



New Zealand Institute of Landscape Architects

NZILA EDUCATION POLICY
AND STANDARDS 2016

FEBRUARY 2016



NEW ZEALAND INSTITUTE
OF LANDSCAPE ARCHITECTS

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NZILA EDUCATION POLICY AND STANDARDS 2016

1. INTRODUCTION

Te manu e kai ana i te miro, nōna te ngahere.

Te manu e kai ana i te mātauranga nōna te ao.

The bird that gains sustenance from the berry of the miro tree, the forest is its domain

The bird that gains its sustenance from education, the world is its domain

1.1. NZILA Education Policy and Standards and NZILA Accreditation Procedure

The New Zealand Institute of Landscape Architects (NZILA) is committed to the provision of quality tertiary education as the essential pathway into the profession of Landscape Architecture.

The 'NZILA Education Policy and Standards', and the 'NZILA Accreditation Procedures', outline the requirements for professional recognition of tertiary Landscape Architecture programmes in New Zealand. The documents are to be read in conjunction with the other.

The Education Policy and Standards document sets out the NZILA's education aims and specific standards for accredited programmes in Landscape Architecture. The second document, the NZILA Accreditation Procedures, outlines NZILA's expectations for the Accreditation Panel reviews and visits.

The NZILA, working with the profession and accredited programme providers, regularly updates these education standards to ensure that they maintain professional expectations and currency, while allowing for flexible and innovative approaches to the delivery of landscape education to enrich the diversity and breadth of the profession in New Zealand.

1.2. The Policy Context

The 'NZILA Accreditation Policy and Standards' and the 'NZILA Accreditation Procedures' provide a framework for the New Zealand profession to advocate for and evaluate the quality of Landscape Architecture education in professionally recognised tertiary programmes through the definition and verification of required standards and core competencies.

The NZILA, through its accreditation process, aims to advance measurable levels of knowledge, skills and values sufficient for graduates to enter the landscape architecture profession ready to begin a period of internship through their employment. The accreditation process also provides an operating framework to support individual programme initiatives in the advancement and broadening of the profession of landscape architecture.

The NZILA encourages advanced academic studies and continuing education programmes in landscape architecture in recognition of the imperative for professional landscape architects to embrace lifelong learning through CPD, as well as encouraging a commitment to excellence.

The NZILA has a national Accreditation Panel to oversee and inform the Executive Committee about the accreditation of Landscape Architecture programmes. A core feature of the framework within which the Accreditation Panel operates is the Education Standards that have been developed to guide the evaluation of tertiary programmes.

1.3. Commitment to the Education of Landscape Architects

The NZILA recognises that the future of the Landscape Architecture profession in New Zealand depends fundamentally on the quality of the tertiary education programmes and the NZILA CPD programme. This is supported by:

- Working in partnership with the education providers to achieve the shared goal of maintaining the highest possible standards of tertiary education for future landscape architects, while providing for diversity and innovation;
- Encouraging and supporting tertiary programmes in the provision of a standard of education that effectively prepares students for the increasingly diverse profession of Landscape Architecture;
- Encouraging links and partnerships across the spectrum of education and research activities that relate to the Landscape Architecture profession;
- Maintaining a clear education policy that is responsive to the needs of the profession and that provides direction for the profession and education providers;
- A commitment to a bicultural foundation for landscape architecture while acknowledging the multi-cultural environments that landscape architecture addresses;
- Jointly reviewing the NZILA Accreditation Policy and Standards with accredited providers at intervals not exceeding ten years so that the policy is responsive to emergent issues in both the profession and the tertiary education sector;
- Participating in regular consultation with the community, students, graduates, employers and education providers in regard to the continuing development of landscape architecture education; and
- Participating in the regular accreditation of landscape architecture programmes in accordance with the NZILA Accreditation Procedures.

1.4. Link between Standards and Procedures

Linked with the 'NZILA Accreditation Policy and Standards' document is the 'NZILA Accreditation Procedures' document, which sets out the required documentation and procedures for accreditation, re-accreditation and annual reporting of programmes.

