

# Course Enhancement: Course Learning Outcome template (incorporating Deakin Graduate Learning Outcomes and AQF specifications) – Masters Degree (Coursework)


## COURSE NAME: S703 Master of Landscape Architecture


- \* The text under the 2<sup>nd</sup> and 3<sup>rd</sup> columns is taken directly from the Australian Qualifications Framework Second Edition January 2013 ([www.aqf.edu.au](http://www.aqf.edu.au)). In relation to each of the Deakin Graduate Learning Outcomes (GLO), the full text is reproduced. However, some concepts may not apply to a particular GLO – in these cases, they are expressed in parentheses.
- \* **IFLA** refers to the International Federation of Landscape Architects which is the relevant professional international body for the landscape architecture profession ([http://americas.iflaonline.org/index.php?option=com\\_content&view=article&id=40&Itemid=48](http://americas.iflaonline.org/index.php?option=com_content&view=article&id=40&Itemid=48)). IFLA's text is subject to ©
- AILA** refers to the Australian Institute of Landscape Architects which is the relevant professional accreditation body for the landscape architecture profession in Australia (<http://www.aila.org.au/education/policy/index.htm>). AILA's text is subject to ©


<b>Deakin University</b> Program Vision Statement	<i>To be at the forefront of Australian landscape architecture practice by successfully integrating ecologies and culture together to produce designs and strategies that are innovative, environmentally sustainable, globally and regionally informed, and humanistic and culturally attuned.</i>
<b>Deakin University S703</b> Master of Landscape Architecture Course Vision / Mission Statement:	<i>The program will seek to engender in its graduates skills, knowledge and an ethic towards the crafting of sustainable places through plans, designs and strategies that are innovative, ecologically sustainable and humanistic and culturally attuned, and in particular offer distinctive regionalist and design-informed perspectives in this activity. The program responds to the emerging imperatives facing landscape architecture, incorporating recognition of global trends and the likely challenges confronting cities, settlements and regions. Setting a rich historical and theoretical / context, the program combines deductive and intuitive approaches in equipping candidates with the awareness and skills to make proactive professional contributions. It incorporates a distinctive emphasis on ecological design, healthy cities and integrated delivery of urban change, and provides for specialisation that further pursues these and related fields.</i>
<b>Deakin University S703</b> Master of Landscape Architecture Course Aims:	The Course Objectives to achieve this Mission are to: <ul style="list-style-type: none"> <li>• establish an incremental suite of projects and studio foci that reinforce the Mission;</li> <li>• integrate and collaborate with members of the profession, allied disciplines and organizations to advance landscape architecture knowledge;</li> <li>• foster reflection-in-action and lifelong learning strategies;</li> <li>• establish a community engagement profile for the discipline through projects, research, exhibitions, conferences, publications, and community participation; and,</li> <li>• to establish a strong and co-operative educational profile with allied disciplines within the Deakin University environment.</li> </ul>
<b>AILA Education Standards:</b>	
<b>1 Standard One –</b> Program Mission and Objectives	The program has a clearly defined mission statement supported by goals and objectives appropriate to and aligned with the Australian profession of landscape architecture and shall demonstrate progress towards their attainment. The program literature, website, and other public information accurately and clearly reflect the program's aims and objectives.
<b>2 Standard Two –</b> Governance and Administration	<i>2.1 Authority and Resources</i> The program has the authority and resources to achieve its educational objectives. <i>2.2 Academic Staff</i> Research and publication are integral activities of an accredited Landscape Architecture program. Sufficient numbers of appropriately qualified and experienced academic staff are employed to provide the appropriate level of academic expertise across all aspects of the teaching and management of the program, including active engagement with the profession. Where appropriate the program is encouraged and supported to develop partnerships with the profession to undertake research.
<b>3 Standard Three –</b> Professional Curriculum	The curriculum includes the core knowledge, skills, and applications of Landscape Architecture, with a designed structure to allow for progression, integration, and variety. <i>3.1 Coursework Inclusions</i> <i>3.2 Education Outcomes</i> A program offers students education opportunities sufficient to enable an understanding and appreciation of the range of competencies expected of a professional landscape architect. Particular emphasis in relation to the core performance criteria listed below.
<b>4 Standard Four –</b> Student and Program Outcomes	Students are prepared, through educational programs and other academic and professional opportunities, to pursue a career in landscape architecture upon graduation.
<b>5 Standard Five –</b> Facilities	<i>5.1 Facilities and Equipment</i> The AILA values the shared learning experiences that occur in studio environments.


