



E I G C A
EUROPEAN INSTITUTE OF
GOLF COURSE ARCHITECTS

The EIGCA Professional Diploma
In Golf Course Design

Course Prospectus

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Appendix 1 DRAFT TIMETABLE

1. introduction

- 1.1 This Prospectus is designed to provide incoming students with a general introduction to the EIGCA Professional Diploma in Golf Course Design and the draft programme of study. It gives an overall review of the Professional Diploma in Golf Course Design in relation to the Profession, outlines the content of the Coursework, and explains the procedures for assessment and examination.
- 1.2 Golf course architecture demands a wide diversity of skills and technical knowledge. Of utmost importance to the skills of a golf course architect is a thorough appreciation of landscape architecture and its application to the philosophy of planning and design of golf courses. Encompassing the necessary illustrative and drawing skills, it requires a comprehensive knowledge of the game of golf, a history of the origins and evolution of design for the game, and the environmental impacts of golf course construction.

The science and technology elements have seen significant advances in the past 30 years and golf course architects need to have a clear understanding of the relevant scientific principles in order to develop the practical ability to achieve the required standards of golf course provision.

In recent years there has been a significant increase in awareness amongst golfers and spectators of the elements that constitute a challenging and environmentally sensitive golf course. The earning power of leading golf professionals and the willingness of players to subscribe to the game is also increasingly providing the funds to produce designs and playing surfaces of the highest standards.

- 1.3 Students will be registered for the award: an EIGCA Professional Diploma in Golf Course Design. The Diploma is the only EIGCA accredited qualification in the profession.
- 1.4 The Diploma is operated by The European Institute of Golf Course Architects (EIGCA) and, on acceptance onto the Course; the student is registered as a Student of the European Institute of Golf Course Architects, with the possibility on successful completion of the course and assessments to become an EIGCA Graduate.
- 1.5 The Professional Diploma in Golf Course Design is a part-time, primarily distance-learning diploma course. It has been designed to allow people from a range of disciplines to build on their existing knowledge to obtain an insight to the profession of the golf course architect.

1.6 The European Institute of Golf Course Architects has excellent links with professional bodies and Governing Authorities throughout the World who support the development and spread of the game, improvement of standards of provision, and promote a professional advancement of golf course design. These include The R&A, the Golf Unions and Federations, research centres and education establishments, golf course management associations, golf course architecture societies, and design practices.

1.7 **The reasons for the need for the Diploma are as follows:**

- No other EIGCA accredited Diploma in Golf Course Architecture exists at present.
- The future development of golf course architecture and therefore the demands of practices employing golf course architects will require well-qualified and skilled individuals.
- The scientific and technical innovations that have occurred in golf course design and construction now demands high calibre individuals to take the golf course architecture profession forward.
- There is an increasing international demand for skilled golf course architects and this creates a wide range of opportunities for well-qualified and gifted individuals.

2. aims and objectives

The principal aim of the course is to enable you to gain the fundamental skills and knowledge required for a career in golf course architecture, although it may also appeal to individuals who are simply pursuing an interest in the subject. It is designed to be as specific and comprehensive as possible in covering the normal roles of the Golf Course Architect but participation in the course will require a high level of background research and study to be carried out by you in your own time to fill in particular gaps in your own knowledge and augment the formal teaching elements of the programme. Some individual and group course tutoring will be available to help you with this aspect, together with some possible work placement (if deemed necessary and a suitable placement can be identified and secured).

Objectives

The key objectives deriving from this aim:

- To develop the capacity to synthesise the requirements of a project brief to produce high quality, sustainable design solutions.
- To be able to demonstrate understanding of the principles underlying the practises of golf course architecture.
- To apply a wide range of vocational knowledge and skill in the area of golf course architecture.
- To demonstrate a broad understanding of the relevant technology and current issues relating to golf course design, construction, maintenance, and management as they relate to a wide range of golfing facilities including private member, pay and play, and resort golf.
- To provide an opportunity to seek information and evaluate aspects of the profession in an informed manner.
- To provide an effective contribution to the development of a golf course architectural practice.
- To provide the basis to progress, after fulfilling the appropriate criteria, to the various categories of membership of EIGCA. On successful completion of the course of studies and assessments, students will invited to become EIGCA Graduates.

