UK landscape
architecture
schools 2015: date
of beginning of
teaching at
institutions**

<i>Institution</i>	<i>School or Department</i>	<i>Date of Foundation</i>
Birmingham City University	Birmingham School of Architecture	1960
Leeds Beckett University	Leeds School of Art, Architecture & Design	c.1950
University of Gloucestershire	School of Art and Design	1961
Edinburgh University	Edinburgh School of Architecture & Landscape Architecture	1962
University of Greenwich	Department of Architecture and Landscape	1965
University of Manchester & Manchester Metropolitan University (joint school)	Manchester School of Architecture	1967
University of Sheffield	Department of Landscape	1969
Edinburgh College of Art	Department of Architecture	1974
Hadlow College*	Department of Landscape, Horticulture & Design	1992 (accredited 1995)
Kingston University	School of Architecture and Design	1992 (accredited 1997)
Writtle College**	School of Design	1994
University of East London	School of Architecture, Engineering and Computing	2006 (accredited 2013)

*University of Essex degree

** University of Greenwich degree

NB the date of foundation of a course is not the same as the date of accreditation; Institute of Landscape Architects (ILA) exemption from its own external examinations began in the later 1960s, but accreditation may take some years. The year of first ILA/ LI accreditation is noted if known.

TABLE 5:
UK landscape
architecture
schools: nos. of
full time landscape
architecture staff
Numbers identified
as teaching
landscape
architecture in the
staff information
on respective
websites (compare
Appendix, table 9
for an international
comparison)

<i>Institution</i>	<i>Department or School</i>	<i>Nos. of full time landscape architecture staff listed on websites</i>	<i>Sources (all accessed 23.2.2015)</i>
Birmingham City University	Birmingham School of Architecture	2	http://www.bcu.ac.uk/architecture/about-us/our-expertise/our-staff
University of Edinburgh	Edinburgh School of Architecture & Landscape Architecture	7	http://www.eca.ed.ac.uk/architecture-landscape-architecture/staff?f%5B0%5D=field_profile_departments%3A14752921
Hadlow College	Department of Landscape, Horticulture & Design	No staff details listed	http://hadlow.ac.uk/courses/horticulture-landscape-and-design
Kingston University	School of Architecture & Design	3	http://fada.kingston.ac.uk/al/people/staff/
Leeds Beckett University	Leeds School of Art, Architecture & Design	not known, intranet access only	https://www.leedsbeckett.ac.uk/staff/
University of East London	School of Architecture, Engineering & Computing	2	http://www.uel.ac.uk/study/courses/landscapearch.htm
University of Gloucestershire	School of Art & Design	5	http://insight.glos.ac.uk/academicschools/dad/staff/Pages/default.aspx
University of Greenwich	Department of Architecture & Landscape	4	http://www2.gre.ac.uk/about/faculty/ach/study/architecture/staff
University of Manchester & Manchester Metropolitan University (joint school)	Manchester School of Architecture	4	http://www.landscape.mmu.ac.uk/staff.php
University of Sheffield	Department of Landscape	14	http://www.sheffield.ac.uk/landscape/staff
Writtle College	School of Design	8	http://www.writtle.ac.uk/design/WSD_Staff.cfm

Sheffield 2015). Alternatively look abroad (ref. appendix 1) and one discovers the 48 landscape staff listed at Harvard's Department of Landscape Architecture (Harvard University) or the 31 full-time staff ("*enseignants permanents*") at the *Ecole Nationale Supérieure de Paysage, Versailles Marseille* (ENSP) or the 23 landscape staff listed at the Norwegian University of Life Sciences in Ås (Europe's oldest landscape architecture course, established in 1919) (NMBU Ås) or indeed the 14 full-time staff at Istanbul Technical University (ITU).

