Australian Institute of Landscape Architects

SELF EVALUATION REPORT:
Master of Landscape Architecture

University name:

School/College/Faculty name:

Course name:

Course code:

SER submission date:

Completing this document

- Preparing a Self Evaluation Report (SER) is a valuable part of the accreditation process. It is in the Program's best interest to examine itself carefully and present information in a clear and concise manner.
- The SER is the appropriate document for supplying information for the purposes of applying for re-accreditation and for seeking future accreditation, prior to the commencement or accreditation of a Program.
- The Australian Institute of Landscape Architects (AILA) assigned National Accreditation Review Team (NART) will review the SER, approaching the task as colleagues interested in understanding the Program and its stated objectives within the framework of the university and AILA's Accreditation Standards.
- Any supporting or related Programs may be described in the appendix. They will be reviewed only with respect to their relationship to and/or effect upon the Program under review.
- Please contact AILA's Support Officer, Accreditation or the current Education Committee Chair, if you have any questions.

Report preparation

- Include as many academic staff, administrators, students, graduates, staff and employers as possible into the preparation of this self-study.

- It is strongly recommended one university colleague be responsible for the draft version of the SER during its development – this will help ensure the formatting is consistent throughout the document and the correct SER template numbering is followed.

- The wording throughout the SER implies that the Program has been in existence for some time and that the requested information relates to the Program's current and recent past activities. However, it is expected that the SER may need to include information about proposed activities where it is not appropriate to include current and recent past activities. This is particularly the situation for Programs that are not currently accredited.

- Where information about proposed activities is appropriate, the following additional information **must** be included in the SER:

  - A clear statement in each section of the report describing the extent of information that is about proposed activities.

  - The basis and justification of the proposed activities. This may include a university policy or guideline, a Program strategy, or other information used to gain approval for the Program from the university.

  - If appropriate, the limits of applicability of the information about proposed activities. This includes situations where a proposed activity only applies to the establishment of a new Program and will be phased out once the Program is accredited, or in a range of other situations where temporary changes are proposed.

Terminology

- The '**university**' is the university, college, institute or other parent body through which the tertiary level Program is administered.
- The '**Program**' is administered by some division of a university such as a Faculty, School, or Department responsible for the curriculum and the students.
- The '**Program Coordinator**' is the official person immediately responsible for the Program.

SER format

- AILA encourages a university to use this template when preparing the SER.
- Please use the **exact heading and numbering sequence provided in this template**. This will assist the NART to review the SER and complete its Report.
- The university may add images to support and enhance the Report. All images must be credited.
- Please remove the administrative pages from this template i.e. pages 2 and 3 that relate to completing the SER, before submitting the final SER to AILA.
- Insert a Table of Contents, between the cover page and the first page of the final Report.

Student work

- Digital versions of student work form a component of the SER.
- A range of student work should be provided that reflects the grading structure of the university. Refer to AILA's *Guidelines for Completing the SER*, for further information regarding the student work to be provided.
- The student work **is encouraged to be provided in a dedicated university AILA accreditation OneDrive folder.** Please **note,** university firewalls can prevent NART members accessing student work (e.g. provided in MS Teams), and subsequently impact the Review. The link to the **dedicated university AILA accreditation OneDrive folder** should be listed in the accreditation review schedule template (provided by AILA) and emailed to AILA's Support Officer, Accreditation when submitting.

Supporting documents

- Supporting documents/material e.g. course details, important policies, resumes etc.) are to be provided in an appendix **OR** via a hyperlink inserted in the SER, linking to the relevant university webpage.
- Appendices must be clearly labelled and where an appendix is referenced in the body of the SER, the relevant appendix page should be hyperlinked to that page.

Submitting the SER to AILA

- Prior to submitting the SER, proof read the document.
- Ensure the SER template numbering sequence has been followed, page numbers are correct, and hyperlinks work/link to the correct SER page and/or university website page.
- Submit (via email) a word and pdf version of the SER to AILA at least 45 days prior to the accreditation visit. Failure to submit the SER by the required due date, may impact and delay the accreditation process. The document should be submitted to AILA's Support Officer, Accreditation by the due date advised by AILA.
- Student work can be uploaded and submitted separately to the SER document. However, the work MUST be uploaded and available to the NART, 3 weeks prior to the date the Accreditation Review is to take place.