Aims of the Diploma Teaching

- To support the European Institute of Golf Course Architects' Mission Statement by offering high quality education to enhance the profession's profile.
- To provide support and leadership for the golf course architecture profession by providing potential employees who will lead the industry in the adoption and development of new technologies.
- To provide a learning environment that will encourage students to take responsibility for their own learning and develop individuals to their full potential. It is not the policy of the Institute to foster a dependency culture, whereby students rely on EIGCA course tutors for information. On the contrary, it is a key aim of the programme to improve students' self-reliance, self-discipline, and time management skills to the level required for them to practise professionally.
- To provide students with the opportunities to develop the range of skills (industrial, business, practical, managerial, and personal), and the underpinning academic knowledge to work successfully in the golf course architecture profession or to apply their skills elsewhere.
- To develop skills to enable students to communicate effectively to specialist and non-specialist audiences.
- To promote an awareness of the environmental and social responsibilities of the golf course architecture profession and an understanding of how these responsibilities can be met.

The course is part-time and primarily distance-learning and the ability to study without supervision is assumed, including the ability to undertake independent research as necessary to fulfil project assignments.

The EIGCA Vision

The European Institute of Golf Course Architects' Vision is to be the best provider for lifelong learning, through:

- Inspiring and enabling learners and their families to recognise and achieve their potential through partnership
- Supporting learners within a safe, caring and professional organisation
- Being flexible in order to meet the training, educational and leisure interests of individuals

- Encouraging courtesy, respect and good citizenship; and
- Working effectively with community, industry and business locally, nationally and internationally.

The EIGCA'S Values

The EIGCA's values are:

- To promote a civilised society through the personal qualities of:
 - politeness
 - courtesy
 - sensitivity
 - tolerance
 - respect
 - openness
 - valuing views and opinions; and
- to make the EIGCA seminars and course a happy place to work and study through demonstrating these personal qualities and through:
 - the quality and safety of the environment; and
 - the ease of physical and academic access for all

3. student personal development

3.1 Student responsibility for learning

You are expected to take responsibility for your personal development by active participation in the learning environment. Acting as a positive member of your course will help you and the EIGCA to ensure that you receive a respected qualification. Therefore, although directed study is carried out through lectures, tutorials, practical work and assignments, you will only get the best out of your time and studies on the EIGCA Professional Diploma by proper organisation of your non-directed, private study time. If you are having problems with your studies, there is a lot of help available so ask your Personal Mentor or Course Manager. Active participation with your peers on the course will take the form of:

- Investigative work including use of books, journals, internet websites, and CAB abstracts
- Qualitative and quantitative analysis
- Group discussions
- Individual and group presentations of paper, designs, PowerPoint displays, and assignment work

These activities will be in addition to the normal lecture, studio and practical programme. Within the initiative considerable emphasis will be placed on personal development planning. This will be encouraged and supported by the Course Manager and Personal Mentor. The Personal Mentor encourages the individual students to assess their own development in the following four areas:

- The management of the individual's own role and responsibility.
- The effectiveness of the individual's time management.
- The development of the individual's career.
- The ability to gain and transfer new skills in changing situations and contexts.

3.2 Enterprise Skills

The EIGCA is keen to support the nationally recognised Enterprise initiative that encompasses the range of personal development common skills. The students are encouraged to develop effective and efficient learning methods. These can be

summarised under the four headings of problem solving, team working, presentation, and communication skills.

Problem Solving

The use of information sources.
Dealing with a combination of routine and non-routine tasks.
The identification and solving of routine and non-routine problems.
Applying numerical skills and techniques.

Team Working

The treatment of others' values, beliefs and opinions with respect.
The ability to relate to and interact effectively with individuals and groups.
Work effectively as a member of a team.

Presentation

Presenting information in a variety of visual forms.
Using a range of technological equipment and systems.

Communication Skills

Receiving and responding to a variety of information.
Communicating in writing.
Participating in oral and non-verbal communication.

Enterprise skills, where possible, will be monitored and assessed within the period of each seminar; during group and individual exercises; and through submission of assignment work. Certain enterprise skills will form part of the normal assessment process.