Table 5 is indicative only; it notes landscape teaching staff listed on the relevant university websites as full-time salaried staff. Sometimes staff are not all listed on a website, or are not distinguished as teaching landscape architecture. How a university presents itself on its website is indicative of how it sees itself, its subject areas and its academic staff. With the exception of Sheffield, and to a lesser extent Edinburgh and Writtle, it indicates a set of institutions where full-time landscape architecture staffing appears low compared to many universities abroad (table 9). For prospective students, one emphasises that there are usually additional number of part-time lecturers, at all the above institutions.

THE DEMAND

Number of students joining LI accredited courses grew steadily between 2005 and 2011 from a total (undergraduate and postgraduate) of 347 in 2005 to 571 in 2012 (ref. table 6). In 2013 and 2014, total number of students joining undergraduate (UG) courses have faltered: down from 311 in 2011 to 198 in 2014. The total joining UG courses in 2014 (198) was just below the number joining in 2005 (202). The number of applications for UG courses in 2014 (562) was substantially less than the number in 2005 (843).

The number of graduate entry applications in 2014 (1116) was five times more than in 2005 (222). The graduate numbers joining in 2014 (315) were much more than double those in 2005 (145). The total number of UG and graduate applications rose from 1065 in 2005 to 1678 in 2014 while 347 joined in 2005 and in 2014 the total rose to 513. Meanwhile, the graduate applications rose fivefold from 2005 to 2014 yet student numbers joining courses only doubled, from 145 (2005) to 315 (2014).

The LI figures (table 6) indicate undergraduate demand in the form of applications have fluctuated remarkably (e.g. from 831 in 2013 down to 562 in 2014); while postgraduate demand has grown steadily.

The pattern of undergraduate applications since 2007 is also recorded by the University and Colleges Admissions Service (UCAS) as table 7, and similar fluctuations of application numbers have occurred. Note the UCAS numbers do not tally with the Landscape Institute figures because generally part-time students do not apply through UCAS and environmental science and landscape management courses are not in the K3 category and there may be some inaccurate reporting by universities to the Landscape Institute (e.g. the 590 UCAS applications of 2014 are more than the LI figures of 562).

Compared to the UCAS figures of 590 landscape and garden design applications and 185 UCAS acceptances in 2014, there were 26,110 applications and 4,220 acceptances for architecture (K1); and 97,025 applications and 19,030 acceptances (27) for design studies (W2). Numbers count.

Note that number of applications are not the same as number of individual applicants. An individual may make a number of applications to different colleges (up to a maximum of five applications for UCAS applications to undergraduate courses). If the 590 undergraduate UCAS

TABLE 6:
Applications and numbers joining LI accredited courses

	Undergraduate entry		Graduate entry		Overall total	
	Applications	Joined	Applications	Joined	Applications	Joined
2005	843	202	222	145	1065	347
2006	762	268	240	144	1002	412
2007	904	285	396	135	1300	420
2008	652	305	516	223	1168	528
2009	976	297	605	235	1581	532
2010	963	306	657	217	1620	523
2011	898	311	772	218	1670	529
2012	783	211	628	360	1650	571
2013	831	185	695	277	1741	462
2014	562	198	1116	315	1678	513

Source: Landscape Instituted)

Year	Applications	Acceptances	Ratio of applications to acceptances (:1)
2007	660	190	3.5
2008	590	175	3.4
2009	780	285	2.7
2010	865	290	3.0
2011	735	235	3.1
2012	640	180	3.5
2013	715	210	3.4
2014	590	185	3.2

TABLE 7:
UCAS applications and acceptances K3 - Landscape and Garden Design (nb prior to 2011 Landscape Design)

UCAS applications and acceptances K3 - Landscape and Garden Design (nb prior to 2011 Landscape Design)

(UCAS 2014)

applications in 2014 were divided by five then that would mean there were in the order of 118 applicants. In the same year there were more applicants to one US landscape architecture school: UC Berkeley had 252 applicants (Petersons 2015).