Accreditation of programmes confirms that graduates of those programmes have successfully demonstrated that they have achieved the required minimum tertiary education in Landscape Architecture as the first step towards recognition as a Registered Landscape Architect.

Maintaining and improving the standard of Landscape Architecture education benefits the broader community by enabling graduates to prepare innovative design solutions addressing global issues.

1.5. Key Documents

The NZILA refers to key policy documents to inform the NZILA Accreditation Policy and Standards document. These policies include:

- The International Federation of Landscape Architecture (IFLA) Guidance document for recognition of accreditation.
- (IFLA) Charter for landscape architectural education

- The draft Aotearoa - New Zealand Landscape Charter
- The NZILA policies
- The NZILA registration guidelines
- International Council on Monuments and Sites (ICOMOS) (1993) Guidelines on education and training in the conservation of monuments, ensembles and sites.

The NZILA policy documents are available on the NZILA website: www.nzila.co.nz

2.0. DEFINITION OF LANDSCAPE ARCHITECTURE

Landscape architecture is a diverse discipline, which deals with the creative transformation of natural and built environments to achieve the economic, social and environmental aspirations of communities. As a discipline, landscape architecture generates creative and innovative responses to changing scientific knowledge, political economies, institutional arrangements, and society's evaluation of resources and the environment.

A landscape architect is skilled in the planning, design and management of change in the natural and built environment, has a focus on making informed choices about human actions in the environment, and is committed to shaping a sustainable and resilient future.

In planning, designing and managing change, landscape architects consider strategic, policy, technical, inter-disciplinary, and administrative contexts. They must be competent in creative problem solving, evaluation and management and understand how to relate scientific knowledge to practical action. In applying this knowledge, landscape architects must be open to cultural, social, economic, ethical and political issues and adopt sensitive, design oriented approaches to the resolution of issues.

In the New Zealand context, this the NZILA encourages recognition of Mana Whenua (the special relationship that tribal groups have with their traditional lands and places), the culturally shared character of New Zealand's public landscapes, Maori landscape architectural design requirements, and the importance of the legislative and policy framework in addressing these aspects of landscape architectural practice, including Treaty of Waitangi obligations.

3.0. VISION

In responding to the challenges it faces in the built and natural environments, the profession of landscape architecture in New Zealand must creatively integrate strategies that encompass globalisation, sustainability, arts, sciences, socio-economic sensitivities and technology, the socio-cultural needs of the landscape's users and the particular relationship that Maori have with the landscapes of New Zealand. The profession of landscape architecture is uniquely positioned to provide strong leadership in creating integrated responses that are sensitive to both place and environmental imperatives within an increasingly multi-disciplinary spectrum of professional inputs.

A diverse and responsive education environment capable of preparing graduates to meet these challenges is essential. In this context, education must be seen as an agent of change and not simply responsive to the needs of practice. A broad education in which the design studio remains the core learning environment will creatively foster critique and debate, problem definition and solving, lateral thinking, and integrated strategic management and implementation.

4.0. THE GLOBAL CONTEXT

The profession of landscape architecture operates within a global environment and the education of landscape architects must be cognisant of:

1. International standards and the transferability of generic skills and knowledge;
2. reciprocity of academic qualifications and professional standing; and
3. the increasing range, nature and speed of communications.

Within this context landscape architectural education needs to recognise the wider global community, as well as meeting the educational needs of those intending to practice locally. It needs to equip graduates to become leaders in dealing with issues of sustainability, social, ethical and environmental auditing at all scales, as well as maintaining or developing concepts of national identity within a global framework.

Landscape architecture education must also be responsive to the need for education to address a contemporary, relevant and forward-looking view of the discipline of landscape architecture. The dynamic nature of the tertiary education environment and the increasing shift away from public funding of tertiary education must also be recognised in terms of managing the impacts on delivery of quality education programmes.

5.0. THE EDUCATION POLICY

Within the above framework this Education Policy aims to define standards and their performance indicators considered appropriate for those seeking to enter and practice in the profession of landscape architecture. The policy also addresses the needs of those seeking to utilise the education provided in landscape architecture courses to pursue careers in related fields.

