

EDUCATION POLICY



Australian Institute
of Landscape Architects

The AILA National Council reserves the right to vary its decisions on all policies and procedures based on a case by case assessment of situations that may develop, including circumstances not covered by published guidelines and policy documents.

All queries on National Policy and Procedures should be directed to the AILA's CEO

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1. INTRODUCTION

1.1 The Policy Context

As the professional body providing accreditation for Landscape Architectural University programs, the Australian Institute of Landscape Architects (AILA) is committed to the importance of quality university education as being the essential pathway into the profession of Landscape Architecture.

The AILA's University Education and Accreditation Policy and Procedures provides the framework whereby the Australian Landscape Architecture profession evaluates, advocates for, and advances the quality of education through professionally recognised University programs.

The AILA through its accreditation processes aims to advance measurable levels of knowledge, skills and abilities sufficient for graduates to enter the Landscape Architecture profession ready to begin a period of internship through their employment.

The AILA has in place national and local committees to oversee and to inform the accreditation of Landscape Architecture and related University programs. A core feature of the accreditation framework is the Education Standards that have been developed to guide the evaluation of University programs.

1.2 AILA's University Education Policy, Standards and Accreditation Procedures

The 2013 AILA's University Education Policy, Standards and Accreditation Procedures outline the AILA's requirements for professional recognition of Landscape Architectural university education programs throughout Australia and comprise three documents to be read in conjunction with each other.

The University Education Policy document sets out the AILA's education aims with regard to University programs. The University Accreditation Standards document describes the specific standards expected by the AILA from accredited Landscape Architecture programs. The third document, the University Accreditation Procedures, outlines AILA's expectations for the programs in relation to the AILA accreditation panel reviews and visits.

The AILA, working with the profession and the accredited programs, regularly updates these Standards to ensure that they allow for a basis for flexible and innovative approaches to the delivery of education and to allow for the diversity and changing nature of the profession in Australia.

The AILA has committed to the accreditation processes for particular university programs because the AILA:

- Recognises that the future of the Landscape Architecture profession in Australia depends fundamentally on the quality of the university education programs available;
- Acknowledges the key role of educators within the Landscape Architecture profession in Australia;
- Works in partnership with the universities to achieve the shared goal of maintaining the highest possible standards of tertiary education for future landscape architects;
- Believes that accreditation of Landscape Architecture programs plays an important function in maintaining an appropriate standard of education for graduates of the programs while providing for diversity and innovation within the programs;
- Encourages and supports the university programs in the provision of a standard of education that effectively prepares students for the increasingly diverse profession of Landscape Architecture;
- Encourages links and partnerships across the spectrum of education and research activities that relate to the Landscape Architecture profession;
- Recognises that the Landscape Architecture profession gains by continually advancing standards of knowledge and competency and recognising innovation within program delivery.

1.3 Link between Standards and Procedures

Linked with the Education Policy and the Accreditation Standards documents are the 'Accreditation Procedures' document that sets out the required documentation and procedures for accreditation, re-accreditation and annual reporting of programs.

Accreditation of relevant programs offered by educational providers is the means by which graduates of those programs can successfully demonstrate that they have achieved the required minimum university education in Landscape Architecture as a first step on a pathway towards being recognised as an Australian Registered Landscape Architect.

The broader objective of maintaining the standard of Landscape Architecture education is to benefit the broader community through design solutions addressing the issues within the provision of sustainable settlements.

1.4 Key Documents

The AILA's has key policy documents that inform the Education Policy processes. These include:

- The AILA University Education Policy and Procedures
- The AILA Landscape Charter
- The Australian Landscape Principles
- Green Infrastructure
- Sustainable Settlement

Current documents are listed on the web site: www.aila.org.au/policies

Other Registration/Membership documents: www.aila.org.au/membership

Influencing documents

The International Federation of Landscape Architects (IFLA):

www.iflaonline.org *IFLA Charter for landscape architectural education*

ICOMOS Guidelines on education and training in the conservation of monuments, ensembles and sites (1993)

2 Education Policy

2.1 AILA Professional Qualifications

The minimum professional entry requirement recognised by the AILA is a **university education provision in Landscape Architecture of five years** that at least meets the **AILA Accreditation Standards** and results in an education provision at the **AQF level 9**.