One reason for the fluctuations and the fall in undergraduate applications (in both LI and UCAS figures) between 2013 and 2014 may be course closures. Another may be failure to perform of an individual university's recruitment process, possibly due to shortage of availability of academic staff directly involved in the recruitment process. At least one accredited institution is known to have "centralised" the admissions process, i.e. removed it from academics and given it to clerks. This can be with the aim of turning round applications as quickly as possible in the interest of efficiency. However, it is acceptances, which are the key. Good practice is when an applicant or potential student prior to application can talk to and meet an admissions tutor. And portfolio reviews are vital for design-based courses.

Another explanation would be that the quality of applicants has declined, and so the rejection rate has increased, but the UCAS figures do not support this. Conceivably individuals may be making more applications to different British institutions, this though is unlikely, given the five per applicant limit for undergraduate UCAS applicants. This seems to argue for a failure in the efficiency of individual university admission systems to respond to peaks in graduate applications and to be accepting fewer undergraduates, perhaps related to the marginal status of the subject area and the small number of full-time landscape

academic staff at certain institutions. Is staffing at certain departments on a terminal downward spiral?

WHY SOCIETY CAN FIND LANDSCAPE ARCHITECTURE OF VALUE

Whilst environmental concerns are increasingly significant, it is surprising that provision of landscape architecture education appears to be retreating in the United Kingdom. For example climate change, agriculture and food security, topsoil conservation, raw materials availability, breathable air and water supply and pollution, flooding, and species extinction as well as the related issues of recreation and public health are all concerns to which landscape architects can contribute usefully in some way (e.g. Holden Liversedge 2014, pp.173-195). In the UK, population growth, the need for more housing, large scale infrastructure works and the move to a low carbon economy are areas requiring an input from landscape architecture skills to accommodate development in these crowded islands. Only landscape architects are educated in large-scale visual assessment, a requirement for environmental assessment which is mandatory for significant development projects, whether wind farms or the High Speed 2 railway. Landscape architects are often central to green infrastructure planning, development and execution.

WHAT UNIVERSITIES CAN DO

However, there are other opportunities for development of the following subject areas:

- undergraduate degrees can combine with higher recruiting courses as has the University of Sheffield with its dual honours degree in Architecture and Landscape (RIBA and the LI recognised); a Bachelors in Landscape Architecture with Planning and in Landscape with Ecology;
- Masters courses will receive a boost from the extension of student loans to taught Masters in the Autumn 2014 budget to be introduced for 2016-17 (HM Treasury 2014) and universities need to recruit heavily to exploit this;

- clearly the significant growth in total applications from 1065 in 2005 to 1678 in 2014 indicates a rise in interest (table 6); universities could respond by improving their recruitment process by ensuring all applications are handled proactively by academics;
- undergraduate courses could raise their academic standards for entry, see table 8

Compare say the University of Cambridge, which requires 380 points, or University College, which requires 340 points, for their undergraduate architecture degrees. Lower applicant academic requirements are far from the position for landscape architecture in the States where landscape architecture began at Ivy League universities (Harvard, Yale, Cornell, and Berkeley all before 1914, and University of Pennsylvania in 1924); other high ranking universities in the States which host landscape architecture include Berkeley and MIT;

- why is there no British equivalent of CELA, the US Council of Educators in Landscape Architecture or the HKA, the *Hochschulkonferenz Landschaft* for German speaking countries, or ECLAS, the European Council of Landscape Architecture Schools which organise well attended annual conferences where educators meet and debate? There is a meeting group, SCHOLA, consisting of the heads of landscape architecture courses, but there are no regular British landscape architecture conferences

<i>University of Greenwich</i>	"320 UCAS points"
<i>Sheffield University</i>	320-300 UCAS points "ABB-BBB A levels"
<i>Leeds Beckett University</i>	"300 points required. (Minimum 200 from 2 A Levels or equivalent, excluding General Studies)".
<i>University of Gloucestershire</i>	"280 <u>UCAS tariff points</u> with typical offers".
<i>University of Edinburgh</i>	300 UCAS points "BBB minimum entry"
<i>Birmingham City University</i>	280 UCAS points "BBC at A Level or 280 UCAS tariff points from A/AS Level with a minimum of 2 A Levels"
<i>Hadlow College</i>	"260 UCAS points"
<i>Writtle College</i>	"240 UCAS tariff points"