The goals and objectives of the NZILA Accreditation Policy and Standards are to:

1. Ensure that the graduates achieve the set of core competencies required to prepare them for eventual admission to registered membership of the NZILA after an appropriate period in practice; and
2. Promote the definition and development of a body of knowledge that underpins the profession.

These will be achieved by:

1. Educating new generations of students with the knowledge, skills, commitment and vision to lead the future profession;
2. Encouraging the development of diverse education programmes and flexibility consistent with the development and recognition of the profession of landscape architecture;
3. Recognising the role and values of multi-disciplinary design and decision making processes in the natural and built environments;
4. Promoting the use of landscape architects as core contributors to the achievement of a sustainable and resilient future; and
5. Cultivating a strong and diverse education sector supported by a responsive and forward looking profession.

5.1. Academic Qualifications

The minimum professional entry requirement recognised by the NZILA is an academic qualification gained through an accredited programme in landscape architecture within a recognised tertiary institution. The NZILA has delegated authority from IFLA to accredit programmes in accordance with the IFLA Charter for Landscape Architectural Education, which notes that: *"First professional degrees in landscape architecture may be offered at the undergraduate or the graduate levels."* The extent of an accredited programme *"...in landscape architecture should always be not less than four years of full-time (undergraduate) study in a university or an equivalent institution. Entrance into graduate programmes will require an undergraduate university degree in landscape architecture, architecture or other fields accepted by the institution. A graduate degree will normally require a minimum of two years of full-time study."*

5.2. Options for Accredited Programme Structures

The NZILA relies on the NZ tertiary sector to provide relevant programme structures for accredited programmes such as:

- a. Four years undergraduate: An integrated 480cr. four-year accredited Bachelors degree in Landscape Architecture (which may be offered with honours).
- b. Three + Two years undergraduate: A three-year undergraduate degree in a relevant discipline followed by a graduate-entry accredited Bachelors degree in Landscape Architecture (with appropriate bridging where necessary).
- c. Two or more years postgraduate: 120cr of course work followed by either a 120cr. thesis for a 240cr. accredited Masters degree or by a 360cr. thesis for an accredited Doctoral degree (with appropriate bridging where necessary)

Other options may be considered if there is clear evidence provided by the tertiary provider to demonstrate that the total programme meets the NZILA Accreditation Standards, is consistent with the IFLA Charter, and is clearly and appropriately named.

5.3. Recognition of international undergraduate qualifications

Graduates of an overseas undergraduate Landscape Architecture programme may be recognised as having the pre-requisites for entry into an NZILA accredited masters in Landscape Architecture, or may be required to undertake an appropriate bridging programme. It is the education provider's responsibility to confirm that the graduate's international undergraduate qualification meets IFLA and NZILA requirements before directing the graduate towards a Masters or an appropriate bridging programme.

5.4. Electives

The NZILA encourages diversity within the programmes and for students to be encouraged to take opportunities to include electives in relevant and related fields, provided that these electives do not impinge on the student's ability to undertake and satisfy the core standards for Landscape Architecture.

5.5. Double Degrees

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

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

5.6. Staffing of NZILA Accredited Programmes

The NZILA requires that the level of staffing stated in the programme documents and accreditation submission and subsequent agreements must be maintained at all times for the period of accreditation. The NZILA also requires that the programme director holds an academic appointment in landscape architecture and has the responsibility to exercise academic leadership and management of the programme.

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

5.7. Preferred Nomenclature

The preferred nomenclature for an NZILA accredited programme in Landscape Architecture is either Bachelor of Landscape Architecture or Master of Landscape Architecture: BLA or MLA. Other postgraduate nomenclature recognition by the NZILA may be considered following an application to the NZILA Executive with adequate information.

The NZILA will give due consideration to accrediting programmes that, while not necessarily having the words 'Landscape Architecture' as part of their main nomenclature, are able to demonstrate that they match the NZILA accreditation requirements and that the professional association with landscape architecture is clear.