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	<p>Landscape Architecture programs must be supported through the provision of resources and facilities to ensure effective program delivery. As studio-based teaching is at the core of Landscape Architecture education, students must have access to adequate and suitable studio space. Programs are to ensure students have adequate access to Information Technology facilities and this includes relevant industry software and support services. Students are to be exposed to and encouraged to explore current and emerging information technologies.</p> <p><i>5.2 Information Resources</i> A library collection and information resources must be provided to support the program. Library and learning resources, both physical and digital, should be accessible to students.</p>
<p><b>6 Standard Six – Outreach</b></p>	<p><i>6.1 Professional Institutes and Associations</i> The program has established effective relationships with the AILA, and other relevant associations and institutes, in order to provide learning opportunities for students, scholarly development for faculty, and professional guidance.</p> <p><i>6.2 The Landscape Architecture Profession</i> The program actively promotes positive relationships with the profession (practising Registered Landscape Architects) and maintains currency through on-going interaction with the profession. The AILA advocates to its members to offer support to the programs, for example through offering opportunities for mentoring, participating in reviews, assessment and by providing access to practices and their project work as applicable and for the program to utilise this support.</p> <p><i>6.3 Community Engagement</i> The program pursues relationships with the community and the public.</p>



Deakin Graduate Learning Outcomes	AQF Masters degree descriptor*	AQF Level 9 (Masters Degree) Criteria*	International Federation of Landscape Architects (IFLA) Discipline/ Professional Standards (e.g. professional association)	Australian Institute of Landscape Architects (AILA) / Discipline/ Professional Standards (e.g. professional association)	Course Learning Outcomes (CLOs)	Minimum Standards (relating to CLOs) Note: ensure at appropriate AQF specifications and criteria (see columns 2 & 3)
 <p><b>1. Discipline-specific knowledge and capabilities:</b> appropriate to the level of study related to a discipline or profession.</p>	<p><b>Knowledge:</b> A body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice.</p> <p>Knowledge of research principles and methods applicable to a field of work and/or learning.</p> <p><b>Skills:</b> Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship.</p> <p>Application of knowledge and skills; will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>with creativity and initiative to new situations in professional practice and/or further learning</li> <li>to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.</li> </ul>	<p><b>Knowledge:</b> Advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.</p> <p><b>Skills:</b> will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> <li>research and apply established theories to a body of knowledge or practice</li> </ul> <p><b>Application of knowledge and skills:</b> will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner</p>	<p>II. EDUCATION AND OBJECTIVES Since landscape architecture is an art and science, landscape architectural education should be regarded as the manifestation of the ability to conceptualize, coordinate and execute the idea of environmental design rooted in human tradition and the knowledge of natural systems.</p> <p>1. Landscape architecture is an interdisciplinary field that comprises several major components: humanities, social and natural sciences, technology and the creative arts.</p> <p>3. Landscape architectural education involves the acquisition of knowledge within the following broad areas:</p> <p>3.1 History of cultural form and an understanding of design as a social art</p> <p>3.2 Cultural and natural systems</p> <p>3.3 Plant material and horticultural applications</p> <p>3.4 Site engineering including materials, methods, technologies, construction documentation and administration, and applications</p> <p>3.5 Theory and methodologies in design and planning</p> <p>3.6 Landscape design, management, planning and science at all scales and applications</p> <p>3.7 Information technology and computer applications</p> <p>3.8 Public policy and regulation</p> <p>3.9 Communications and public facilitation</p> <p>3.10 Ethics and values related to the profession</p>	<p><b>3 Standard Three – Professional Curriculum Standard</b> The curriculum includes the core knowledge, skills, and applications of Landscape Architecture, with a designed structure to allow for progression, integration, and variety.</p> <p>C-16. The knowledge, skills, abilities and values of the program 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, allow flexibility and provide a systematic framework of courses;</p>	<p>1.1 Apply an integrated specialised and scholarly knowledge of ever-changing urban, regional and rural environments to produce plans that guide the development and improvement of liveable sustainable environments and communities.</p> <p>1.2 Apply broad and advanced discipline-specific landscape architecture knowledge and capabilities with adaptability and fluency in designing, developing and improving sustainable environments and communities.</p> <p>1.2 Synthesise knowledge of landscape architecture history, theory and practice to research, design, develop and manage landscape architectural projects demonstrating initiative and judgement through professional practice and scholarship.</p> <p>1.3 Develop in-depth understanding of specialist knowledge, contemporary landscape architecture practice and current research directions within the landscape architecture discipline.</p>	<p>MS 1.1 Use evidence and objectivity in the assessment, evaluation and formulation of well-founded designs and plans to address the immediate and future needs of urban, regional and rural sustainable environments and communities.</p> <p>MS 1.2 Envisage the future needs of sustainable environments and communities and prepare plans and designs to guide the creation, mediation and management of places and spaces.</p> <p>MS 1.3 Consistently demonstrate the capacity to analyse, synthesise and prepare evidence, and its articulation, that underpin the formulation of landscape architectural practice and scholarship.</p> <p>MS 1.4 Prepare a thesis that demonstrates the ability to synthesise knowledge gained throughout the course in the context of the landscape architecture profession.</p>

