

**EDUCATION POLICY
AND STANDARDS +
ACCREDITATION PROCEDURE**



IFLA AFRICA
INTERNATIONAL FEDERATION
OF LANDSCAPE ARCHITECTS



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Education Policy and Standards + Accreditation Procedure

FOR IFLA AFRICA REGION
VERSION 1.0

VERSION 1.0
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ABBREVIATIONS

EC Education Committee
EXCO Executive Committee of IFLA Africa
FTE Full Time Equivalents
HEQC Higher Education Quality Committee
HOD Head of Department
RPL Recognition of Prior Learning
SER Self-Evaluation Report
VA..... Voluntary Association

KEY TERMINOLOGY

Accredit: The process of assessment and recognition by the IFLA Africa Education and Standards and Accreditation Procedure panel for the Landscape Architectural Profession Educational Programmes relating to the landscape professions. Accreditation has a corresponding meaning.

Accrediting Body: IFLA Africa is the accrediting body and accreditation is given by them.

Accreditation Report: The report drafted by the Accreditation Panel and edited by the Accreditation Panel Chairperson containing the outcome of the Accreditation visit in accordance with an agreed template.

Accreditation Status: In accordance with IFLA Africa Education and Standards and Accreditation Procedure document (this document), as determined by the Accreditation Panel who may either conditionally or unconditionally grant, refuse or withdraw Accreditation with regards to educational Programmes relating to the landscape professions.

Accreditation Cycle: An Accreditation Cycle is four (4) years, as outlined in Section B of this document.

Accreditation Panel: A panel constituted in terms of educational policy in order to conduct, for Accreditation purposes, a review/assessment visit to a Recognised Higher Education Institution and report to the Education Committee (EC) its recommendation.

Assessment: The process of seeking qualitative and quantitative evidence of compliance with or achievement of the criteria related to education standards and related requirements.

Compliance: Achieved when the Accreditation Panel concludes, after assessment of relevant criteria or other evidence, that a standard is substantially met or met with recommendation as defined below.

Core Competency Table: The table listing the core competencies in the relevant category required for the programme to be considered for accredited status.

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 (defined as knowledge, skills and values), assessment requirements, mandatory requirements, policies, topics and timetable information.

Curriculum: The planned and documented list of material delivered in the programme through core courses, as well as restricted choice courses and appropriate elective course choices.

Criteria: Each education standard has one or more criteria statements that define the components needed to satisfy the related standard. Not satisfying a criterion does not automatically lead to an assessment of a standard as 'not met'.

Design: Within the context of this Policy, design would refer to the competency, as set out in the core competency table, required for design orientated professions i.e. landscape architecture.

Education Committee: A committee appointed by the concerned institution to deal with education matters within the institution.

Education Suite of Documents: Refers to the set of documents that pertains to educational policy, education standards and the processes involved in achieving and maintaining an accredited status i.e. Accreditation Procedure. This list is not exhaustive.

Graduate profile: A graduate profile compiles the attributes that a graduate of the programme will possess, expressed as knowledge, skills and values and mapped against core courses.

Intent: Explains the purpose of the standard.

Institution: The institution is the university, university of technology, college, institute or another parent body through which the Programme is administered. Recognised Higher Education Institution, has a corresponding meaning.

Landscape: Is an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors².

Landscape architecture: Is the profession that applies aesthetic and scientific principles to the design, planning, analysis and management of both natural and built environments³.

National Professional Association: The Landscape Architectural Profession body set out in the country's laws or the association affiliated to IFLA with the goal of upholding professional standards in countries where there is not yet a law regulating the profession.

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

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

Registered Landscape Architect: A landscape architect who has met the assessment of competency criteria for the purpose of registration under a national Act as administered by a National Professional Association body. In countries that do not have their own registration board for Landscape Architects, the equivalent of a registered Landscape Architect is one who belongs to a national association affiliated to IFLA and who has a professional degree accredited by IFLA Africa or an equivalent national body and has met the registration criteria of that national body.

Studio Work: Is project-based work carried out through an evidence based approach to design studio by students engaged in conceiving, designing and problem solving in the field of landscape architecture.

² Council of Europe, European Treaty Series, No. 176 European Landscape Convention, Florence 20.X.2000
³ IFLA/UNESCO Charter for Landscape Architectural Education, July 2012

PART A: IFLA AFRICA EDUCATION POLICY AND STANDARDS AND PROCEDURE

1.0 Introduction

The Africa Region of the International Federation of Landscape Architects (IFLA AFRICA) is committed to the provision of quality tertiary education as the essential pathway into the profession of Landscape Architecture.

This document is based upon the IFLA/UNESCO Charter for Landscape Architectural Education and the IFLA Guidance Document for Recognition or Accreditation and refers to the Higher Education Policy, Education Standards and Accreditation Procedures for the South African Council for The Landscape Architectural Profession (SACLAP). It outlines the requirements for recognition and training of Landscape Architectural programmes at a tertiary level, within the African Region. Part A outlines Education Policy and Standards that are to be adhered to by the programmes to be accredited while Part B outlines the accreditation procedure of the same within the region.

IFLA Africa, 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.

1.1 The Policy Context

This document provides a framework for the IFLA AFRICA to advocate for and evaluate the quality of Landscape Architecture education in tertiary programmes in our region, through the definition and verification of required standards and core competencies.

1.2 Standards

The Higher Education Standards and associated criteria for Programme Accreditation should be used as the basis for an Institution's self-evaluation of the Programme(s) submitted for Accreditation, along with additional benchmarks which the institution might set for itself.

2.0 Landscape Architecture in the African Region

Our region presents unique challenges regarding landscape change, reflecting sometimes conflicting demands from communities, economies and environmental needs, within a framework of engaging fully with sustainability and resilience. Add to that the often-turbulent political context and displaced populations, poverty and war, and it is not difficult to see the complexity of practising a profession that inherently deals with land and people.

At a world level, even the definition of Landscape Architecture is hard to put a finger on and pin down to a few words or even a paragraph. The International Labour Organisation (ILO) has currently mandated a group of experts to redefine the profession to try and capture some of the complexity and broad reaching activities of landscape architecture which might not be limited to design, but also to policy.

Design and planning in our regional landscapes have a long and varied history influenced by cultural differences and resource constraints; landscape architects must acknowledge this while also considering the future implications of planning, design and management decisions. This makes it essential for education and research conducted in academic institutions to provide the knowledge

and skills required to allow graduates to formulate appropriate solutions for the present and the future, sensitive to the diverse needs of our societies.

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 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. Amidst the specificities of certain parts of the continent, certain core courses that are central to what a landscape architect is, are an essential common basis on which landscape architecture programmes must be built.

3.0 The Global Context

The education and training of landscape architects within our region operates within a universal global environment guided by the following:

- The IFLA/UNESCO Charter for Landscape Architectural Education (2012);
- The IFLA Guidance Document for Recognition or Accreditation⁴;
- International standards and the transferability of generic skills and knowledge;
- Reciprocity of academic qualifications and professional standing; and
- The increasing range, nature and speed of communications.

Landscape architecture education requires to be sensitive to contemporary global issues while still maintaining the uniqueness of local context. It needs to be responsive to cultural, social, environmental and political issues in order to achieve sustainable resilient communities at micro and macro levels.