The preferred nomenclature for a specific pathway undergraduate degree is a generic title such as Bachelor of Design or Bachelor of Design (Landscape) or Bachelor of Built Environment.

5.8. Inaccurate use of Nomenclature

The NZILA does not support the term 'Landscape Architecture' in the nomenclature of non-accredited programmes.

The NZILA does not accredit Master of Landscape Architecture programmes by research or project only; since they do not cover the full range of required competencies.

The NZILA reserves the right to remove accreditation from a programme when the tertiary provider which offers the programme, against the express wishes of the NZILA, introduces a title to any non-accredited programme that indicates that it might be seen as a stand-alone Landscape Architecture qualification.

5.9. Changes to Agreed Nomenclature

The NZILA is to be formally notified of any changes to the nomenclature of any accredited programme.

The NZILA reserves the right to not accept any changes to the nomenclature of an accredited programme.

6. THE STANDARDS

6.1. Defining the Accreditation Standards

Each of the Accreditation Standards provides a description of one of the essential conditions that a programme must meet to obtain and maintain accreditation. A programme must provide adequate evidence that each standard has been met in order to obtain and maintain accreditation.

Each standard has performance criteria that define the components needed to satisfy the related competency.

To be accredited, a programme must provide evidence that:

1. Criteria have been met, or;
2. Substantial progress towards meeting the criteria has been made and there is an agreed action plan and time line to ensure that the criteria are met before any students graduate from the programme or;
3. Alternative criteria that are acceptable to the NZILA have been used to meet the standard.

6.2. Key Terminology

Programme: The collection of courses forming the degree or combination of degrees meeting the accreditation standards.

Programme Head/Director: The academic responsible for management and academic leadership of the programme.

Course: A discrete package of instruction, or a unit, within an academic programme.

Course outline: The written description supplied to students which includes at least the course prescription, aims, learning outcomes (knowledge, skills and values) assessment requirements, mandatory requirements, policies, topics and timetable information.

Graduate profile: A graduate profile is a statement about the attributes that a graduate of the programme will possess, often divided into knowledge, skills and values

Curriculum: The planned and documented list of courses in the programme including core courses, restricted choice courses plus appropriate elective course choice.

Competence/Criteria: Each criterion requires evidence to validate an acceptable level of performance. Such performance is to be demonstrated by a combination of one or more of the following:

- Student work outcomes;
- Documentation of curriculum content and the course contribution to the programme graduate profile;
- A summary of the outcomes of any internal reviews;
- Interviews with students, lecturers, Head of Programme and administrator by the Accreditation Panel;
- Documentation of other evidence-based indicators.

6.3. Accreditation Standards

Standard One – Programme Mission and Objectives

The programme has a clearly defined mission statement or statement of purpose, supported by appropriate goals and objectives which reflect the purpose and values of the programme and which indicates the strategies that will enable progress towards the attainment of those goals.

The programme literature, website, and other public information accurately and clearly reflects the programme's goals, objectives and status.

Performance Criteria

- C-1 The programme goals and objectives are clearly stated;
- C-2 Programme goals and objectives are consistent with the goals and policies of the IFLA and the NZILA;
- C-3 Programme information and marketing, particularly web-based material, clearly and accurately promotes the profession of Landscape Architecture, its values, goals and current directions, as well as fully and accurately describing the programme's educational approach, objectives, curriculum and states which programmes have NZILA accredited status;
- C-4 Programme material clearly outlines the career paths being targeted and which discipline area(s) of the profession have been identified as the core of the programme;
- C-5 The published curriculum details a sequence and emphasis in its individual courses that relate to the programme goals and objectives and the programme graduate profile;
- C-6 Educational goals and objectives and the curriculum provide for and encourage relationships and linkages with other disciplines, landscape architectural practices, local branches and other relevant sectors; and
- C-7 Tertiary providers are required to engage actively within both their curriculum development and teaching and learning methodologies in the delivery of their programmes to effectively transfer the knowledge, skills and values of the programme to its students. Such knowledge transfer may refer to Maori principles such as: mana whenua (recognition of the rights and responsibilities associated with specific place); rangitiratanga (in this context, recognising and respecting others); whanaungatanga (the process of acknowledging and establishing connections); manaakitanga (respecting and looking after people); mahakitanga (humility, critical in dealing with Maori communities and many other international communities) and kotahitanga (a sense of unity and integrity).