3.3 Personal Record

- Throughout the period of the course, you will be encouraged to maintain an up to date record of your skills and experience in order to prepare you for your next career steps. The Course Manager and Personal Mentor will provide you with help and guidance during this process.

4. teaching and learning strategies

4.1 Range of teaching

The teaching and learning strategies are student-orientated and students are actively encouraged to be responsible for their own learning. Wherever possible a partnership is sought between students, tutors and external agencies, to ensure an integrated student-centred delivery with opportunities to tackle work-based and work-related problems in realistic situations.

Teaching and learning strategies are varied and include traditional lectures and studio exercises, as well as discussions and a workshop approach that allows you to develop your own interests. There is extensive use of visits to local sites and businesses for case studies and general observation. Other visits may involve local and national exhibitions, centres of interest, and major golfing venues.

There is comprehensive use of group seminars and tutorials to enhance formal classroom-based sessions. Small group and individual consultations aid understanding, enhance integration, and allow students to develop their own interests through a negotiated action plan.

4.2 Oral Presentations

Throughout each seminar students are expected to make oral presentations of their work to examiners, tutors, and their peer group. These are aimed at developing a student's confidence and presentation skills and are vital competences of professional golf course architects.

4.3 Types of Assignment

The types of assignment employed include short analytical projects, design briefs and case studies. An assessment schedule is kept by the EIGCA Education Board to ensure a balance of assessment methods and to regulate the students' workload. The EIGCA Education Board meets regularly to review the teaching and learning strategy and to identify opportunities to enhance the learning process. The EIGCA Professional Diploma in Golf Course Design Course Committee also meets regularly to review current student workloads, assignment briefs and assessment criteria to ensure attainable goals and adequate resources to achieve the required standard of performance.

4.4 EIGCA Personal Mentors

On entry to the programme, students are allocated a Personal Mentor who is an EIGCA Member and practicing golf course architect. The Personal Mentor

supports the student's learning experience throughout the course by offering technical advice, skills development and career guidance in the form of tutorials.

4.5 Tutorial Support

Both individual and group tutorials are an important part of a student's learning experience. Tutorials are used to inform, develop and enhance technical competence and Enterprise Skills, and to provide the student with pastoral support.

Three main types of tutorials are identified:

- Group tutorials with the Course Manager, where information regarding overall Diploma programme delivery is given and feedback takes place. Issues of relevance to all students is included, e.g., Enterprise Skills, academic regulations, assessment, policy, and services via the EIGCA Education Board and Head Office. These tutorials will also cover specific aspects of skills such as information technology, report writing and working in groups. The Course Manager will also deal with subject specific issues of career awareness and related job skills.
- Tutorials with individual Personal Mentors, which are of a pastoral nature and support all aspects of your studies. These tutorials are normally conducted by telephone or email and may be instigated by either the Personal Mentor or by the student.
- Subject-based tutorials to enhance learning or to develop programme work, and to assist the integration of the programme. The Course Manager or members of the EIGCA Education Board may conduct these tutorials.

4.6 Work Experience

As part-time students, some in positions of authority and responsibility, you will be able to bring accumulated knowledge and experience of golf course architecture to the taught sessions. This is actively encouraged and the free exchange of information and ideas forms an essential element of the EIGCA Professional Diploma experience.

Work experience is an essential part of professional development and students are expected to secure as much practical involvement in a working golf course design practice as possible. It is expected that work experience will normally be related to golf course architecture. However, the EIGCA acknowledges that employment in other related vocational areas can provide opportunities for reflective practice.

The work experience provides additional opportunities for a student to develop a range of skills and knowledge, particularly those described by the EIGCA Professional Diploma in Golf Course Design programme outcomes:

- Display the attribute, skills, behaviour and attitudes required in working life, in the workplace
- Learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning, or...
- Demonstrate the ability to establish effective working relationships with others, defining, sharing and delegating responsibility within a group
- Identify areas for personal and professional development

4.7 Securing Work Experience

It is the student's responsibility to secure appropriate and adequate work experience. However, in exceptional circumstances, the EIGCA Education Board may assist in gaining the necessary experience by soliciting EIGCA Members and other pertinent golf course design practices and individuals. Whilst the EIGCA Education Board will make every effort to secure suitable work experience for those students deemed eligible, it cannot be held responsible for providing such a placement. The ultimate responsibility for gaining the necessary work experience lies with the student. No reliance should be placed on the efforts and assistance of the EIGCA, the EIGCA Education Board or any of its staff, members, tutors or representatives.