4.0 The Education Policy

This Education Policy aims to define standards which build upon global requirements (the IFLA/UNESCO Charter) with regional performance indicators, considered appropriate for those seeking to enter and practice the profession of landscape architecture.

The following requirements are based on the IFLA/UNESCO Charter for Landscape Architectural Education (2012), and the IFLA Guidance Document for Recognition or Accreditation (2008). They build upon these documents to establish a foundation for landscape architecture education to enable recognition as an accredited programme:

- The institution offering the programme must be authorised to offer degrees by the appropriate National Government Authority
- The programme degree name is to include the term "Landscape Architecture"; other degree names may be used for related specialities such as "Landscape Planning"
- The landscape architectural curriculum should include the areas listed under Section 5.0, the Higher Education Standards
- Individual studio project work with direct teacher/student dialogue must form a minimum of 50% of the teaching and learning process

⁴ GUIDANCE DOCUMENT FOR RECOGNITION OR ACCREDITATION Professional Education Programmes in Landscape Architecture (approved by IFLA World Council, June 28, 2008)

- First professional degrees in landscape architecture may be offered at the undergraduate or the graduate levels. An undergraduate professional degree is generally not less than four years of full-time study within a recognised tertiary institution. A graduate degree will normally require a minimum of two years of full-time study; entrance into graduate programmes will require an appropriate undergraduate degree or bridging programme
- Adequate studios, facilities for research, advanced studies, information and data exchange including digital technologies should be provided
- Continuous interaction between practice and teaching of landscape architecture must be encouraged and protected
- Research should be regarded as an inherent activity of academic staff in landscape architectural programmes. Peer-review is encouraged to evaluate landscape architectural research and publication
- Institutions are advised to create internal audit systems for self-evaluation and peer-review conducted at regular intervals. Academics from other schools and practicing landscape architects should be included in any review panel
- IFLA AFRICA requires that the level of staffing stated in the programme documents and accreditation submission and subsequent agreements must always be maintained for the period of accreditation. The programme director ideally holds an academic appointment in landscape architecture and has the responsibility to exercise academic leadership and management of the programme.
- IFLA AFRICA reserves the right to withdraw its accreditation should there be a significant reduction in resourcing, including staffing, to an accredited programme.
- The IFLA AFRICA Secretary will maintain a register of National accreditation systems that substantially meet the principles and guidelines set out in these guidelines.
- IFLA Africa will put together an Accreditation Panel composed of IFLA and other experts appropriate for the evaluation of the programme that has requested IFLA accreditation. The National Association affiliated to IFLA, or another IFLA Affiliated Association who may be called upon to assist, is expected to play an important role in this panel.

5.0 The Higher Education Standards

5.1 Defining the Accreditation Standards

Each of the Standards describes one of the essential conditions that a programme must meet to obtain and maintain accreditation, based on the IFLA global education requirements. A programme must provide adequate evidence in the Self Evaluation Report (SER), 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.

5.2 Meeting the Higher Education Standards

The IFLA AFRICA Education Committee and Accreditation Panel will use the standards and associated performance criteria, the SER and supporting evidence provided by the institution, in assessment for first time Accreditation of new and existing Programmes or Accreditation review of existing Programmes bearing an Accreditation status.

Each of the Higher Education Standards provides a description of the expected quality in education that a Programme must uphold and meet substantially for it to be awarded an accredited status by the EXCO.

Each standard has performance criteria statements that define the components needed to satisfy the related standard. Each criterion requires qualitative evidence, and in some cases also quantitative evidence to demonstrate the level of performance. This is largely demonstrated through the completion and prior submission of the SER which includes:

- Student work outcomes
- Documented curriculum content
- Review of documentation of internal reviews
- Interviews with the students, lecturers and administrator by the Accreditation panel
- Documented assessment events
- Demonstrated active participation leading to documented outcomes
- Other documented evidence-based indicators

To be accredited, a Programme must provide evidence that:

- i. Performance criterion have been substantially met, or
- ii. Significant Progress towards meeting a criterion substantially, has been made, or
- iii. Alternative criteria apply to meeting the required standard substantially

Criteria not substantially met, are to be thoroughly explained and motivated in the SER. It should be noted that not satisfying a criterion does not automatically lead to an assessment of a standard as 'not met'.

5.3 Accreditation Standards

5.3.1 Standard One: Programme Strategy

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

Performance Criteria

- a. The Programme has a clearly stated vision/ethos and mission reflecting the purpose and values of the Programme
- b. The programme goals and objectives are clearly stated and are consistent with the goals and policies of this document, the IFLA/UNESCO Charter for Landscape Architectural Education and the IFLA Africa Education Policy, Standards and Accreditation Procedure
- c. The programme literature, website, and other public information accurately and clearly reflects the programme's goals, objectives and status
- d. 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, and
- e. Educational goals and objectives and the curriculum provide for and encourage relationships and linkages with other related disciplines, landscape architectural practices, and other relevant sectors

5.3.2 Standard Two: Governance and Administration

This standard refers to processes and activities which relate to the delivery of the Programme. The criteria aim to provide guidance in determining whether the Programme has the authority and human resources to achieve its educational objectives and deliver on core competencies.

5.3.2.1 Authority and Resources: The institution has the authority and resources to achieve the programme's educational goals and objectives.

Performance Criteria

- a. The Programme should be structured as a discrete professional Programme with the authority, leadership and adequate control of resources;
- b. The Programme must be effectively co-ordinated in order to facilitate the attainment of its intended purposes and outcomes;
- c. The leadership and resource management of accredited Programmes and study field streams are divested to persons holding qualifications reflective of the study field and/or experience related thereto;
- d. The programme is adequately resourced to meet its goals and objectives, provide for academic staff development, support for academic research and provide student support.

5.3.2.2 Academic Staff: Sufficient numbers of appropriately qualified and experienced academic staff are employed to provide a high level of expertise across all aspects of the teaching and management of the programme, including active engagement with the profession.

Performance Criteria

- a. 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;
- b. The Programme has a full-time to part-time staff ratio that ensures part-time and junior staff and tutors are trained, where necessary, and monitored by full-time staff;
- c. The lecturer to student ratio in design studios and tutorials is not greater than 1:10 i.e. one equivalent full-time academic staff to ten equivalent full-time students;
- d. Design studios should have a dedicated studio leader/co-ordinator;
- e. There is a demonstrated commitment to involve practicing professionals with appropriate expertise, relative to their involvement, in the Programme;
- f. Academic staff ensure that they continually update their expertise through research and/or a CPD programme;
- g. Adequate administrative and technical staff are available to support the programme; and
- h. Recording of student progress and performance is up to date and available.

5.3.3 Standard Three: Professional Curriculum

The curriculum includes the core knowledge, skills, values and applications of Landscape Architecture, with a structure designed to allow for progression, integration, and independent learning with a minimum level of 50% of the programme conducted as studio work.