TABLE 8:
Landscape Architecture course UCAS point requirements for undergraduate applicants

Source: university course websites searched 17 November 2014

attended by a good range of British academics, where they can share experience and debate; and

- universities can share staff and host joint courses, the three universities in London could collaborate, as could Manchester, Sheffield, and Leeds Beckett. Newcastle could join that collaboration and offer research and graduate entry education; Manchester Metropolitan University and the University of Manchester have combined their architecture schools as have the University of Edinburgh and Edinburgh College of Art.

WHAT THE LANDSCAPE INSTITUTE CAN DO

The Landscape Institute can:

- press for separate departmental status for landscape architecture;
- more full-time staff appointments and for more professorships, readerships and principal lectureships, (and source funding for such posts); and
- press HEFCE to view landscape architecture as a SIVS (Strategically Important and Vulnerable Subject), (HEFCE nd b)

It can do this through its Accreditation Review Groups, which visit accredited courses annually, and by working with universities to look for industry funding for professorships and research fellowships. Professional accreditation bodies have real power, if they fulfill their role of being critics as well as friends. They are the guardian of professional education standards. The Institute can also do this directly by pressuring individual universities. However, unless externally funded such pressure is unlikely to be productive without a rise in recruitment.

The Institute can therefore directly promote the profession. And this it does; it presents the profession at UCAS fairs to promote undergraduate recruitment and at careers fairs to promote graduate recruitment. It supports the <http://bealandscapearchitect.com/> website and promotes Youtube e.g. <https://www.youtube.com/watch?v=zbx3FDDNeQM> (but this Youtube video could be updated, on 18.2.2015 the version was five years old). The sourcing of funding for the first Sheffield professorship is an example of how the Institute can

work effectively. Jan Woudstra relates how this was done in 1965:

“... an angry Brian Clouston and John Kelsey complained about the fact that the number of qualified members had not increased that year from 220. Clouston reported on the large number of vacancies as a result of a greater awareness created by the Institute, ...” and goes on to relate that, “... the initiative for a first British professorship in landscape architecture to be founded at Sheffield came from Sir Gerald Barry (1898–1968), acting for the Northern Arts and Science Foundation, set up by Granada Television.” (Woudstra J. 2010 pp.246-7)

Recent closure of landscape architecture courses, may be a reflection of a profession which is playing below its weight.

WHAT LANDSCAPE ARCHITECTURE PRACTICES CAN DO

Salaries for landscape architects are low, compared to other professions (Landscape Institute c 2015). This could be because professional practices are undervaluing their consultancy services. Given the minimum of four years or five years to enter the design membership, and given the student loan repayable on completion, surely the profession should value itself more. This would make it more attractive financially.

Another thought is that the British profession is innately ‘*herbivorous*’ or self-effacing. It does not project itself. Evidence in support of this ‘herbivorous tendency’ can be seen in the success of overseas based landscape practices in obtaining work in the UK. For instance, James Corner, Adriaan Geuze, Allain Provost and Martha Schwartz all have a chutzpah uncharacteristic of the British profession and all of them have obtained UK work.

CONCLUSION

Professional landscape architecture education in the UK is significantly less resourced than in other developed economies in Europe or North America. In UK Universities, where this course is taught, have fewer fulltime staff. With one exception, it is located in departments joint with other disciplines, in a subordinate role and with less autonomy.

Decline in the UK compares with growth elsewhere in Europe and indeed worldwide, for example, the German profession is more than twice the size of the British profession [4].

The way forward for the majority of landscape courses is to promote recruitment, develop research and consultancy and build independent departmental status. The three are mutually supportive. More research leads to increased funding, more funding leads to departmental status. A model for this is the University of Sheffield, which has particularly recruited in China and developed research in several areas.