INSERT TABLE OF CONTENTS ON THIS PAGE

SECTION 1 | Accreditation review request details

DEGREE DETAILS	
Request date	Date:
University name	Name:
Invitation extended by (*University representative*)	Name: Position: Email:
Landscape Architecture Program name	Name:
Conferring degree name	Name:
Degree length	Years full time: Years part time:
Program code	Code:
Landscape architecture Program commencement date	Date:
Academic year of accreditation review	Year:
ACCREDITATION DETAILS	
Application for: • Preliminary accreditation or • Full accreditation or • Reaccreditation.	Accreditation type:
Date the Program was last accredited by AILA (*if applicable*)	Date:
AILA accreditation outcome (*if applicable*)	Outcome:
KEY PROGRAM STAFF	
Dean	Name: Position: Email:
Head of School / Department	Name: Position: Email:
Program Director/Coordinator	Name: Position: Email:

SECTION 2| Requirements for achieving and maintaining accredited status declaration

The minimum requirements for achieving and maintaining Accreditation are:

1. The Program nomenclature and degree description incorporate the term "Landscape Architecture".

2. A postgraduate First Professional Degree Program of at **least two academic** year's duration, is a coursework program, has a cognate entry pre-requisite, and is AQF 9 compliant as the minimum requirements. As such, a graduate Master Program of three years' duration is acceptable.

3. Qualified Landscape Architecture academic staff of sufficient number and appointed at levels appropriate to meet the needs of student numbers.

4. There is a designated Program Director/Coordinator responsible for the leadership andmanagement functions for the Program under review.

5. A Program accredited by AILA shall:

    a. Continuously comply with these Accreditation Standards.
    b. Pay the annual sustaining and other fees as required.
    c. Regularly lodge an Annual Report and other requested reports.

The Program Director/Coordinator shall inform AILA if any of these factors fails to apply during an accreditation period. The Program Director/Coordinator is responsible for reporting any substantive changes required to the Program through the Annual Report and overall accreditation process when they occur. Substantive changes would be those that may affect the accreditation status of the Program.

UNIVERSITY DECLARATION

I declare that the Landscape Architecture Program submitted for review meets the minimum conditions to apply for AILA accreditation.

University name	
Program name	
Program Director/Coordinator	
Name	
Title	
Signature	
Declaration date	

SECTION 3| University Self Evaluation Report

Background and introduction

Program history

Provide a brief history of the Program being reviewed, concentrating on events since the last review (if applicable).

Response to previous AILA Accreditation Review

Describe the progress that has been made on any Recommendations affecting Accreditation from the previous accreditation review (not applicable to those seeking initial accreditation). List each Recommendation and provide an update on responses made in any annual interim reports. List each Suggestion for Improvement and provide an update.

Describe the Program's current strengths and opportunities

Describe the Program's current weaknesses and challenges

Describe any substantial Program changes

Describe any substantial changes in the Program since the previous accreditation review (if applicable)

Describe who participated in preparing this SER

Describe who was involved in the preparation of this Report and briefly state their roles. The AILA recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of accreditation.

Report on each Standard

Standard 1 | Program mission and objectives

STATEMENT OF STANDARD:
The Program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

INTENT:
Using a clear concise mission statement, each landscape architecture Program should define its core values and fundamental purpose for academic staff, students, prospective students and the educational University within which it resides. The mission statement summarizes why the Program exists and the needs that it seeks to fulfil. It also provides a benchmark for assessing how well the Program meets and is meeting the stated objectives.

UNIVERSITY RESPONSE

A. Program mission

1. State the **current** Program mission and **date** adopted.

2. Describe how the mission statement reflects the purpose and values of the Program and how it relates to the university's mission statement.

B. Educational goals and objectives

1. State the academic goals of the Program.

2. Describe how the academic goals relate to the Program's mission.

3. Describe how the learning outcomes fulfill the academic goals.

4. Describe how the Program regularly evaluates its progress in meeting its goals.

C. Program aspirations: opportunities and risks

1. What is the Program's long-range planning process?

2. Does the long-range plan describe how the Program mission and objectives will be met and document the review and evaluation process?