Performance Criteria

- a. The curriculum addresses the programme's goals and objectives;

- b. A minimum level of 50% of the programme should be conducted as studio work and design teaching.
- c. The programme encourages complementary student and staff exchanges between universities and other organisations internationally;
- d. Programmes actively encourage or arrange for students to gain significant practical experience, mentorship, internship and/or practicum work during the programme through placements in offices (private and public sector) and/or in practical aspects of the industry;
- e. Prescribed material is relevant to Module outcomes expectancies and up to date with latest developments in the professional field;
- f. Students have regular opportunities to engage in multi-disciplinary or cross-disciplinary studies.

5.3.4 Standard Four: Education Outcome

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. Emphasis in relation to the core knowledge listed below is required, so that students have a good understanding, a basic understanding, or an appreciation of the core competencies (as per the spreadsheet in Appendix 4). This core knowledge may be supplemented by specialist fields such as urban design, urban ecology, landscape planning, cultural landscape conservation and management, indigenous design, or resilience to the effects of climate change. 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.

Graduates will have the following knowledge, skills and values:

- a. History and theory
 - A good understanding of landscape architectural theory from both an international perspective and from the perspective of the respective nation's environmental and cultural setting
 - A good understanding of the relationships between natural and cultural landscapes and systems, and their conservation and management
 - A good understanding of the principles and practice of landscape planning, both strategic and statutory
 - An appreciation of the diversity of social and cultural perspectives of the environment and their implications on design and planning in the respective nation.
 - Natural and cultural systems
 - A basic understanding of natural sciences including but not limited to, botany, horticulture, ecology and earth sciences
 - A basic understanding of the values of historic landscapes and their conservation and management
 - A basic understanding of the role of ecosystem services in land management
 - An appreciation of approaches to developing planning, management and design solutions to transform socio-ecological systems, including climate change adaptation and mitigation

- An appreciation of the value of developing and implementing landscape management policies and procedures necessary to sustain healthy and resilient landscape systems
- b. Plant material and plant communities
 - A good understanding of plant communities and plant material, including design with plants, planting plans and schedules, maintenance plans and an appreciation of a range of revegetation strategies in the relevant region
 - A good understanding of approaches to plant identification, plant characteristics, implementation and environmental requirements, and plant husbandry
 - A basic understanding of the values and benefits of Eco sourcing indigenous plant material for propagation
 - A basic understanding of plant production systems, including trees, shrubs and turf grasses

c. Landscape analysis and design

- Landscape and site analysis and appraisal skills;
- Design skills including but not limited to: creativity, problem solving and aesthetic literacy relevant to landscape planning, management, design and urban design based on a diverse range of projects and scales, grounded at least in part in the cultural and environmental issues and character of the relevant nation;
- A good understanding of critical thinking and evaluation of a range of landscapes and environments;
- A good understanding of sustainable design and resilience, and the landscape relationship to climate change, water and energy consumption.

d. Landscape planning, assessment and management

- A good understanding of how to approach the planning and management of a wide range of landscapes including those with an urban, rural or coastal character, within a local and a regional context;
- A good understanding of the professional and ethical requirements in giving professional evidence in a legal setting as an expert witness;
- An ability to prepare landscape evidence using clear written communication skills;
- A basic understanding of the regulatory framework that governs the profession of landscape architecture in the relevant nation, for landscape planning;
- A basic understanding of the differences between visual effects assessment, landscape character assessment and landscape evaluation.

e. Technical skills in detailed design, construction management and implementation

- A good understanding of hard materials, their uses and performance in different environments including their life cycle value, carbon footprint and life expectancy;
- A good understanding of design 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 values, drainage and a basic understanding of the performance of both natural water courses and storm water systems;

- A good understanding of water harvesting and management and irrigation design specifically as it relates to sustainable design solutions;
 - A basic understanding of the language and terms used in contracts, 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.
- f. Communication and research
- The ability to think critically and use perceptive analytical skills to present a coherent argument;
 - Clear communication and report writing skills, including a range of analogue and digital visual communication skills and verbal presentation skills;
 - A basic understanding of research skills and techniques;
 - An appreciation of the importance of integrating into projects other professionals and community values through collaboration skills, communication skills and processes of community consultation, facilitation and engagement; and
 - An appreciation of how to engage appropriately and effectively with clients and communities.
- g. Professional Ethics
- A basic understanding of the policies, procedures and code of professional conduct which informs the practice of Landscape Architecture in the relevant nation;
 - An appreciation of the role of the IFLA code of ethics;
 - 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 human communities; and
 - A basic understanding of gender and equity issues, and their ethical context.
- h. Professional Practice
- A basic understanding of the roles of allied professional disciplines and specialist fields of knowledge;
 - An appreciation of the diversity of the practice of landscape architecture including landscape planning, management, policy creation and design at a range of scales;
 - An appreciation of the legislative framework of the relevant national professional environment within a regional context; and
 - An appreciation of the range of business and managerial skills required to practice landscape architecture, including business practice, entrepreneurial skills, marketing, and project management.
- i. Extending the core curriculum
- Opportunities for elective courses in related areas of practice which could include urban ecology, landscape ecology, spatial planning, urban design or environmental management, for example.

5.3.5 Standard Five: Professional 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

- a. Student tasks, assignments and projects are orientated towards providing exposure to a spectrum of practice related problem-solving scenarios, reflective of the study objectives and of the complexity related to expectancies
- b. Provision is made for internal assessment of student achievements, be suited to the mode of education
- c. Staff and student research and publication outcomes are evident as integral activities of an accredited Programme
- d. Where Programme content allows, support the development of partnerships with the profession to undertake research
- e. The programme provides for annual reviews of student projects involving juries that include practicing Registered Landscape Architects or the national equivalent⁵
- f. Students will be aware of professional opportunities, National registration requirements (where these exist), postgraduate study options, and continuing professional development (CPD) opportunities and requirements
- g. Students are actively encouraged to participate in related professional and community activities, such as national institute or association events, community activities, associated professional societies or special interest groups, and international design competitions
- h. Final year student work demonstrates the competencies required for entry level positions in the profession of Landscape Architecture

5.3.6 Standard Six: Facilities, Equipment and Resources

Landscape Architecture programmes must be supported through the provision of suitable and sufficient infrastructure resources and facilities to ensure effective programme delivery.

Performance Criteria

- a. Students have access to study and meeting rooms, and project work facilities, where studio, teaching, and study spaces are suitably furnished and equipped, and students and staff have the correct and safe use of necessary equipment integrated in the curriculum
- b. Students have adequate resources/teaching/support for industry-relevant hardware and software and to electronic or other technical equipment. All hardware, software and equipment are maintained and updated on a regular basis to maintain its industry relevance
- c. Students have adequate storage space in line with course requirements, particularly for model making and other project works
- d. A library collection and information resources, both physical and digital, must be provided to support the programme and be accessible to students. Adequate training

⁵ In countries that do not have their own registration board for Landscape Architects, the equivalent of a registered Landscape Architect is one who belongs to a national association affiliated to IFLA and who has a professional degree accredited by IFLA Africa or an equivalent national body and has met the registration criteria of that national association.

In the use of both physical and digital information resources must be provided; and internet access

- e. 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. On-line access is provided to library resources and regular acquisitions that supplement the existing collection as required by academic staff should be demonstrated
- f. The correct and safe use of equipment is integrated in the curriculum where applicable
- g. Students have out-of-class, safe access to facilities
- h. Library operating hours, loan and study facilities, allowing for sufficient access for staff and students. On-line access is to be provided to library resources
- i. Curriculum integrates library use with coursework; and
- j. Provision is made in the curriculum to educate students in the task orientated use of library media as information resources.