The regulatory body, the Landscape Institute, can further undertake promotion. Its purpose is “to protect, conserve and enhance the natural and built environment for the benefit of the public *by promoting the arts and sciences of Landscape Architecture*” (Landscape Institute Charter 2008).

British landscape architecture education appears to have a high reputation worldwide, because of the English landscape gardening tradition and the influence of British municipal parks and new towns internationally. There is a demand for landscape architecture education, both globally and in the UK, but the figures joining accredited landscape architecture courses are of concern. The fear is that further courses will close. Ironically the courses set up in the 1940s had just three or four students in each year. Yet market forces do not permit the survival of such courses this century in a country which is richer, bigger in population and size of economy and equally if not more in need of the advice that landscape architects can give.

APPENDIX: SOME NOTABLE LANDSCAPE ARCHITECTURE COURSES WORLDWIDE

This table is included because it provides an international comparison to table 5 *UK landscape architecture schools: no of landscape architecture staff*. The list is based on departmental website information, and personal correspondence.

Methodology

This lists notable landscape architecture courses in continental Europe, the USA (where formal landscape architecture education began in 1900 at Harvard) and one course in China. The choice of institution is on the

basis of reputation as known to the author and supported by correspondents in Germany and China.

There is no worldwide survey of landscape architecture schools. Listings such as the Shanghai Listing do not cover subject areas. Therefore this is a personal selection, but influenced by the US rankings published by *Design Intelligence* “America's Best Architecture & Design Schools” (*Design Intelligence* 2014). Of the top ten in *Design Intelligence*, Cornell, Harvard and University of Pennsylvania are listed below because these universities are highest in the Shanghai rankings. In China there is also an annual ranking system, published by the Architecture Society of China, and in 2014 this listed Beijing Forestry University as the lead university for landscape architecture (Architecture Society of China 2014).

Beijing College of Forestry, School of of Landscape Architecture	
Programmes	Bachelor (4 years) , Master (3 years), Doctorate (3 years)
Staff nos. & doctoral students	78 staff listed (faculty + lecturers + professors) 16 doctoral students
Sources	http://yuanlin.bjfu.edu.cn/html/jxig/detail_2012_12/20/599.shtml http://international.bjfu.edu.cn/ywb/about http://en.csc.edu.cn/laihua/universityprograms.aspx?collegeId=37 (accessed 30.10.2014)
Cornell University, College of Life Sciences and Agriculture, Department of Landscape Architecture	
Programmes	BSc + Masters Landscape Architecture/Masters Landscape Architecture and City and Regional Planning
Staff nos. & doctoral	8 staff (faculty + lecturers)
Links	http://landscape.cals.cornell.edu (accessed 12.10.2014)
ENSP, École nationale supérieure de paysage, Versailles and Marseille	
Programmes	Diplôme (=U/G degree) + Masters + PhD
Staff nos. & doctoral	32 f/t teaching staff + 12 doctoral students.
Links	http://www.ecole-paysage.fr/site/ensp_fr/index.htm (accessed 12.10.2014)