3. Describe how the review and evaluation process identifies strengths and weaknesses of the Program that may impact on the Program's operation.

D. Program disclosure

4. Describe how Program information is disseminated to the public. Provide a link to material on the internet and include copies of other materials as an Appendix.

Standard 2 | Program autonomy, governance and administration

STATEMENT OF STANDARD:
The Program shall have the authority and resources to achieve its mission, goals and objectives.

INTENT:
Landscape architecture should be recognised as a discrete professional Program with sufficient financial and university support and authority to enable achievement of the stated Program mission, goals and objectives.

UNIVERSITY RESPONSE

1. Program administration

1. Is the Program seen as a discrete and identifiable program within the university?

2. Does the Program Director/Coordinator hold an academic appointment in landscape architecture? If not, where is he/she appointed?

3. How does the Program Director/Coordinator exercise the leadership and management functions of the Program? Describe the primary responsibilities and authority of this position.

2. University support

1. What are the staff/student ratios in studios? How are these ratios influenced by the Program?

2. Is funding available to assist full-time and part-time academic staff with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment and technical support? What is considered 'normal' in your university and is this considered adequate for the Program?

3. Is there adequate provision of technical and professional staff to support the Program in accomplishing its mission, goals and objectives?

3. Commitment to diversity

1. How does the Program demonstrate its commitment to diversity in the recruitment and retention of students and academic staff?

2. Academic staff participation

1. Do the academic staff make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the Program's curriculum and operating practices?

2. Do the academic staff participate, in accordance with university guidelines, in developing criteria and procedures for annual evaluation and academic promotion?

3. Does the Program or university adequately communicate and mentor academic staff regarding policies, expectations and procedures for annual evaluations and for promotion to all ranks?

3. Academic staffing

1. Does the university ensure adequacy of the number of academic staff sufficient to enable the Program's operation and fulfilment of the Program's goals and objectives?

Standard 3 | Professional curriculum

STATEMENT OF STANDARD:

The degree curriculum shall include the core knowledge skills and applications of Landscape Architecture.

In addition to the professional curriculum, a First Professional Degree at the Master's coursework level shall provide instruction in and application of research and or/scholarly methods.

INTENT:
The purpose of the curriculum is to achieve the Learning Outcomes stated in the mission and objectives. Curriculum objectives should relate to the Program's mission and specific learning objectives. The Program's curriculum should encompass coursework and other opportunities to develop students' knowledge, skills and abilities in Landscape Architecture.

UNIVERSITY RESPONSE

A. Mission and objectives

1. How does the curriculum address the Program's mission, goals, and objectives?

2. How does the Program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

B. Program curriculum

1. How does the Program curriculum include coverage of:
   a) Design and Methods
   b) Environment
   c) History and Theory
   d) Technology and Construction
   e) Professional Practice and Ethics
   f) Communication and Collaboration.

2. How does the curriculum address the designated subject matter in a logical or appropriate pedagogical sequence that supports the Program's goals and objectives?

3. How does student output demonstrate that the curriculum is providing students with the appropriate content to enter the Landscape Architecture profession?

4. How do curriculum and Program opportunities enable students to pursue academic interests consistent with university requirements and entry into the landscape architecture profession?

C. Course Outlines

1. How do course outlines include learning objectives, course content and the criteria and methods that will be used to evaluate student performance?

2. How do course outlines identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

D. Curriculum evaluation

1. How does the Program evaluate how effectively the curriculum is helping students achieve the Program's learning objectives in a timely way?

2. How does the Program demonstrate and document ways of:

   a) Assessing students' achievements of Program objectives in the length of time to graduation stated by the Program?
   b) Reviewing and improving the effectiveness of instructional methods in curriculum delivery?
   c) Maintaining currency with evolving technologies, methodologies, theories and values of the profession?

3. How do students participate in the evaluation of the Program and curriculum?

E. Augmentation of formal educational experience

1. How does the Program provide opportunities for students to participate in internships, off-campus studies, research assistantships and or work experience?