5.3.7 Standard Seven: External Relevance and Outreach

Programmes should establish effective relationships with the relevant National Professional Association, and other relevant institutions, as well as engage with the community in order to provide learning opportunities for students, scholarly development for faculty, and opportunity for professional guidance.

Performance Criteria:

- a. The Programme regularly liaises with the relevant National Professional Association chairperson with a commitment to keeping it informed of Programme responses to the Association's Accreditation assessment and directions
- b. The Programme provides reports and accreditation documentation in accordance with the National Professional Associations policies and information requests
- c. The Programme establishes links with other professional institutes and associations and provide opportunity for deliberation between the relevant entities, the institution and practice, through advisory sessions and similar, in order to remain relevant and aligned with work place expectancies
- d. The Programme actively promotes positive relationships with the professionals registered with the National Association and maintains currency through on-going interaction with the profession by means of facilitating school lectures by professionals and excursions to real time and/or completed projects
- e. The Programme encourages internships and interaction with industry
- f. Local and international work of excellence is highlighted and upheld as best practice models for teaching purposes; and
- g. The Programme actively encourages student participation in the profession's activities, such as participating in the relevant National Professional Association's activities

5.3.7 Standard Eight: – Student recruitment, admission and selection

The Programme's policy reflects the objectives of the National Professional Association as far as providing for the intake of students in terms of the Programme's orientation as a feeder to professional registration. Each teaching institution must adjust the number of students according to its teaching capacity. Criteria for the selection of students shall be in relation to the aptitudes required for a successful training in Landscape Architecture and will be applied by means of an appropriate selection process organized by the schools at the point of entry in the programme.

Performance Criteria:

- a. Programme promotional material aligns with and is a true representation of the status, and nature of the Programme as a requirement to professional registration⁶
- b. The Programme's admission criteria are in line with the country's EXCO for Higher Education's (CHE)⁷ goal of widening access to higher education
- c. Equity targets are clearly stated, as are the plans for attaining them
- d. Provision is made, where possible, for flexible entry routes, which includes Recognition of Prior Learning (RPL) regarding general admission requirements, as well as special preparatory Programmes
- e. Selection criteria in terms of aptitude tests should be explicit and indicate how they contribute towards the Programme's plans for improved demographic diversity⁸
- f. The admittance of students and student numbers support the demographic transition and scarce skills objectives of the National Professional Association
- g. The Programme structure and outcomes is in alignment with similar Programmes at higher education institutions nationally in support of improved articulation and student mobility
- h. The programme head/director and or senior faculty meet once a year with a commitment to keep informed of the relevant National and International professional and education environments
- i. The Programme orientation, structure, content and intent aims to contribute towards conformity at national level
- j. The programme provides an annual report and accreditation documentation in accordance with the FLEA Africa Accreditation Procedures; and
- k. The Programme encourages students and staff to participate in community activities and promote interaction with the general public.

⁶ Where professional recognition exists

⁷ Where this exists, or the equivalent in the respective countries

⁸ This may not be an issue in all countries, but is a priority in countries with diverse ethnic groups

PART B: IFLA AFRICA ACCREDITATION PROCEDURE

1.1 Overview of Accreditation

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1.0 Overview of Accreditation

1.1 Introduction

Professional Accreditation of landscape architecture education programmes by IFLA AFRICA is a non-governmental, voluntary system of self-regulation. It is founded on the concept of self-evaluation by the programme provider as a quality assurance process to measure performance and outcomes against stated educational objectives. The role of IFLA AFRICA is to provide an independent assessment of that evaluation.

1.2 IFLA AFRICA Stakeholders

Professional Accreditation is the outcome of an evaluation of a programme against the education standards and core competencies that are defined in Part A of this document. IFLA AFRICA oversees professional accreditation of landscape architecture education programmes in Africa in accordance with IFLA guidelines as stated in Part A.

The purpose of professional accreditation is to serve the needs of four key constituencies:

- The community, which is entitled to have confidence in the employment of landscape architects who have adequate knowledge of the theory and practice of landscape architecture;
- The students and graduates, who are entitled to assurance that their programme has been independently reviewed and found to meet professional and higher education standards and competencies based on the IFLA/UNESCO Charter for Landscape Architectural Education (2012) to enable easier mobility and global activity within the profession;
- The tertiary institution, for which the process provides a consultative peer review and stimulus to continually improve their programmes to meet emerging and future needs;
- The profession, which is entitled to have confidence in the level of general and technical knowledge and skills of graduates seeking to engage in the profession of landscape architecture.

In many African countries, where there is no professional recognition of landscape architects, accreditation of education institutions is a first step in ensuring that young professionals are correctly educated to carry out the responsibilities of a professional exercising in that domain, thus allowing the recognition of the profession at a future date.

Programme accreditation is granted when the IFLA AFRICA EXCO concludes, after an Education Committee review of the accreditation Self Evaluation Report (SER) on a programme of landscape architecture, that the educational and professional standards either have been met or that they will be substantially met within a defined timeframe.

1.3 Programme Provider Responsibilities

Professional accreditation by the IFLA AFRICA is a voluntary process initiated by the education provider offering the programme. It is intended for those programmes where either a National accreditation system is not yet in place, or where Government or Institutional policy requires programmes to be reviewed against an international benchmark standard. The IFLA AFRICA EXCO would normally require a written statement from the National Professional Institute or Association to the effect that they were aware of an impending request for IFLA AFRICA accreditation, and that they do not have an objection to the request for an accreditation review being considered by the IFLA AFRICA EXCO. If the National organisation does object, the grounds for that objection should be clearly indicated.

Any tertiary institution considering the introduction of a new programme in landscape architecture intended for professional accreditation should establish early liaison with the IFLA AFRICA Education and Academic Affairs Committee during the programme's development. Existing programmes will normally follow a four-yearly cycle of formal accreditation reviews.

It is the responsibility of the programme provider to:

- Invite IFLA AFRICA to evaluate the proposed programme or continuing programme for provisional or continuing professional accreditation;
- Provide IFLA AFRICA with all necessary documentary evidence to demonstrate that the programme meets its educational objectives and delivers the Education Standards and Professional curriculum standard defined in Part A of this document; and
- Give IFLA AFRICA all reasonable physical access to students, staff and facilities required to independently verify the documentary evidence provided.
- Provide feedback following the visit by the Accreditation Panel to the IFLA AFRICA ExCo and Education and Academic Affairs Committee.