5 programme structure

5.1 Basic Format of the Programme

The Professional Diploma in Golf Course Design consists of 5 seminars, each lasting 2 weeks, with a variety of tuition methods being adopted each day. The course will run over a 24-month period. Approximately half of each seminar period is devoted to design studies and practise. Details of the programme are included in the following section.

5.2 Student Induction

The commencement of the first seminar of the programme forms a vital part of the induction process that plays a very important role in assisting you to come to terms with your new learning experience and environment. Whilst recognising this induction and orientation process is ongoing, the induction period nevertheless lays the foundation of a good working relationship between EIGCA staff, tutors and students. This is essential if you are to gain the maximum benefit from the programme.

The student induction session will include an introduction to the EIGCA facilities and procedures as well as to the syllabus and content of the programme.

The Student Induction programme includes an explanation of:

- The pastoral and counselling roles of the EIGCA Head Office Staff, EIGCA Education Board, Course Manager, Module Tutor and Personal Mentor so that students know who to communicate with, if necessary.
- The rationale of the programme, its aims and objectives, the responsibilities of the EIGCA, the role of the staff and the student's own responsibilities.
- The EIGCA Education Programme calendar and the student's commitment to the programme including attendance, and protocol for assignment and coursework.
- The EIGCA learning resources including its library and student support services.
- Safety awareness.

During the initial seminar following student induction onto the programme students will have an individual tutorial with the Course Manager. At this time

goals and aspirations are discussed, individual strengths and weaknesses are considered and action plans are drawn up.

5.3 Assignments

During the Course students will have to submit a number of compulsory assignments covering the taught topics. The work on assignments that are subject to marking will mainly be carried out between the seminars.

| <u>Topics taught:</u> | <u>No. of Assignments</u> |
|-----------------------|---------------------------|
| Design Projects | 5 |
| Design Essays | 3 |
| History Essays | 2 |
| Technical Essays | 2 |

Over the period of the course each student will submit 12 assignments in total.

The Final Design Project will be exhibited at the EIGCA AGM for viewing and discussion with the membership.

6. assessment

- 6.1 The assessment of all topics will be by a series of compulsory assignments completed by the students between the seminars and handed-in on a fixed date.
- 6.2 All course work and marks are subject to review by EIGCA Education Board and External Examiners at the end of the course.
- 6.3 Grading Bands for each project are as follows:

| Grade | Mark Band | Description |
|--------------|----------------------|--|
| A++ | 90% - 100% | Distinction: outstanding work, excelling in all aspects |
| A+ | 80% - 89% | |
| A | 70% - 79% | |
| B | 60% - 69% | Merit: commendable work |
| C | 50% - 59% | Pass: competent in all key elements |
| D | 30% - 49% | Referral: lacking competence in some key elements. Resubmission of weak elements |
| F | Less than 30% | Fail: lacking competence in the majority of key elements. Poor quality work. Resubmission of all elements of the assignment |

- 6.4 A student who fails to meet the specified deadline for any project can obtain only a maximum score of 50 for any work subsequently handed-in.
- 6.5 Marking criteria are specific to each assignment. They will be provided at the outset of all written assignments and design projects.

7. attendance

7.1 Students are expected to be in attendance for all modules as defined by the dates set out below. Travel, holiday, and work arrangements should be planned accordingly to allow for full attendance. Failure to attend any seminar or a part of one will be taken into account in the overall assessment.