2.2 Options for Five-Year Program Structures

The AILA relies on the universities to provide relevant five-year program structures - for example

- I. Three + Two: A three-year AILA Accredited Pathway undergraduate degree plus a two-year AILA Accredited Masters degree in Landscape Architecture resulting in the total university education provision in Landscape Architecture of five years that at least meets the AILA Accreditation Standards and results in an education provision at the AQF level 9.
- II. Four + One: A four-year undergraduate AILA Pathway Accredited degree plus a one-year AILA Accredited Postgraduate degree in Landscape Architecture resulting in the total university education provision in Landscape Architecture of five years that at least meets the AILA Accreditation Standards and results in an education provision at the AQF level 9.
- III. Non-cognate Entry: A non-cognate university degree plus bridging units plus the two-year AILA Accredited Masters. This pathway allows for the non-cognate degree entry whereby the University provides the necessary bridging units to ensure that the students exits the AILA two-year Accredited Masters program with the equivalent of five years of Landscape Architecture University education provision at least meeting the AILA Accreditation Standards and being at the AQF level 9.
- IV. Other options may be considered; Granting of AILA Accreditation may be considered if there is clear evidence provided by the University to demonstrate that total university education provision at least meets the AILA Accreditation Standards, is at a level equivalent to five years of Landscape Architecture university education and is at the AQF level 9.

2.3 Three-year or four-year AILA Accredited Pathway undergraduate programs

Under the new policy arrangements, the AILA may recognise both three-year and four-year undergraduate degrees as AILA Accredited Pathway programs.

Graduates of an AILA Accredited Pathway three-year undergraduate program are recognised by the AILA as having the pre-requisites for entry into any AILA Accredited two-year Masters in Landscape Architecture.

Graduates of an AILA Accredited Pathway four-year undergraduate program are recognised by the AILA as having the pre-requisites for entry into an AILA Accredited Post Graduate/Masters in Landscape Architecture.

Such undergraduate degrees are to be assessed by the AILA through the National Accreditation processes in order to be granted the status of an **AILA Accredited Pathway Program** for entry to the relevant AILA Accredited Masters in Landscape Architecture; the result being five years of AILA accredited university provision in Landscape Architecture at the AQF level 9.

2.4 Advance Standing from an AILA Accredited Pathways

Universities could grant pre-requisite/ advance standing to candidates with an AILA Accredited Pathway undergraduate degree awarded in the last 7 years.

While the AILA recognises that the final decision on advance standing will be subject to the University's own assessment, the AILA requires that this assessment includes as a minimum the that graduate exits with five years of AILA accredited university provision in Landscape Architecture at the AQF level 9.

2.5 Articulation from other university programs

While articulation into Landscape Architecture education must be in accordance with university standards, the course credit should equate to completion of areas of Landscape Architecture study that match content and outcomes in an AILA accredited Landscape Architecture program; namely that the total university education provision is of at least the equivalent to five years in Landscape Architecture, that at least meets the AILA Accreditation Standards and results in an education provision at the AQF level 9.

2.6 Recognition of overseas student holding undergraduate bachelors

Graduates of an overseas undergraduate Landscape Architecture program may be recognised as having the pre-requisites for entry into an AILA accredited masters in Landscape Architecture.

The AILA looks to the universities to make an assessment of applicants and to equate them to the equivalent graduates from the AILA accredited pathway programs as outlined in previous points.

2.7 Electives

The AILA encourages diversity within the programs for students to be encouraged to take opportunities to undertake electives in relevant and related fields.

The AILA is mindful that the taking of electives should not impinge on the student's ability to undertake core subject areas and satisfy the core standards for Landscape Architecture.

2.8 Double Degrees

The undergraduate components of Landscape Architecture within a double or dual degree need to be clearly equivalent to other AILA accredited programs.

Where double degrees are offered in parallel with single degrees, separate accreditation is required for the Landscape Architecture degree.

2.9 Staffing of AILA Accredited Programs

The AILA requires that the level of staffing stated as part of the accreditation submission and subsequent agreements must be maintained at all times as a minimum for the period of accreditation.

The AILA requires core Landscape Architecture staff to have current practice experience and prefers for these core staff to be Registered Landscape Architects.

The AILA reserves the right to withdraw accreditation should there be significant reduction in resourcing, including staffing, to an accredited program.

2.10 Preferred Nomenclature

The preferred nomenclature for an AILA accredited program in Landscape Architecture is Master of Landscape Architecture: MLA or MLArch. Other postgraduate nomenclature recognition by the AILA may be considered following adequate information through a specific submission for same.