1.4 IFLA AFRICA Responsibilities

IFLA AFRICA will maintain an Education Committee to respond to requests made to the Secretary for provisional or continuing professional accreditation of programmes. The Education Committee's responsibilities will be to report to the IFLA AFRICA ExCo and:

- Manage liaison between an education provider and the IFLA AFRICA ExCo;
- Manage the Accreditation Panel which will audit an education provider in the planning stage for the establishment of a new programme for which accreditation is intended;
- Maintain an Accreditation Panel responsible for regular verification of the self-evaluation documentation produced by education providers and to undertake review visits where appropriate;
- Receive and act upon documentation and advice from the education providers and the Accreditation Panel regarding the granting, confirmation or withdrawal of professional accreditation of a programme;
- Facilitate ongoing liaison and consultation between education providers and IFLA AFRICA in the interests of advancing education in landscape architecture;
- Liaise with the IFLA (World) Education and Academic Affairs Committee by regular reporting of the status of accredited programmes or programmes applying for accreditation with a summary which shows whether IFLA requirements have been met so that each programme's status can be included on both IFLA and Regional databases of accredited programmes.

2.0 IFLA AFRICA Accreditation Structures

2.1 The IFLA AFRICA EXECUTIVE COMMITTEE (EXCO)

The IFLA AFRICA ExCo has ultimate responsibility for overseeing the implementation of the Accreditation Procedure. The IFLA AFRICA Education Committee, on behalf of the IFLA AFRICA ExCo, oversees and manages the IFLA AFRICA Accreditation Procedure, and liaises with the Panel that carries out the Accreditation Procedure.

2.2 The Accreditation Panel

At least once in the cycle of each five-year accreditation period, an Accreditation Panel visits the programme. The membership of the panel is to comprise three experienced Registered Landscape Architects, or their National equivalent, being full professional members of their respective National

associations⁹. The membership of the panel should, as far as practicable, reflect the following selection criteria:

- Have a diverse range of practice and academic experience and collectively have current or past experience in both public and private practice
- Ideally, at least one member should be involved in a larger practice or public sector department operating across regional boundaries
- Ideally one member should hold an academic position or have previous experience of evaluating programmes of higher education
- Ideally the panel will comprise graduates from more than one programme, and
- Ideally have a gender mix and comprise two members from the Nation of the programme being considered for accreditation with one member as an international representative from within our region

The Chair of the Accreditation Panel will liaise with the IFLA AFRICA Education and Academic Affairs Committee. This person will be well informed about the contemporary tertiary education environment in the respective Nation. The Chair will monitor all annual reviews conducted, with the objective of maximising uniformity of evaluation processes and applied performance measures across all accredited programmes; the reviews themselves will be evaluated by the Education Committee. Consistency and continuity of accreditation evaluations is to be ensured by a progressive turnover/replacement of panelists.

Before each visit, the Accreditation Panel members review the Programme SER (refer to Item 3.0 below) and other sources of information to assess actions and issues. The Accreditation Panel may request clarification and/or further evidence before or during the visit to determine the degree to which the programme is meeting the educational objectives described in Part A of this document. The programme may be asked to provide a written letter of comment about the programme, and about the graduates, by the relevant National association.

The accreditation procedure normally takes place over two days and includes:

- A formal review of a representative range of student work which will typically include examples from each of the years of the programme and across a range of courses to demonstrate assessment procedures and benchmark standards for the full range of achievement levels (i.e. excellent, good, pass, and fail grades)
- An inspection of facilities and resources
- Interviews with staff and students
- Interviews with graduates and employers, and
- A meeting with a senior tertiary institute representative such as a Dean or an Assistant Vice-Chancellor to report on the Institute support for the programme and to provide an institutional context for the programme

After the visit, the Accreditation Panel will submit a draft report to the provider to enable them to check the accuracy of information. Once this has been completed, the panel submits its final report to the IFLA AFRICA Education and Academic Affairs Committee, compiled using the agreed checklist for the SER (as stipulated in Appendix 2) to achieve consistency of information at both a regional and international level. The report to the Committee includes information about, and recommendations regarding the new or on-going accreditation status of the programme. The IFLA AFRICA ExCo determines whether to accept a recommendation from the Education Committee based on the

⁹ In countries where the national association or professional body lacks the capacity to sit on an accreditation panel, the national representative can be replaced by a suitably qualified individual from another country.

Accreditation Panel's report. A copy of the final report is sent to the provider. The IFLA AFRICA EXCO may, however, initiate other visits from time to time as required to review progress on any matters identified for change in the final report.

2.3 Conflict of Interest

The IFLA AFRICA's accreditation processes rely heavily on volunteers to serve on the Accreditation Panel, as well as a commitment from programme staff to fulfil the IFLA AFRICA's education and accreditation requirements. The IFLA AFRICA EXCO relies on the members of the panel to offer independent advice and professional leadership.

The panel members are required to have no close ties or alliances with the programme under consideration, or with the staff, to ensure an objective and open review of the programme. Any connections with the relevant education provider or other direct or indirect connections that could potentially be viewed as a conflict of interest or hindrance to participation must be fully disclosed and discussed with the Education and Academic Affairs Committee to ensure that there is no possible conflict or perception of conflict. It is acknowledged that programmes may rely upon local practitioners to contribute to individual courses. Those practitioners will have varying degrees of direct or indirect involvement with the programme, and so IFLA AFRICA acknowledges that these members will approach any roles or responsibilities as part of an accreditation visit in line with their professional ethical responsibilities as described in the relevant Nation's Code of Conduct or with IFLA's Code of Conduct.

2.4 Review of panel membership nominations

The education provider shall be provided with the names of those nominated to form the Accreditation Panel before such membership is confirmed. The education provider shall have the right without prejudice to veto the nomination of former employees, without a requirement to justify that decision. A former employee of an education provider may not be a member of the review panel for the education provider if the review covers the period during which the former employee was working for that education provider.

3.0 Self-Evaluation Report (SER)

Prior to the accreditation visit, the Head of Programme submits a Self Evaluation Report (SER) to the IFLA AFRICA EXCO via the Honorary Secretary who provides a copy for the chair of the Education and Academic Affairs Committee and requests an evaluation of the report from the Education Committee. This SER is the central instrument of self-evaluation for continued professional accreditation purposes and should provide information on the programme using the supplied checklist in Appendix 2. The report should include an indication of future directions and any planned changes to the vision, objectives or content of the programme. The report is submitted to the Secretary three months prior to the scheduled accreditation visit for review.

The SER is confidential to each school, the IFLA AFRICA EXCO and the Education Committee, and will not be distributed further, even in summary form, without the express permission of the school concerned. All programmes will receive notification from the Secretary acknowledging receipt of their annual report and confirmation of the scheduled accreditation visit.

The IFLA AFRICA Education and Academic Affairs Committee will provide feedback to the IFLA AFRICA EXCO on the SER. Any initiatives suggested by the school will be considered by the IFLA AFRICA EXCO, which will advise (in writing) the EXCO's assessment of the implications of such initiatives on the continued achievement of accreditation requirements. Failure by an accredited programme to implement recommendations stipulated in the IFLA AFRICA EXCO Accreditation Panel Report would

result in the reduction of the programme's accredited status to conditional accreditation (see below) and, if not supplied within three months from the date of such notice, in withdrawal of accreditation.

4.0 Accreditation

4.1 The Accreditation Process

Following the Accreditation Panel visit and receipt of recommendations, the IFLA AFRICA EXCO will determine the on-going accreditation status of the programme and inform the Head of Programme of their determination within six weeks of the accreditation visit. Accreditation status for the programme will normally be granted for five years, until the next review by an Accreditation Panel, unless there are extraordinary changes to the programme that would entail an earlier review. The prerogative remains with the EXCO to raise any serious issues or concerns directly with the programme at any time.