7.2 Module dates for the course are as follows:

Module 1 (2 weeks)
September (Year 1)

Module 2 (2 weeks)
April (Year 2)

Module 3 (2 weeks)
September (Year 2)

Module 4 (2 weeks)
April (Year 3)

Module 5 (2 weeks)
August (Year 3)

8. curriculum and syllabus

The following five modules are, provisionally, planned:

OPENING MODULE

SURREY, ENGLAND

- THE GLOBAL GOLF MARKET
- GOLF DEVELOPMENT TRENDS
- INTRODUCTION TO THE PROFESSION
- INTRODUCTION TO EIGCA
- DRAWING SKILLS
- COMPUTER LITERACY
- HISTORY OF GOLF COURSE ARCHITECTURE AND THE ARCHITECTS
- PRINCIPLES OF ROUTEING, LAYOUT, SAFETY, STRATEGY
- CONSTRUCTION TECHNIQUES
- PLANNED VISITS (SUBJECT TO CONFIRMATION):
 - Sunningdale G. C.
 - Hankley Common G. C.
 - Woking G. C.
 - Worplesdon G. C.
 - West Hill G. C.
 - The Berkshire G. C.
 - The Wisley Club
 - Queenwood G. C.
- BETWEEN THE OPENING AND SECOND SEMINAR

Private Study work: - essay on history, one specified architect,
routeing project on an existing course

THE SECOND MODULE

KEMPEN, GERMANY

- PLANNING - THE GERMAN SYSTEM
- LANDSCAPE DESIGN PRINCIPLES
- INTRODUCTION TO DETAILED DESIGN, INCLUDING DRAINAGE AND EARTHWORKS
- THE FLL SPECIFICATION AND CONSTRUCTION TECHNIQUES
- GREEN, TEE, 3 HOLE DESIGN INCLUDING CLAY MODELLING
- INTRODUCTION TO DISSERTATION
- PLANNED VISITS (SUBJECT TO CONFIRMATION) TO:
 - Hosel
 - Hubbelrath
 - Koln Refrath
 - DGC courses in vicinity
- BETWEEN THE THIRD AND FOURTH SEMINARS
Private Study work - design of golf course in hilly terrain, greens designs
project, ecology assignment, essay on recommended specifications -
USGA, STRI, California

THE THIRD MODULE

DUBLIN, IRELAND

- INTRODUCTION TO SOIL SCIENCE, TURF CULTURE, GRASSES, DRAINAGE, SOIL TESTING
- HAZARDS AND BUNKER DESIGN
- WOODLAND MANAGEMENT
- SITE ASSESSMENT, PLANNING A LIVE PROJECT ON NEW LAND
- LAYOUT DESIGN
- SPECIFICATIONS, BILLS OF QUANTITIES, AND COSTINGS
- PLANNED VISITS (SUBJECT TO CONFIRMATION) TO:
 - The K Club
 - Royal Dublin G. C.
 - Island Golf Club
 - The Heritage Golf & Spa Resort
 - County Louth G. C.

- BETWEEN THE SECOND AND THIRD SEMINARS
Private Study work - layout project development, 3 hole detailed design with drainage and quantification

THE FOURTH MODULE

ALGARVE, PORTUGAL

- WARM SEASON GRASS TECHNOLOGY
- INTRODUCTION TO WATER MANAGEMENT & IRRIGATION
- ENVIRONMENTAL MANAGEMENT OF GOLF COURSES
- DEVELOPMENT OF GOLF RESORTS
- DESIGN OF RESORT GOLF COURSES
- CONSTRUCTION AND IRRIGATION
- GREEN DESIGN, EARTHWORKS
- INTRODUCTION TO THE MAIN DESIGN PROJECT
- PRESENTATION OF DISSERTATION RESEARCH
- PLANNED VISITS (SUBJECT TO CONFIRMATION) TO:
 - Vilamoura
 - Victoria Course
 - Millennium
 - The Old Course
 - Quinta do Lago
 - Amendoeira
 - Faldo Course & O'Connor Jnr Course
- BETWEEN THE FOURTH AND FINAL SEMINARS
Private study work - essay on philosophies of hazard positioning, main design project and dissertation

THE FINAL MODULE

ST. ANDREWS, FIFE, SCOTLAND

- TECHNICAL SPECIFICATIONS
- GOLF COURSE MANAGEMENT
- GOLF COURSE MAINTENANCE
- MAINTENANCE MACHINERY
- HABITAT CREATION AND MANAGEMENT
- CONTRACT LAW
- HEALTH AND SAFETY/CDM
- PROFESSIONAL PRACTICE AND THE REAL WORLD
- VISIT TO R AND A CLUBHOUSE
- THE R&A ROLES, RULES, RESPONSIBILITIES
- PRESENTATION OF FINAL PROJECT
- PRESENTATION OF DISSERTATION
- PLANNED VISITS (SUBJECT TO CONFIRMATION) TO:
 - St Andrews Old Course
 - Castle Course
 - Kingsbarns
 - St Andrews Bay
 - Crail
 - Leven
 - Ladybank
 - Carnoustie