Standard Two—Governance and Administration

Authority and Resources

The programme provider has the authority and resources to achieve its educational goals and objectives.

Performance Criteria

- C-8 Where the programme is a stand-alone Landscape Architecture programme, it is structured as a discrete professional programme with access to, and adequate control of, necessary resources;
- C-9 The leadership and management of accredited programmes and pathways is vested in those holding relevant landscape architecture qualifications who are preferably Registered Landscape Architects; and
- C-10 The programme is adequately resourced to meet its goals and objectives, provide for academic staff development, support for academic research and provide student support.

Academic Staff

Sufficient numbers of appropriately qualified and experienced academic staff are employed to provide a high level of academic expertise across all aspects of the teaching and management of the programme, including active engagement with the profession. The NZILA affirms that research and publication are integral activities of an accredited Landscape Architecture programme.

The NZILA requires Landscape Architecture staff to have a balance of current practice and research experience. This may be achieved across the teaching staff by core, part time or contracting staff. The NZILA prefers for these staff to be Registered Landscape Architects.

The qualifications and experience of academic staff are appropriate to their instructional roles, which may include courses or lectures in studio, theory, practice or kaupapa Maori.

The programme is encouraged and supported to develop partnerships with the profession, including undertaking research with or on behalf of the profession.

Performance Criteria

- C-11 Staff have an appropriate mix of tertiary qualifications and/or professional experience in the same or closely related fields as the courses for which they have primary responsibility;
- C-12 The programme should employ at least three full time equivalent academic faculty who hold degrees in landscape architecture and in addition must employ at least one academic staff member on a permanent or long-term contract basis per year of full-time programme; or ensure that at least 50% of the face-to-face teaching hours in the programme are carried out by permanent or long-term contracted academic staff;^{1*}
- C-13 As per IFLA requirements if the institution has two first-professional degree programmes (undergraduate and graduate levels), at least six academic full time equivalent staff members are recommended, of whom a minimum of four have degrees in landscape architecture with an active programme of scholarship and research.
- C-14 Adequate administrative and technical staff is available to support the programme;
- C-15 The teacher: student ratio in studios and tutorials is not greater than 1:20; i.e. one staff: twenty equivalent full-time students; *
- C-16 There is a demonstrated commitment to involve practising professionals with appropriate expertise in the programme; and
- C-17 Academic staff should ensure that they continually update their expertise through a CPD programme.

Standard Three—Professional Curriculum Standard

The curriculum includes the core knowledge, skills, and applications of Landscape Architecture, with a structure designed to allow for progression, integration, and independent learning.

¹ *For Accreditation purposes the NZILA would require the accredited programme to:

- 1. supply annually the education provider's policies relevant to staffing of the programme (or web link to same);
- 2. demonstrate how the programme has achieved or is working to achieve the target of having the stated staffing ratios for studios and tutorials;
- 3. demonstrate how the programme is maintaining a satisfactory level of permanent/long term contract Landscape Architecture staffing.

The above evidence would form part of the basis of the annual report to the NZILA

Course work inclusions

Performance Criteria

- C-18 The curriculum addresses the programme's goals and objectives;
- C-19 The knowledge, skills, and values of the curriculum are systematically arranged throughout courses and course combinations, to ensure that all graduates achieve at least the expected minimum standards and to maximise integration of subject areas and to allow flexibility within this framework;
- C-20 The graduate profile aligns with the accreditation requirements;
- C-21 The curriculum has a stated core within the discipline areas of Landscape Architecture;
- C-22 Students receive training and experience in scholarly research methods and report writing;
- C-23 Students undertake projects that include competencies from concept and detail design to documentation and construction;
- C-24 The programme encourages complementary student and staff exchanges between universities and other organisations internationally;
- C-25 Programmes actively encourage or arrange for students to gain significant practical experience, mentorship, internship and/or practicum during the programme through placements in offices (private and public sector) and/or in practical aspects of the industry. Formal guidance and monitoring of the placements is required to ensure that the experience is relevant to the programme outcomes; and
- C-26 Students have regular opportunities to engage in multi-disciplinary or cross-disciplinary studies.