Following the notification of such issues the process is as follows:

- The EXCO would request the Chair of the Accreditation Panel to seek more information and make recommendations on any further actions; and
- If required, the EXCO may initiate a further Accreditation Panel visit to seek solutions and/or to make a recommendation on the on-going accreditation of the programme in question.

4.2 Conditional Accreditation

The IFLA AFRICA may issue a warning to a programme that they are 'on notice' due to extraordinary circumstances such as non-compliance with agreed procedures or on-going evidence that indicates education objectives are not being met. In such cases the programme will be determined to have Conditional Accreditation with conditions that include a time limit for the stated causes for concern to be substantially reviewed and addressed.

The EXCO will require documentation that the stated conditions have been met before reinstating professional accreditation. Failure to comply with stated conditions may lead to withdrawal of professional accreditation of the programme.

4.3 Appeals

An education provider may appeal the adverse outcome of an accreditation review that results in refusal to accredit or withdrawal of accreditation or the imposition of conditions relating to accreditation. An appeal must be in writing stating fully the grounds on which the appeal is made and signed by the Dean or Head of Programme. Lodgement of an appeal should be made to the Secretary within four working weeks of formal notification of the IFLA AFRICA EXCO's resolution on the Accreditation Panel's report and recommendations.

On receipt of an appeal, the IFLA AFRICA EXCO will appoint an Appeals Panel with membership chosen under the same requirements that are in place to appoint an Accreditation Panel. The Appeals Panel will elect a Chair and a member of the IFLA AFRICA Education and Academic Affairs Committee will act as Secretary to the Panel and coordinate its deliberations. The hearing of an appeal will take place at a time and place designated by the Panel Chair within 45 days of the receipt of the documented appeal. The hearing may be conducted via telephone conference or video link, subject to agreement by all parties. The Chair will preside at the hearing and rule on procedural matters.

The Appeals Panel may either affirm the Accreditation Panel's recommendation or advise the EXCO to reconsider the recommendation of the Accreditation Panel, giving reasons in either case. All decisions must be agreed by a majority of the Appeals Panel members. If the Appeals Panel affirms the recommendations of the Accreditation Panel, there is no further remedy available to the school

in question and the recommendation remains. If the appeal is upheld, the Appeals Panel will make recommendations to the Executive EXCO for further action. The cost of an appeal is on the same basis as the costs incurred for an accreditation visit.

4.4 Provisional Accreditation

Where a new programme is being planned, or a substantial restructure of an existing programme or programmes is to be undertaken, the School may formally apply for IFLA AFRICA accreditation in advance. In relation to new programmes, provisional accreditation may be granted, subject to available evidence, before the programme commences.

The IFLA AFRICA requires schools to give sufficient notice of the proposed implementation of a new programme or a substantial restructure of an existing programme, to enable the Accreditation Panel to have time to advise on and respond to the new programme content or the restructured programme. IFLA AFRICA takes no responsibility for delay in granting accredited status if this process cannot be completed in time for the programme's introduction or if information requested is delayed and thus cannot be responded to in a timely manner.

The Accreditation Panel will make an assessment and recommend to the IFLA AFRICA EXCO whether the programme should be provisionally accredited.

4.4.1 Key Submission Stages:

1. Notify the Secretary of the intention to alter the programme or to introduce a new programme with proposed timelines. (If a new programme is being proposed, IFLA AFRICA will assume that the provider has set up an industry group to assist in establishing the broad outline for the proposed programme)
2. The tertiary provider will then prepare a formal submission to an Accreditation Panel, detailing how the proposed programme meets IFLA AFRICA education standards
3. The Accreditation Panel makes a recommendation to the Education and Academic Affairs Committee which then considers this recommendation and makes its own recommendation to the IFLA AFRICA EXCO

4.4.2 Provider Responsibility

By agreeing to accept the IFLA AFRICA's provisional accreditation for a new programme, the programme/school is agreeing to performance reviews, including annual reporting based on the criteria listed in Appendix 2, which allows IFLA AFRICA to validate provisional accreditation given in advance.

While the programme is still being considered for Full Accreditation, the School shall not make any statements to students or potential students about the likelihood of the success of the application for full accreditation. For example, the school must NOT state that "IFLA AFRICA Full Accreditation is pending", but the school can state that provisional accreditation has been granted.

4.5 Variations

The IFLA AFRICA EXCO reserves the right to vary its decisions on the accreditation of particular programmes on a case by case assessment of situations that may develop, in particular where such circumstances are not covered by these guidelines and policy documents.

4.6 Accreditation Fees

An administrative fee is to be paid to the IFLA AFRICA Treasurer by the Institution requesting accreditation, prior to the IFLA AFRICA EXCO appointing an Accreditation Panel. An additional fee is payable if the Institution is requesting an accreditation review of more than one programme. The Institution will also pay for all reasonable travel costs, accommodation and meals for panel members during their visit. All travel will be in economy class at reasonable cost.

The IFLA AFRICA EXCO appoints the Accreditation Panel who provide their time and professional expertise as a service to the profession, although a modest honorarium may be appropriate in some cases. Unless there are exceptional circumstances, there should be no further charges for Accreditation.

*** IFLA Africa ***

Appendix 1: Accreditation Process Summary

Gaining Accreditation from IFLA AFRICA

This appendix summarises the process for an institution to apply for accreditation of one or more of its programmes in landscape architecture.

Initiation

The Institution seeking accreditation from IFLA AFRICA for one or more of its programmes in landscape architecture should invite the Head of School to write to the IFLA AFRICA Secretary listing the programme(s) for which it is requesting accreditation and indicating a possible timeframe for the process to be undertaken. The letter should refer to the official standing of the institution within the formal education framework of the particular Nation in which the programme is being delivered.

This first step will apply to applications for both new and continuing accreditation.

IFLA AFRICA Requirements

The Secretary will respond to the request on behalf of EXCO, commenting on the possible timeline and noting the information which the EXCO will require prior to appointing an Accreditation Panel to undertake an accreditation visit. This information would normally include reference to programme characteristics to demonstrate that it generally meets the IFLA AFRICA guidelines, the IFLA Charter for landscape architectural education (2012) and the IFLA Guidance Document for Recognition or Accreditation (2008) regarding level, length, staffing and resources. The Education and Academic Affairs Committee, on behalf of EXCO, would seek suggestions for suitably qualified panel members from the Head of School or National association according to sections 2.2, 2.3 and 2.4 of Part B of these procedures, normally appointing a panel chair to be an international representative where possible.

Accreditation Panel Appointment, Information and Visit

The EXCO then appoints an Accreditation Panel, approves the accreditation timelines, and confirms the information which needs to be provided by the Institution (the SER), summarised in Appendix 2 of this document. Once the SER is submitted to the Accreditation Panel, the panel shall submit queries (for clarity or to point out inadequacies in the SER) to the university programme after reviewing the SER and before the Accreditation Panel adjourns and the university. Appendix 2 refers to the timetable and matters normally considered during the visit, although the Institution can add to or suggest variations to these matters depending upon the unique circumstances of the Institution or programme.