2. How does the Program identify the objectives, and evaluate the effectiveness of these opportunities?

3. Do students report on these experiences to their peers? If so, how?

F. Coursework

1. In addition to the professional curriculum, describe how students also pursue coursework in other disciplines, in accordance with university and Program requirements.

2. Do students enrol in courses in the humanities, natural sciences, social sciences or other disciplines?

G. Areas of interest

1. How does the Program provide opportunities for students to pursue independent projects, focused electives, optional studios, travel-integrated study, certificates, minors, etc.?

2. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the core Program curriculum?

Standard 4: Student and Program Outcomes

STATEMENT OF STANDARD

The Program shall prepare students to pursue careers in Landscape Architecture.

INTENT: Students should be prepared to pursue a career in landscape architecture upon graduation. Students should have sufficient demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design and organization to allow them to enter the profession of Landscape Architecture.

UNIVERSITY RESPONSE

A. Student learning outcomes

1. Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

2. How does the Program assess student work and how does it determine students are competent to obtain entry-level positions in the profession?

3. How do students demonstrate their achievement of the Program's Learning Outcomes, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

B. Student mentoring

1. How are students mentored within the Program and how does the Program assess the effectiveness of the mentoring?

2. Are students effectively advised regarding academic and career development?

3. Are students aware of professional opportunities, registration, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

4. How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

C. Participation in extra curricula activities

1. What opportunities do students have to participate in university organisations, community initiatives and/or other activities? What is the uptake of these opportunities?

2. To what degree do students participate in events such as AILA events and the activities of other professional organisations or special interest groups?

3. Do students have opportunities for domestic/international exchange, volunteer work, field work, etc.?
4. To what extent have these extracurricular activities been affected by COVID-19 now and into the future?

Standard 5: Academic Staff

STATEMENT OF STANDARD

The qualifications, academic position, and professional activities of academic staff and associated instructional personnel shall promote and enhance the academic mission and objectives of the Program.

INTENT: The Program should have qualified experienced academic staff, both full-time and part-time, to instill the knowledge, skills and abilities that students will need to pursue a career in Landscape Architecture. Staff workloads, compensation and overall support for career development should be recognised as contributing to the success of the Program.

UNIVERSITY RESPONSE

A. Credentials

1. Do the academic staff, collectively, have a balance of professional practice and academic experience appropriate to the Program mission?

2. Are teaching assignments appropriate to the course content and Program mission?

3. Are academic staff qualifications appropriate to responsibilities of the individual staff within the Program as defined by the university?

B. Academic staff development

1. How are academic staff activities, such as scholarly enquiry, research, professional practice and service to the profession, university and community documented and disseminated through appropriate media such as journals, professional magazines, community and university media?

2. Do the teaching and administrative assignments of academic staff allow sufficient opportunity to pursue advancement and professional development?

3. Is the development and teaching effectiveness of full-time and part-time academic staff systematically evaluated? If yes, are the results used for individual and Program improvement?

4. How do staff seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

5. How do academic staff participate in university and professional service, student mentoring and other activities that enhance the effectiveness of the Program?

Standard 6: Outreach to the university, communities, alumni and practice

STATEMENT OF STANDARD

The Program shall have a record or plan of achievement for interacting with the professional community, its alumni, the University and the public at large.

INTENT: The Program should establish an effective relationship with the University, communities, alumni, practitioners and the public at large in order to provide a source of community-based opportunities for students, scholarly development for academic staff, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the Program and educate its constituencies regarding the Program and the profession of Landscape Architecture.

UNIVERSITY RESPONSE

A. Interaction with the profession, allied professions, university and public

1. How are outreach activities incorporated into the curriculum?

2. How does the Program interact with the profession, allied professions, the university and the public generally, and how does the Program assess the effectiveness of this interaction?

3. How are service activities of academic staff and students documented on a regular basis?

B. Alumni and practitioners

1. How does the Program recognise professional organisations, alumni and practitioners as resources?

2. Does the Program maintain a current registry of alumni that includes information pertaining to current employment and significant professional accomplishments?

3. How does the Program engage alumni and practitioners in activities such as a formal Advisory Board, student career advice, potential employment, curriculum review and development, fundraising, continuing education etc.?