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 <p><b>2. Communication:</b> using oral, written and interpersonal communication to inform, motivate and effect change. #</p>	<p><u>Skills:</u> Communication (and technical research) skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. (Technical and) communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p>	<p><u>Skills:</u> Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> <li>interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.</li> </ul>	<p>1. GENERAL CONSIDERATIONS 2. It is in the public interest to ensure that landscape architects are able to understand and to give practical expression to the needs of individuals, communities and the private sector regarding spatial planning, design organization, construction of landscapes, as well as, conservation and enhancement of the built heritage, the protection of the natural balance and rational land use planning for the utilization of available resources.</p>	<p>3 <b>Standard Three</b> – Professional Curriculum <i>Standard</i> The curriculum includes the core knowledge, skills, and applications of Landscape Architecture, with a designed structure to allow for progression, integration, and variety.  C-19. Students receive training and experience in scholarly research methods and report writing;</p>	<p>2.1 Communicate clearly, professionally and responsibly with specialist and non-specialist audiences in a variety of contexts using oral, written, digital, graphic and interpersonal communication modes to ideate, inform, motivate public and private landscape architecture decisions and to effect change.  2.2 Engage stakeholders in ideas and concepts; mediate, negotiate and collaboratively resolve issues and design conflicts; and propose logical actions with formulation and cohesion appropriate to the situation.</p>	<p>MS 2.1 Effectively communicate information, designs, and plans using a breadth of media, technology, language and genre to stimulate, inform and effect change. MS 2.2 Judge processes and methodology, and demonstrate the capacity to execute in engagement processes that analyses different points of view, including listening, documenting and reflecting on community and stakeholder views. MS 2.3 Prepare a logical argument in a thesis to demonstrate the ability to articulate knowledge, arguments and different viewpoints in the context of the landscape architecture profession.</p>