Findings

The Accreditation Panel would normally outline their initial views to senior staff at the conclusion of the visit and then later prepare a draft report and recommendation which is reviewed by the School to ensure the accuracy of the information included. The report is considered on behalf of the EXCO by the Education and Academic Affairs Committee which then makes a recommendation to the EXCO regarding the application(s) for programme accreditation. The Institution is advised of the outcome of their application as provisional, conditional or full accreditation for a period not exceeding five years, or that their application has been declined.

Section 4.3 of Part B of this document outlines the procedure should an Institution disagree with the findings of the IFLA AFRICA EXCO.

Appendix 2: The Accreditation Panel Visit Procedures

Key Information

The following information should be provided to the Panel three months before its visit, as part of the SER:

- A description of the educational Institution, its standing Nationally and its authorisation to offer programmes of this nature, its relationship with the programme, and the involvement of staff with the profession, National and regional organisations
- The academic rationale for the programme, including key objectives and strategies for achieving these objectives
- The programme curriculum, including summaries of core course outlines
- Measures for obtaining student feedback and external consultation on the way the programme is delivered
- The profiles of all permanent academic staff, full-time and part-time, comprising their background, teaching, research activities, publications and community involvement
- Digital or paper copies of academic handbooks, departmental plans, annual reports, and the programme graduate profile
- An appraisal of the operation of the programme, including reference to any reviews, major changes which have taken place including changes to courses, staffing or resourcing, special features of the programme, provision for audits and bench marking, relationships with other departments and faculties, relationships with other accredited programmes (such as comparative reviews) and likely future directions
- A critical self-evaluation of the programme objectives within the context of the current operation of the programme, i.e. how well each objective is being met
- Details of entry standards, criteria and methods of selection
- Student enrolments, attrition, pass rates and grades for the previous five-year period
- Staff/student ratios, and
- An outline of available resources including non-academic staff, accommodation, library, digital technology, model-making spaces etc.
- Once the SER has been submitted to the Accreditation Panel, the Panel will peruse it and submit queries (for clarification or point out inadequacies in the SER) to the university programme within 30 days of receipt of the SER. Once these have been adequately dealt with, the timetable for the accreditation visit can be established.

Accreditation Timetable

The Institution should provide the Panel Chair with a draft timetable prior to the visit so that a final version can be confirmed at least four weeks in advance of the visit.

There is no prescriptive format, but the schedule should allow for a review of key programme criteria as well as:

- An introductory meeting with the Head of Programme and senior members of staff for the Panel Chair to provide an overview of the process and raise any issues identified in the Annual Report or self-review, and for the Head of Programme to provide an overview and comment on any outstanding points including an update on programme changes since the last Accreditation report if continuing accreditation is sought

- A de-brief with the Head of Programme and senior staff, with a verbal summary from the Panel Chair of the draft findings (unless the Panel requires further material before confirming those provisional findings in which case it may withhold comment)

The final formal recommendation is made by the IFLA AFRICA EXCO after consideration of a recommendation from the Education and Academic Affairs Committee which will review the Accreditation Panel report. The formal notification of the EXCO's resolution on the Education and Academic Affairs Committee's recommendation is sent to the Head of Programme, who will have four working weeks to respond to any issues raised, if any.

The Accreditation Visit

Key Elements

- An introductory discussion with the Head of Programme and senior members of staff;
- A review of student work;
- An inspection of the school facilities both in use and when not being used, including building accommodation, range of equipment and student resource material;
- Discussion with both full-time and part-time teaching staff as a group in closed session;
- Discussion with students in closed session;
- Where possible, discussion with recent graduates in closed session;
- Where possible, discussion with employers of programme graduates; and
- A meeting with the Head of the Programme and Faculty Dean or those holding equivalent positions.

Resources during the visit

- The use of a lockable meeting room for the duration of the visit;
- Access to tea and coffee facilities during meeting breaks, with lunch provided (which may be shared at different times with staff, student or graduate representatives); and
- Easy and unlimited access over the two days of the visit to programme resources and examples of student work completed during the previous 12 months. Student work can be provided in digital form well ahead of the accreditation visit, as well as having a selection of hard copy work available to the panel during their visit. The panel expects to see:
 - Work from all years arranged to demonstrate development by students over the period of the programme, including all core courses, a range of electives and examples of portfolios from the final year of the programme that achieved a range of results, including excellent, good, competent and fail grades.
 - All course outlines, assignments and assessment criteria (as used by both examiners and students) to demonstrate the Institution's assessment procedures and benchmarking standards.
 - Mapping of courses in the programme by year cross-referenced against the IFLA AFRICA Education Standards to assist the Accreditation Panel to review student work in a methodical and efficient manner.

Meetings during the visit

- A meeting with staff should include both full-time and part-time staff and any practicing landscape architects who regularly teach classes, held in a closed session;
- A meeting with students without staff present, as representative as possible of the different years to allow the panel to obtain a comprehensive overview of the student experience (students are to be briefed in advance by the programme staff as to the role of the Accreditation Panel's work and the IFLA AFRICA Accreditation processes);

- A meeting with a range of recent graduates of the programme from the five-year accreditation period, including a range of work types such as a sole practice, small and large practices, and a local, regional or central Government department; and
- Ideally, a meeting with local employers of programme graduates across the same sectors.

Appendix 3: Self Evaluation Report Checklist

All Programmes applying for Accreditation will prepare a Self-Evaluation Report (SER) following the required template checklist (below). The SER describes:

- the Programme's mission and objectives,
- its self-assessment,
- future plans,
- provides a detailed response to the recommendations of the previous visiting team,
- details the Programme's compliance with each education and curriculum standard and Programme prerequisites.

It is important that faculty, administrators, and students participate in preparing the Self Evaluation Report. The SER must include a statement explaining the participation of each of the listed groups.

At least sixty (90) calendar days before the visit, the Programme submits an electronic as well as a single hard copy of the SER to the Honourable Secretary of IFLA AFRICA for distribution to the Education Committee Chairperson and the Accreditation Panel. If the documents are not submitted by this deadline, the Programme may be notified that the visit has been postponed. In the case of a currently accredited Programme, this may result in the term of Accreditation expiring.

One (1) bound colour copy of the SER is to be provided by the Institution at the Accreditation visit for review and record keeping purposes.

Contents

This appendix indicates the structure and content that is likely to be appropriate for a SER.

Provided that the appropriate base data has been established and the Education and Academic Affairs Committee maintains familiarity with the operation of the programme, a typical SER should normally not comprise more than 15 –20 A4 pages. The suggested structure follows:

- 1. Programmes with continuing, conditional or provisional accreditation status**
Programme title, type and length
Standing of the programme, status of the education provider
- 2. Executive summary**
Accredited degrees (full, conditional or provisional)
Key points (highlighting contemporary changes, issues, highlights)
- 3. Report focus and scope**
- 4. Programme vision and objectives**
Vision
Objectives
Graduate profile(s)
- 5. Summary analysis of the Standards Criteria¹⁰**

¹⁰ An itemized response, in spreadsheet format that confirms and gives evidence that the Programme meets the criteria in Section 5 of Part A of this document i.e. that:

- i. Criterion have been substantially met, or;
- ii. Significant Progress towards meeting a criterion substantially, has been made, or;
- iii. Alternative criteria apply to meeting the required standard substantially.