4. How does the Program assess its effectiveness in engaging alumni and practitioners?

Standard 7: Facilities, Equipment & Technology

STATEMENT OF STANDARD

Academic Staff, students and associated staff shall have access to facilities, equipment, library and other technologies necessary for achieving the Program's mission and objectives.

INTENT: *The Program should occupy space in a designated, OH&S compliant facility that supports the achievement of Program mission and objectives. Students, academic, and associated staff should have the required tools and facilities to enable achievement of the Program mission and objectives.*

UNIVERSITY RESPONSE

A. Facilities

1. Are academic and administrative staff provided with appropriate office space?

2. Are students assigned facilities and resources adequate to meet the Program's needs? Is there adequate access to studio spaces, computer labs and support services, e.g. printing?

3. Are facilities maintained to meet the needs of the Program?

B. Information Systems and Technical Equipment

1. How does the Program ensure that students and staff have sufficient access to computer equipment and software?

2. Is the frequency of hardware and software maintenance, updating and replacement sufficient to meet the needs of the Program?

3. Are Information Systems support hours of access sufficient to adequately serve academic staff and students?

C. Library Resources and Services

1. Are library collections adequate to support the Program?

2. How do the courses effectively integrate the library and other resources?

3. Are the library hours of operation convenient and adequate to serve the needs of academic staff and students?

D. Anticipated Future Needs

1. Does the Program have a long-term plan for their requirements for facilities, equipment and technology that allows for Program expansion?

Addenda

A. Academic staff information

Academic staff resources

1. BUDGETED ACADEMIC STAFF RESOURCES

	Current year *(insert year)*	Last year *(insert year)*	2 years ago *(insert year)*	3 years ago *(insert year)*	4 years ago *(insert year)*	5 years ago *(insert year)*
Full time Professors						
Associate Professors						
Adjunct Professors						
Senior Lecturers						
Lecturers						
Sessional staff						
Guest speakers						
Endowed positions						
Other						
TOTALS						

2. NUMBER OF ACADEMIC STAFF WITH UNDERGRADUATE / MASTER / DOCTORATE DEGREES

Appointment level	Undergraduate degree in Landscape Architecture	Master	Doctorate

3.   INSTRUCTIONAL ASSIGNMENTS

INSTRUCTIONS: Complete the following table for all full and part time instructors. Begin with the Program Coordinator and list in order of rank. Include the following:

- **Teaching**: Include the percentage of FTE assigned to courses taught/instruction.

- **Research**: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time teaching staff contributions.

- **Administration**: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties i.e. committee work, visiting lecturer arrangements, student mentoring.

Teaching staff appointment	Degree	Teaching % *Landscape Architecture curriculum*	Teaching % *Other programs*	Research %	Admin/other %	TOTAL %

4. COURSES TAUGHT BY INDIVIDUAL ACADEMICS

INSTRUCTIONS: Complete the following table for each instructor. Include the following:

- **Courses taught:** Use current year or last academic year, depending on time of SER preparation.
- **Term symbols:** Use the university terminology. For example: Semester 1 =S1.
- **Contact hours:** Actual number of scheduled contact hours per week between instructor and students.
- **Number of enrolled students.**

Course taught	Course number	Term	Credit hours	Contact hours per week	Number of students	FTE students

5. VISITING LECTURERS/CRITICS

INSTRUCTIONS:

- List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the Program.

- List only persons who were invited in for the Program under Review.

- Indicate by an asterisk (*) those sponsored jointly with other programs or sponsored at the Faculty or School level.

- Use the format below to list this information for the **present and two preceding academic** years.

For example:

Name	Field/speciality	Date(s)	Contribution
XYZ *	Architecture	dd/mm/yyyy	Lecturer, XYZ Architecture Critic, In Studio
ABC	Local government	dd/mm/yyyy	Juror

6.   ACADEMICS' RESUME

INSTRUCTIONS:

For each academic, provide the following resume information:

- Their name

- Appointment date

- Department/unit *(if not part of the Program under review)*

- Tertiary education: University name, number of years attended, degree name and date conferred.

- Teaching experience (tertiary level): University name, years taught and subjects.

- Practice experience: Firm/agency, number of years, responsibilities.