The AILA will give due consideration to accrediting programs that, while not necessarily having the words 'Landscape Architecture' as part of its main nomenclature, are able to demonstrate that they match the AILA policy accreditation requirements and are at AQF level 9.

2.11 Inaccurate use of Nomenclature

The AILA does not support the term 'Landscape Architecture' in the nomenclature of non-accredited programs. In particular the AILA does not support the use of the term 'Landscape Architecture' in reference to undergraduate programs.

The preferred nomenclature for an Accredited Pathway undergraduate degree is the generic titles such as Bachelor of Design or Bachelor of Design (Landscape) or Bachelor of Built Environment.

The AILA does not recognise Master of Landscape Architecture by Research. The AILA views the use of the title of 'Landscape Architecture' in such research degrees as potentially confusing.

The AILA reserves the right to remove AILA Accreditation for a university's AILA Accredited programs when the same university, against the express wishes of the AILA, introduces a title to any non-AILA Accredited undergraduate or masters program that indicates that it could be a stand alone Landscape Architecture qualification.

2.12 Changes to Agreed Nomenclature

The AILA is to be formally notified of any changes to the nomenclature of any AILA Accredited or AILA Accredited Pathway program.

The AILA reserves the right to not accept any changes to the nomenclature of an AILA Accredited or AILA Accredited Pathway program.

3 Implementation of 2013 changes to AILA Education Policy

The following implementation to be discussed with university programs

3.1 New Programs from end of 2012.

From the end of 2012, the AILA recognises that the minimum professional entry requirement is a university education provision in Landscape Architecture of five years that at least meets the AILA Accreditation Standards and results in an education provision at the AQF level 9.

New programs being proposed for AILA Accreditation for delivery in 2013 or beyond are required as a minimum to address these new requirements. Special requests from proposers of new programs already well advanced in approvals will be considered; being aware that the five-year entry is the preferred outcome.

3.2 Timeframes for previous AILA Accredited Undergraduate programs

The AILA recognises that previously AILA Accredited undergraduate programs such as that offered by QUT and UNSW will need to be allowed to transit to the provision of new programs to meet the new AILA Accreditation requirements.

Such programs should apply to be granted four years (from the end of 2012) to introduce the required new structures and new programs. This transition is to be completed by the end of 2016.

The AILA recognises that while the transition to new structures is to be completed by the end of 2016, students enrolled in the previous AILA Accredited programs will continue to be recognised as completing an AILA Accreditation program, provided the University meets all the AILA Accreditation requirements for the provision of these previously AILA Accredited programs.

The AILA reserves the right to remove AILA Accreditation if the University fails to deliver against the AILA requirements and standards; and that the responsibility for the lack of AILA Accredited provision remains the responsibility of the University.

3.3 Inventory of 2012 AILA Accredited programs

University	Present Status	requirements/ options
UNSW	4 yr Undergraduate (Accredited)	move to 3 plus 2 - or - 4 plus 1
QUT	4 Yr Undergraduate (Accredited)	move to 3 plus 2 - or - 4 plus 1
RMIT	3 yr Undergraduate (Pathway)	Remain as 3 yr Pathway
RMIT	2 yr Master (Accredited)	Remain as 2 yr Master
Melbourne	3 yr Undergraduate (Pathway)	Remain as 3 yr Pathway
Melbourne	2 yr Master (Accredited)	Remain as 2 yr Master
Deakin	3 yr Undergraduate (Pathway)	Remain as 3 yr pathway
Deakin	2 yr Master (Accredited)	Remain as 2 yr Master
Adelaide	3 yr Undergraduate (Pathway)	Remain as 3 yr Pathway
Adelaide	2 yr Master (Accredited)	Remain as 2 yr Master
UWA	3 yr Undergraduate (Pathway)	Remain as 3 yr Pathway
UWA	2 yr Master (Accredited)	Remain as 2 yr Master
UTAS	3 yr Undergraduate (Pathway)	Remain as 3 yr Pathway
UTAS	2 yr Master (Accredited)	Remain as 2 yr Master
Canberra	3 yr Undergraduate (Pathway)	consultations required
Canberra	2 yr Master (Accredited)	consultations required
Proposed programs		
UTS	proposed	consultations required
Griffith	proposed	consultations required
Holmesglen	proposed	consultations required