6. Summary analysis of Curriculum Core Competency weighting¹¹

7. Summary analysis programme/student indicators

- Quality management
- Student numbers, retention and programme completions
- Student awards
- Graduate destination survey outcomes
- Teaching quality (awards, promotions, professional development)
- Student evaluations of teaching

8. Responses to previous feedback from the IFLA AFRICA EXCO (if applicable)

9. Contemporary issues and developments

- Current academic staff profile, noting changes from previous reports (if applicable)
- Staffing issues
- Accommodation and facilities
- Relationship with the profession, locally and Nationally

10. Actions and programme improvements (if applicable)

- Programme improvements, reviews, reorganisation
- Introduction of new programmes, professional development courses etc.
- Community service
- Staff activities, research, grants, and publications.

11. Current academic curriculum synopsis

- Course codes and names by level and programme year

¹¹ An itemized response in spreadsheet format of the curriculum weighting as per Section 5.3.4 of Part A of this document and Appendix 4



FLA AFRICA

Appendix 4: Weighted Core Competency Table

Weighted Core Competency Table - Minimum weighted standards

This table is cross-referenced to Section 5.3.4 of the FLA AFRICA Education Policy and Standards + Accreditation Procedure

Proposed minimum weighting	DEFINITIONS
9	PROFICIENT: (practice orientated) An ability to demonstrate project based application of specialist knowledge, critically engaging with current research and/or practices in doing so. To, within specific study fields, demonstrate the ability to apply appropriate methods and processes in unique real life project scenarios. To be proficient in management, design and supervision of project implementation in practice.
7	COMPETENT: (field specific competence) Demonstrate knowledge of and project based engagement in an area at the forefront of a field, discipline and practice, relating that knowledge to a particular context. Selecting and applying appropriate procedures, processes and techniques to unique landscape related challenges within a specialized field of practice.
5	KNOWLEDGE AND UNDERSTANDING: (integrated knowledge) the assimilation and comprehension of knowledge. Individuals should be able to understand, apply and evaluate the key terms, concepts, facts, principles, rules and theories within the working environment. The ability to select and apply a range of methods to resolve realistic landscape related problems in practice.
3	KNOWLEDGABLE: (to be acquainted with) To demonstrate detailed knowledge of one or more fields, disciplines or practices including the ability to apply appropriate methods, procedures and techniques within a defined context.
1	INFORMED AWARENESS: To be sufficiently informed on matters pertaining to the profession i.e. demonstrate a basic knowledge. Aided through experiential training and/or industry related methods of learning

Professional Landscape Architecture Degree
Minimum of 4 years study

Core Competencies	Competency upon graduation	Self Evaluation Rating for SER
a. History and theory		
A good understanding of landscape architectural theory from both an international perspective and from the perspective of the respective nation's environmental and cultural setting.	7	
A good understanding of the relationships between natural and cultural landscapes and systems, and their conservation and management.	7	
A good understanding of the principles and practice of landscape planning, both strategic and statutory.	7	
An appreciation of the diversity of social and cultural perspectives of the environment and their implications on design and planning in the respective nation.	5	

Core Competencies	Competency upon graduation	Self Evaluation Rating for SER
b. Natural and cultural systems		
A basic understanding of natural sciences including but not limited to, botany, horticulture, ecology and earth sciences.	5	
A basic understanding of the values of historic landscapes and their conservation and management	5	
A basic understanding of the role of ecosystem services in land management	5	
An appreciation of approaches to developing planning, management and design solutions to transform socio-ecological systems, including climate change adaptation and mitigation	3	
An appreciation of the value of developing and implementing landscape management policies and procedures necessary to sustain healthy and resilient landscape systems	3	
c. Plant material and plant communities		
A good understanding of plant communities and plant material, including design with plants, planting plans and schedules, maintenance plans and an appreciation of a range of revegetation strategies in the relevant region.	7	
A good understanding of approaches to plant identification, plant characteristics, implementation and environmental requirements, and plant husbandry	7	
A basic understanding of the values and benefits of Eco sourcing indigenous plant material for propagation	5	
A basic understanding of plant production systems, including trees, shrubs and turf grasses	5	
d. Landscape analysis and design		
Landscape and site analysis and appraisal skills	7	
Design skills including but not limited to: creativity, problem solving and aesthetic literacy relevant to landscape planning, management, design and urban design based on a diverse range of projects and scales, grounded at least in part in the cultural and environmental issues and character of the relevant nation	7	
A good understanding of critical thinking and evaluation of a range of landscapes and environments	7	
A good understanding of sustainable design and resilience, and the landscape relationship to climate change, water and energy consumption	7	
e. Landscape planning, assessment and management		
A good understanding of how to approach the planning and management of a wide range of landscapes including those with an urban, rural or coastal character, within a local and a regional context	7	
A good understanding of the professional and ethical requirements in giving professional evidence in a legal setting as an expert witness	7	

Core Competencies	Competency upon graduation	Self Evaluation Rating for SER
An ability to prepare landscape evidence using clear written communication skills	9	
A basic understanding of the regulatory framework that governs the profession of landscape architecture in the relevant nation, for landscape planning	5	
A basic understanding of the differences between visual effects assessment, landscape character assessment and landscape evaluation	5	
f. Technical skills in detailed design, construction management and implementation		
A good understanding of hard materials, their uses and performance in different environments including their life cycle value, carbon footprint and life expectancy	7	
A good understanding of design detailing, and an appreciation of the significance of associated construction methods and technical specifications	7	
A good understanding of site engineering, including grading, level changes, manipulation of surfaces to facilitate storm water values, drainage and a basic understanding of the performance of both natural water courses and storm water systems	7	
A basic understanding of the language and terms used in contracts, 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	5	
g. Communication and research		
The ability to think critically and use perceptive analytical skills to present a coherent argument	9	
Clear communication and report writing skills, including a range of analogue and digital visual communication skills and verbal presentation skills	7	
A good understanding of research skills and techniques	7	
An appreciation of the importance of integrating into projects other professionals and community values through collaboration skills, communication skills and processes of community consultation, facilitation and engagement	3	
An appreciation of how to engage appropriately and effectively with clients and communities	3	
h. Professional Ethics		
A basic understanding of the policies, procedures and code of professional conduct which informs the practice of Landscape Architecture in the relevant nation	5	
An appreciation of the role of the F/LA code of ethics	3	
A basic understanding of gender and equity issues, and their ethical context	5	

Core Competencies	Competency upon graduation	Self Evaluation Rating for SER
i. Professional Practice		
A basic understanding of the roles of allied professional disciplines and specialist fields of knowledge	5	
An appreciation of the diversity of the practice of landscape architecture including landscape planning, management, policy creation and design at a range of scales	3	
An appreciation of the legislative framework of the relevant national professional environment within a regional context	3	
An appreciation of the range of business and managerial skills required to practice landscape architecture, including business practice, entrepreneurial skills, marketing, and project management	3	
i. Extending the core curriculum		
Opportunities for elective courses in related areas of practice which could include urban ecology, landscape ecology, spatial planning, urban design or environmental management, for example	3	