Education Outcomes

A programme shall offer students education opportunities sufficient to enable an understanding or appreciation of the range of competencies expected of a professional landscape architect. Particular emphasis in relation to the Core Performance Criteria listed below is required, so that students have a good understanding, a basic understanding, or an appreciation of the core competency. This core may be supplemented by specialist fields such as urban design, urban ecology, spatial planning, cultural landscape conservation and management, kaupapa Maori design, or climate change and resilience. Such diversity in landscape architecture programmes is encouraged, so that specialist disciplinary knowledge becomes available to the profession, provided that a coherent core of landscape architecture knowledge and skills is maintained.

Core Performance Criteria: graduates will have:

C-27: History & Theory

- A good understanding of the relationships between natural and cultural landscapes and systems, and their conservation and management;
- A basic understanding of the socio-ethical and cultural dimensions of landscape design and planning, including the cultural values and processes that support kaupapa Maori design and planning;
- An appreciation of the diversity of social and cultural perspectives of the environment and their implications on design and planning in New Zealand;

- A good understanding of landscape architectural theory from both an international perspective and from the perspective of New Zealand's environmental and cultural setting; and
- A good understanding of the principles and practice of landscape planning, both strategic and statutory.

C-28: Landscape analysis and design

- Design skills, including but not limited to creativity, problem solving, aesthetic literacy relevant to landscape planning, landscape management, landscape design and/or urban design;
- Landscape and site analysis and appraisal skills;
- A good understanding of critical thinking and evaluation of a range of landscapes and environments;
- A good understanding of sustainable design, theory, principles, strategies, resilience and the landscape relationship to climate change, water and energy consumption and pollution;
- A basic understanding of the role and protection of historically and culturally important landscapes;
- A well-developed ability in site design, based on a diverse range of design projects and a range of scales including but not limited to urban, rural, coastal, regional, and grounded at least in part in the cultural and environmental issues and character of New Zealand; and
- An appreciation of the theory and application of kaupapa Maori design.

C-29: Landscape planning, assessment and management

- A basic understanding of the regulatory framework that governs the profession of landscape architecture including but not limited to the Treaty of Waitangi, The Resource Management Act, The Local Government Act and the Reserve Acts;
- A good understanding of how to approach the planning and management of a wide range of landscapes including those in urban, rural, coastal and regional context;
- An ability to prepare landscape evidence for hearings using clear written communication skills;
- A basic understanding of the difference between visual effects assessment, landscape character assessment and landscape evaluation; and
- A good understanding of the professional and ethical requirements in giving professional evidence in the Environment Court, and council hearings as an expert witness.

C-30: Maori/bicultural capability – Bicultural/Maori Values

- An appreciation of the key elements of the Maori cultural world, both conceptual (e.g. tikanga, kawa and narrative) and site based (e.g. wahitapu), and their relationship;
- An appreciation of the value in reviewing Maori landscape design practice, both historical and contemporary; and

- An awareness of the protocols associated with interaction with and between Māori.

C-31: Technical skills in detailed design, construction management and implementation

- A good understanding of construction materials, their uses and performance in different environments, their life cycle value, carbon footprint and life expectancy in a range of environments;
- A good understanding of construction detailing, and an appreciation of the significance of associated construction methods and technical specifications;
- A good understanding of site engineering, including grading, level changes, manipulation of surfaces to facilitate storm water, drainage and a basic understanding of the performance of both natural water courses and storm water systems;
- A basic understanding of standards and processes to enable the implementation of landscape projects; including but not limited to contract documentation, specifications, preliminary cost estimates, contract procedures, tender processes and contract administration;
- A basic understanding of the language and terms used in contracts and be familiar with requirements under the Construction Contracts Act;
- A good understanding of plant material, both native and exotic, planting design, detailing planting plans and schedules, planting maintenance plans and an appreciation of a range of revegetation strategies; and
- A good understanding of approaches to plant identification, production, implementation, environmental requirements plant tolerances and how plants grow.