- Professional registration: Profession and state/territory.

- Professional & academic activities: Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for the last five years.

- Publications: List significant publications, projects and/or reports covering the last five years. Identify referred publications with an asterisk *.

- Contributions: Briefly describe their involvement in advancing the knowledge or capability of the profession of Landscape Architecture in the last five years.

B. Curriculum

1.   REQUIRED / ELECTIVE COURSES

Total required (core) units/credit hours to graduate	
Elective units/credit hours to graduate	
Total units of credit required to graduate	

Required (Core) Courses	Units/Credit hours
Design and Methods	
Environment	
History and Theory	
Technology and Construction	
Professional Practice and Ethics	
Communication and Collaboration	
Other	
Other	

Group or Controlled Elective Choices	Units/Credit hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free/Open Electives	

2. TYPICAL PROGRAM OF STUDY

INSTRUCTIONS: Identify length of term/semester and relation of contact hours to unit/credit hours.

List courses for a typical Program of study, using the format given below.

- List specific LA courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.
- Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).
- List free/open electives as "Electives."
- The sequence of courses is to be typical student coursework.
- Reproduction of appropriate pages from the Program information guide may be used for this description, providing they contain the required information.

For example:

	Autumn	Spring
First year	LA 101 LA Design 1 (5)	LA 102 (5) Site Planning
	English 101 (3)	Planning 151 (4)
	LA 152 History (3)	Horticulture 103 (3)
	LA 140 Computer applications (3)	Social science elective (3)
Second year	Humanities elective (3)	English 102 (3)
	LA 201 Planting Design (4)	LA 111 Construction 1 (5)
	LA 221 Management (3)	LA 252 Design Theory (3)
	Calculus 101 (3)	Physical sciences elective (3)

3. LANDSCAPE ARCHITECTURAL COURSES OFFERED DURING THE PAST ACADEMIC YEAR

INSTRUCTIONS: List all Landscape Architecture courses offered during the past academic year and who taught each.

Course numbers must correspond with those used in other sections of the Report.

Course descriptions should be placed in an appendix, rather than this section.

Course title	Course number	Instructor	Total units/credit hours	Contact hours per week	Number of students

C. Student information

1.   OVERVIEW

INSTRUCTIONS: Include only full-time students recorded as majors in the Program being reviewed.

Replace the academic year term e.g. current year, 1 year ago etc, with the actual reporting year e.g. 2023 (current year), 2022 (1 year ago) etc.

Academic year	In-State		Out-of-State		International		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current year								
1 year ago								
2 years ago								
3 years ago								
4 years ago								
5 years ago								

2.   STUDENT COHORT DIVERSITY

INSTRUCTIONS: Include only full-time (FTE) current Landscape Architecture students.

Replace the academic year term e.g. current year, 1 year ago etc, with the actual reporting year e.g. 2023 (current year), 2022 (1 year ago) etc.

Academic year	Domestic students		International students		Australian Indigenous students (Aboriginal and Torres Strait Islander)	
	Number	%	Number	%	Number	%
Current year						
1 year ago						
2 years ago						
3 years ago						
4 years ago						
5 years ago						

3.   ENROLMENTS

INSTRUCTIONS: Replace the academic year term e.g. current year, 1 year ago etc, with the actual reporting year e.g. 2023 (current year), 2022 (1 year ago) etc.

	Current year	Last year	2 years ago	3 years ago	4 years ago	5 years ago
Total enrolments						
Males						
Females						

D. Alumni information

1. Degrees Awarded

INSTRUCTIONS: Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER (if applicable).

Academic year	Males	Females	Total
Current year			
1 year ago			
2 years ago			
3 years ago			
4 years ago			
5 years ago			

E. Facilities information

INSTRUCTIONS:

- Tabulate space data as shown below.
- Describe any steps taken to improve the spaces.
- Include floor plan(s), if available. Label the plans to identify the types of spaces and who controls and/or uses it.
- Indicate which spaces are shared with other Programs or Schools.

Room #	Size (m²)	Maximum capacity Normal maximum users	Type of space e.g. studio, office, storage etc.	Shared use (S) or Exclusive use (E)

Appendix

Insert appendix documents here.