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 <p><b>3. Digital literacy:</b> using technologies to find, use and disseminate information.</p>	<p><b>Skills:</b> Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.</p> <p>Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p>	<p><b>Skills:</b> Expert, specialised (cognitive and) technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> <li>analyse critically, reflect on and synthesise complex information, problems, concepts and theories</li> <li>research and apply established theories to a body of knowledge or practice</li> <li>interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.</li> </ul>	<p>III. CRITERIA FOR LANDSCAPE ARCHITECTURAL EDUCATION</p> <p>3. Adequate studios, facilities for research, advanced studies, information and data exchange for new technologies should be provided at schools of landscape architecture. Computer technology and the development of specialized software should be incorporated into appropriate aspects of landscape architectural education.</p>	<p><b>3.2 Education Outcomes</b> A program offers students education opportunities sufficient to enable an understanding and appreciation of the range of competencies expected of a professional landscape architect. Particular emphasis in relation to the core performance criteria listed below.</p> <p><b>☑ C-24b: Landscape Analysis and Planning</b></p> <ul style="list-style-type: none"> <li>Design skills, including aesthetic literacy relevant to landscape planning, landscape management, landscape design and/or urban design;</li> <li>The design, planning and management of rural, regional, remote landscapes;</li> <li>Site analysis and appraisal;</li> <li>Problem solving and critical thinking;</li> <li>Sustainable community design.</li> </ul> <p><b>☑ C-24e: Communication and research</b></p> <ul style="list-style-type: none"> <li>Relevant research skills and techniques;</li> <li>Communication and report writing skills, including graphic, hand drawing, visual communication skills, verbal and presentation skills and the ability to present a coherent argument;</li> <li>Critical thinking and analytical skills;</li> <li>Application of computers and advanced technology.</li> </ul>	<p>3.1 Apply knowledge of relevant technical tools and methodologies to locate, collect, analyse, interpret and synthesise complex information in landscape architecture practice.</p> <p>3.2 Apply digital technologies, including geographic information systems to evaluate and assess modelling and scenario building.</p>	<p>MS 3.1 Embrace appropriate technologies and demonstrate its use and application to locate, evaluate, analyse information in landscape architecture practice.</p> <p>MS 3.2 Interpret and integrate environmental, social and cultural knowledge in order to test and model scenarios and designs.</p> <p>MS 3.3 Disseminate broad and diverse professional knowledge through a logical exposition of ideas in a thesis using a range of different media in the context of the landscape architecture profession.</p>

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 <p><b>4. Critical thinking:</b> evaluating information using critical and analytical thinking and judgment.</p>	<p><b>Skills:</b> Cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship.</p> <p>Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice.</p> <p>Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level.</p> <p>(Communication and) Technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.</p> <p>Technical (and communication) skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p>	<p><b>Skills:</b> Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> <li>analyse critically, reflect on and synthesise complex information, problems, concepts and theories</li> <li>research and apply established theories to a body of knowledge or practice</li> <li>interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.</li> </ul> <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p>	<p>II. EDUCATION AND OBJECTIVES Since landscape architecture is an art and science, landscape architectural education should be regarded as the manifestation of the ability to conceptualize, coordinate and execute the idea of environmental design rooted in human tradition and the knowledge of natural systems.</p> <p>8. Landscape architectural students should be made critically aware of the political and financial motivations behind clients' needs and regulations in order to foster an ethical framework for decision making within the built environment. Young landscape architects should be encouraged to assume the responsibilities as professionals within society.</p>	<p><b>3.2 Education Outcomes</b> A program offers students education opportunities sufficient to enable an understanding and appreciation of the range of competencies expected of a professional landscape architect. Particular emphasis in relation to the core performance criteria listed below.</p> <p><b>C-24b: Landscape Analysis and Planning</b></p> <ul style="list-style-type: none"> <li>Design skills, including aesthetic literacy relevant to landscape planning, landscape management, landscape design and/or urban design;</li> <li>The design, planning and management of rural, regional, remote landscapes;</li> <li>Site analysis and appraisal;</li> <li>Problem solving and critical thinking;</li> <li>Sustainable community design.</li> </ul> <p><b>C-24e: Communication and research</b></p> <ul style="list-style-type: none"> <li>Relevant research skills and techniques;</li> <li>Communication and report writing skills, including graphic, hand drawing, visual communication skills, verbal and presentation skills and the ability to present a coherent argument;</li> <li>Critical thinking and analytical skills;</li> <li>Application of computers and advanced technology.</li> </ul>	<p>4.1 Laterally think and review problems, scenarios, designs and plans to address landscape architecture problems at different scales and complexities.</p> <p>4.2 Ideate to inform the creation of solutions to authentic real-world problems by comprehending systems and threads</p> <p>4.3 Subsequently implement plans in the particular circumstances of a place using the lens and knowledge of existing and past landscape architecture theory and practice.</p> <p>4.4 Acquire and apply cognitive skills to demonstrate mastery of landscape architecture theoretical knowledge to reflect critically on theory and professional practice or scholarship.</p>	<p>MS 4.1 Evaluate information using design ideation, critical, analytical thinking to discriminate between ideals, values and assumptions and use lateral thinking to re-form and re-imagine scenarios and options by evaluating ideas and formulate plans, designs and strategies.</p> <p>MS 4.2 Make connections between systems and elements using critical analysis and strategic thinking to project designs and plans of various types, selecting the techniques, approaches and tools appropriate to the task and situation.</p> <p>MS 4.3 Judge information and knowledge to advance landscape architecture profession by assessing, testing and reflecting, and assemble evidence behind arguments, based on sound evaluation, synthesis and reflection to demonstrate strategic competency in its use and application.</p>