C-32: Natural and Cultural Systems

- An appreciation of approaches to developing planning, management and design solutions to manage the transformation of socio-ecological systems, including climate change adaptation and mitigation;
- A basic understanding of natural sciences including but not limited to, botany, horticulture, ecology and earth sciences;
- An appreciation of ecological, cultural, economic and land management issues;
- A basic understanding of the role of ecosystem services in land management;
- An appreciation of the value of the development and implementation of landscape management policies and procedures necessary to sustain healthy and resilient landscape systems;
- An appreciation of Mātauranga Māori, the broadening cultural diversity within Aotearoa-New Zealand and how different cultural values might be expressed in the landscape; and
- A basic understanding of the values of historic landscapes and their conservation and management.

C-33: Communication and research

- An understanding of research skills and techniques;

- The ability to critically think and have analytical skills;
- The ability to present a coherent argument;
- Strong and clear communication and report writing skills, including a range of analogue and digital visual communication skills and verbal presentation skills;
- An appreciation of how to engage appropriately and effectively with clients and communities; and
- An appreciation of the importance of integrating other professionals and community values into projects through collaboration skills, communication skills and processes of community consultation, facilitation and engagement.

C-34: Professional Ethics

- An appreciation of the role of the IFLA code of ethics;
- A basic understanding of the New Zealand Institute of Landscape Architects context which informs the practice of Landscape Architecture in New Zealand including policy and procedures and the code of professional conduct;
- An appreciation of the importance of exercising professional judgement within an ethical framework, including but not limited to acting responsibly in planning, design, management and policy decisions that affect the health and wellbeing of natural systems and communities; and
- A basic understanding of gender and equity issues, and their ethical context.

C-35: Professional Practice

- An appreciation of the diversity of the practice of landscape architecture including landscape planning, landscape management and policy creation and design at a range of scales from large scale through to urban and residential design;
- A basic understanding of the roles of allied professional disciplines and specialist fields of knowledge;
- An appreciation of the legislative content of the NZILA professional environment including the RMA, practice law and health and safety requirements; and
- An appreciation of the range of business and managerial skills required to practice landscape architecture such as, but not limited to, running a business, entrepreneurial skills, marketing, chargeable hours, and project management.

C-36: Extending the core curriculum

- Providing opportunities for elective courses in related areas of practice to complement the particular strengths and focus of a programme. These could include: urban ecology, landscape ecology, spatial planning, urban design or environmental management, for example;
- The NZILA encourage the education providers to direct interested students towards electives that give a deeper knowledge of kaupapa Maori design and planning and their intersection with Landscape Architecture, such as but not limited to;

- Developing an understanding of mana (the status associated with people and place), whakapapa (ancestral connections), whanaungatanga (kinship relationships), rangatiratanga (sovereignty and leadership, manaakitanga (caring and sharing), and the intricacies of the specific kawa (protocols and etiquette) of individual iwi, hapū and whanau;
- Reviewing more complex and sophisticated kaupapa Maori design imperatives such as whakapapa and whanaungatanga, mana, rangatiratanga and kaitiakitanga and their design implications and application;
- Advanced aspects of kaupapa Maori theory and cultural practice such as wairua, mauri, and the use of korero and whakatauki;
- Conversancy with and basic proficiency in Te Reo and Whaikorero (oratory); and
- An ability to engage appropriately and effectively with Maori clients and communities.

Standard Four–Student and Programme Outcomes

Students are prepared, through their educational programmes and other academic and professional opportunities, to pursue a career in landscape architecture upon graduation.