TABLE 9:
Notable
landscape
architecture
courses
worldwide in

TABLE 9 Continue

ETH, Eidgenössische Technische Hochschule Zürich, Swiss Federal Institute	
Programmes	Bachelor + Masters+PhD
Staff nos. & doctoral	14 f/t staff + 5 doctoral students
Source	http://girot.arch.ethz.ch/welcome-posts/landscape-architecture-innovation (accessed 12.10.2014)
Harvard University, Department of Landscape Architecture, Graduate School of Design	
programmes	BA + MLA (Master of Landscape Architecture) +
staff nos. & doctoral students	"18.0 FTE or full time equivalent faculty, which includes about 60 faculty total, including 22 professors across all ranks, as well as 38 visitors, adjuncts, and
source	http://www.gsd.harvard.edu/#/academic-programs/landscape-architecture/ (accessed 12.10.2014) and Professor Charles Waldheim, personal communication 10.1.2014
Leibniz Universität Hannover, Faculty of Architecture and Landscape Scienc-	
Programmes	Bachelor + Master
Staff nos. & doctoral students	13 professors + "31 doctoral students formally registered 2015, excludes those in full-time work funded research"
Source	http://www.landschaft.uni-hannover.de/lehrgebiete.html (accessed 12.10.2014) and Prof. Dr. Christina von Haaren, personal communication 30.1.2015
Royal Danish Academy of Fine Arts/ Kongelige Danske Kunstakademi, (KADK) Institute of Architecture, Urbanism and Landscape, Copenhagen	
Programmes	Master Landscape Architecture (2 years)
Staff nos. & doctoral students	3 f/t staff + 1 p/t + 2 doctoral students.
Source	http://www.kunstakademiet.dk/en/ https://kadk.dk/en/programme/landscape-architecture and Prof. Steen Høyer personal communication 1.3.2015
University of California Berkeley (UC Berkeley, College of Environmental	
Programmes	Bachelor+ MLA+PhD
Staff nos. & doctoral students	30 f/t staff + 18 doctoral students.
Links	http://ced.berkeley.edu/academics/landscape-architecture-environmental-planning/programs/ (accessed 12.10.2014)
University of Pennsylvania, School of Design, Department of Landscape Architecture	
Programmes	Masters + doctorate
Staff nos. & doctoral students	9 f/t staff + 3 doctoral students (PhD program in architecture and in planning)
Source	https://www.design.upenn.edu/people (accessed 12.10.2014) and Professor Richard Weller, personal communication 10.1.2015

Wageningen Universiteit en Researchcentrum/ University and Research Centre: Wageningen UR – Landscape Architecture and Spatial Planning, The Netherlands	
programmes	Bachelor and Master of Landscape Architecture and Planning
staff nos. & doctoral students	12 f/t + 5 doctoral students.
sources	http://www.wageningenur.nl/en/Expertise-Services/Chair-groups/Environmental-Sciences/Landscape-Architecture-Group.htm (accessed 23.2.2015)

TABLE 9 Continue

ENDNOTES

- (1) Until the 1990s there was landscape architecture education at both the University of Edinburgh and at Edinburgh School of Art. In 1995 the University of Edinburgh graduate entry “conversion” course transferred to Edinburgh College of Art. The landscape architecture education based at the University of Edinburgh is a consequence of the merger of the two Schools of Architecture into one in 2011-12 and the courses are those that were formerly based at Edinburgh College of Art, (Catharine Ward Thompson *History of Landscape Architecture education in Edinburgh 2007* unpublished paper, personal communication, 17 October 2014).
- (2) The *Browne Review or Independent Review of Higher Education Funding and Student Finance* chaired by Lord Browne was set up by the Labour Government in 2009. It reported to the 2010 Coalition government and recommended raising the fee limit for higher education from the cap of £3290 per annum to a higher figure. Subsequently the cap was raised to £9000 per annum.
- (3) The www.bealandscapearchitect.com website lists 12 institutions, but the total of 13 accredited institutions includes Hadlow College, listed under University of Greenwich.
- (4) In Germany there are 7,202 state registered landscape architects on 1.1.2014, ref. *Bundesarchitektenkammer Landschaftsarchitekten insgesamt* <http://www.bak.de/w/files/bak/07-daten-undfakten/architektenbefragungen/bundeskammerstatistik/bundeskammerstatistik-zum-01.01.2014-gesamt.pdf> (accessed 15.2.2015): this compares with 3,373 corporate members of the Landscape Institute in 2014 (Chris Sheridan, Landscape Institute personal communication, March 2014). NB Germany population 80,767,000: UK population 64,105,654 http://en.wikipedia.org/wiki/List_of_countries_and_dependencies_by_population, (accessed 15.2.2015)

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