DRAFT TIMETABLE FOR THE EIGCA DIPLOMA COURSE

| SUBJECT | OPENING | WINTER 1 | SUMMER | WINTER 2 | FINAL | TOTAL HOURS | EIGCA Members | Martyn Jones | Other teaching | Partner colleges |
|---------------------------------------|---------|-------------|--------|-------------|-------|----------------|------------------|-----------------|-------------------|---------------------|
| GENERAL | | | | | | | | | | |
| Registration & introduction | 1.5 | | | | | 1.5 | 0 | 1.5 | 0 | 0 |
| Library introduction & study | 6 | | | | | 6 | 0 | 0 | 6 | 0 |
| Report writing & research methods | 1.5 | | | | | 1.5 | 0 | 1.5 | 0 | 0 |
| Graphics (including CAD) | 9 | 3 | | | 6 | 18 | 6 | 0 | 6 | 6 |
| Dissertation | | | 3 | 3 | 6 | 12 | 9 | 3 | 0 | 0 |
| Future Markets | | | | | 1.5 | 1.5 | 0 | 0 | 1.5 | 0 |
| HISTORY | | | | | | | | | | |
| History of Golf Course Architecture | 18 | | | | | 18 | 6 | 12 | 0 | 0 |
| Golf Course Assessment & Improvement | | | | | 18 | 18 | 18 | 0 | 0 | 0 |
| DESIGN | | | | | | | | | | |
| Site Assessment & Analysis | | 3 | | | | 3 | 3 | 0 | 0 | 0 |
| Landscape Design Principles | 3 | | 3 | | | 6 | 6 | 0 | 0 | 0 |
| Layout Design | 15 | 27 | 4.5 | 12 | | 58.5 | 52.5 | 0 | 6 | 0 |
| Earthworks Design | | 6 | 19.5 | 15 | | 40.5 | 40.5 | 0 | 0 | 0 |
| Surveying | | 9 | | | | 9 | 3 | 0 | 0 | 6 |
| Quantification | | | 3 | | | 3 | 3 | 0 | 0 | 0 |
| Construction Techniques | 6 | 3 | 6 | | | 15 | 6 | 9 | 0 | 0 |
| Main Design Project | | | | 18 | 6 | 24 | 14 | 10 | 0 | 0 |
| ENVIRONMENTAL SCIENCE | | | | | | | | | | |
| Introduction to Soils & Geology | | 3 | | | | 3 | 0 | 3 | 0 | 0 |
| Planning | | 3 | 3 | | | 6 | 6 | 0 | 0 | 0 |
| Drainage | | | 9 | | | 9 | 9 | 0 | 0 | 0 |
| Irrigation | | | | 6 | | 6 | 0 | 0 | 6 | 0 |
| Agronomy | | | 6 | 6 | | 12 | 0 | 12 | 0 | 0 |
| Habitat Creation & Management | | 3 | 3 | | 3 | 9 | 6 | 0 | 3 | 0 |
| Greenkeeping | | | | | 6 | 6 | 0 | 0 | 0 | 6 |
| PROFESSIONAL PRACTICE | | | | | | | | | | |
| Contract Law & Professional Indemnity | | | | | 3 | 3 | 0 | 0 | 3 | 0 |
| Forms of Contract | | | | | 1.5 | 1.5 | 1.5 | 0 | 0 | 0 |
| Health & Safety | | | | | 1.5 | 1.5 | 1.5 | 0 | 0 | 0 |
| Specification | | | | | 6 | 6 | 6 | 0 | 0 | 0 |
| Role of Contractor | | | | | 1.5 | 1.5 | 0 | 0 | 1.5 | 0 |
| | 60 | 60 | 60 | 60 | 60 | 300 | 197 | 52 | 33 | 18 |