Performance Criteria

- C-37: The programme provides for annual reviews of student projects involving juries that include practicing Registered Landscape Architects;
- C-38: Students will be aware of professional opportunities, NZILA registration requirements, postgraduate study options, continuing professional development (CPD) opportunities, and CPD requirements associated with professional practice;
- C-39: Students are actively encouraged to participate in related professional and community activities, such as NZILA events, community activities, associated professional societies or special interest groups; and
- C-40: Final year student work demonstrates the competencies required for entry level positions in the profession of Landscape Architecture.

Standard Five–Facilities, Equipment and Information Resources

Landscape Architecture programmes must be supported by resources and facilities to ensure effective delivery.

The NZILA values the shared learning experiences that occur in studio environments.

As studio-based teaching is at the core of Landscape Architecture education, students must have access to adequate and suitable studio space.

Programmes are to ensure that students have adequate access to Information Technology facilities

including industry-relevant software and support services. Students are to be exposed to and encouraged to explore current and emerging information technologies.

Performance Criteria

C-41: Students have adequate resources/teaching/support for industry-relevant hardware and software and to electronic or other technical equipment. All hardware, software and equipment is maintained and updated on a regular basis to maintain its industry relevance;

C-42: Students have access to study and meeting rooms, and project work facilities;

- Student studio, teaching, and study spaces are suitably furnished and equipped;
- Students and staff have the correct and safe use of necessary equipment integrated in the curriculum; and
- Students have adequate storage space in line with course requirements, particularly for model making and other project work.

C-43: A library collection and information resources, both physical and digital, must be provided to support the programme and be accessible to students. Adequate training in the use of both physical and digital information resources must be provided.

- The library collection is sufficiently current, adequate in coverage and diverse in its forms including books, journals, maps and other print media, digital and photographic media to support the programme. Regular acquisitions as suggested or required by academic staff will supplement the existing;
- Library operating hours, loan and study facilities, allow for appropriate access for staff and students. On-line access is provided to library resources; and
- The curriculum integrates library use with course work.

Standard Six-Outreach

Engagement with Professional Institutes and Associations

The programme has established effective working relationships with the NZILA, including the local branch and other relevant associations and institutes, in order to provide learning opportunities for students, scholarly development for faculty, and professional guidance.

Performance Criteria

C-44: The programme establishes appropriate professional links, where relevant, with other professional institutes and associations;

C-45: The programme regularly liaises throughout the year with the appropriate local NZILA branch members and on an annual basis with an advisory panel with the intention to keep informed about developments or changes in the local NZILA professional environment. The education provider is to include in its annual report the outcomes of such meetings;

C-46: The programme head/director and or senior faculty meet once a year with a commitment to keeping informed of responses in the NZILA and international professional and education environments. The education provider is to include in its annual report the outcomes of such reviews; and

C-47: The programme provides an annual report and accreditation documentation in accordance with the NZILA Accreditation Procedures.

Engagement with the Landscape Architecture Profession

The programme actively promotes positive relationships with the profession and NZILA membership and maintains currency through on-going interaction with the profession.

The NZILA advocates to its members that they offer support to the programme, for example through offering opportunities for mentoring, participating in reviews, assessment and by providing access to practices and their project work as applicable

Performance Criteria

C-48: The programme utilises the resource of practitioners.

C-49: The programme encourages student involvement with the profession by means of:

- Members of the profession being invited to participate in the programme's teaching and research activities;
- Academic staff members actively seeking opportunities for involvement with the profession;
- The programme includes members of the profession on design juries or provides other opportunities for direct feedback from practicing professionals to students on their work;
- The programme encourages the profession to provide students with information about work undertaken in practice to enable student critique and underpin student project work;
- The programme provides students with information about members of the profession who achieve awards, professional accolades, or other notable recognition of their contributions to the profession; and
- The programme actively encourages student participation in the profession's activities, including NZILA branch and national activities.

Engagement with the Community

The programme pursues relationships with relevant tangata whenua, communities, and the public and other stakeholders in the landscape.

Performance Criteria

C-50: The programme encourages students and staff to participate in community activities which showcase or contribute to aspects of Landscape Architecture; and

C-51: The programme seeks opportunities for its students to interact with practicing landscape architects and other related disciplines.