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<p></p> <p><b>5. Problem solving:</b> creating solutions to authentic (real world and ill-defined) problems.</p>	<p><b>Skills:</b> Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice.</p> <p>Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level.</p> <p>Cognitive and technical skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p> <p><u>Application of knowledge and skills:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>with creativity and initiative to new situations in professional practice and/or for further learning</li> <li>to plan and execute a substantial research based project, capstone experience and/or piece of scholarship.</li> </ul>	<p><b>Skills:</b> Expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:</p> <ul style="list-style-type: none"> <li>analyse critically, reflect on and synthesise complex information, problems, concepts and theories</li> <li>research and apply established theories to a body of knowledge or practice</li> <li>interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.</li> </ul> <p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p>	<p>II. EDUCATION AND OBJECTIVES Since landscape architecture is an art and science, landscape architectural education should be regarded as the manifestation of the ability to conceptualize, coordinate and execute the idea of environmental design rooted in human tradition and the knowledge of natural systems.</p> <p>2. The basic goal is to develop the landscape architect as a specialist able to resolve potential contradictions between different requirements, while giving form to the society's and the individual's environmental needs.</p>	<p><b>3.2 Education Outcomes</b> A program offers students education opportunities sufficient to enable an understanding and appreciation of the range of competencies expected of a professional landscape architect. Particular emphasis in relation to the core performance criteria listed below.</p> <p><b>C-24b: Landscape Analysis and Planning</b></p> <ul style="list-style-type: none"> <li>Design skills, including aesthetic literacy relevant to landscape planning, landscape management, landscape design and/or urban design;</li> <li>The design, planning and management of rural, regional, remote landscapes;</li> <li>Site analysis and appraisal;</li> <li>Problem solving and critical thinking;</li> <li>Sustainable community design.</li> </ul> <p><b>C-24e: Communication and research</b></p> <ul style="list-style-type: none"> <li>Relevant research skills and techniques;</li> <li>Communication and report writing skills, including graphic, hand drawing, visual communication skills, verbal and presentation skills and the ability to present a coherent argument;</li> <li>Critical thinking and analytical skills;</li> <li>Application of computers and advanced technology.</li> </ul>	<p>5.1 Apply and develop landscape architecture knowledge to identify environmental, cultural and social problems, devise ways to investigate and resolve opportunities and constraints, drawing on research-based evidence, and producing solutions as the basis for appropriate action.</p> <p>5.2 Make appropriate choices in ethically ambiguous situations based on knowledge of social, economic, environmental, and cultural aspects of landscape architecture.</p>	<p>MS 5.1 Generate designs, solutions and strategies by taking in account environmental, cultural and social variables, in outcomes professionally relevant and appropriate for the landscape architecture discipline.</p> <p>MS 5.2 Demonstrate ethical and discipline-relevant judgements that involve creativity and innovative solutions for projects of different scale and complexity by taking in account environmental, cultural and social variables, in outcomes professionally relevant and appropriate for the landscape architecture discipline.</p> <p>MS 5.3 Individually plan, conduct and execute a scholarly thesis that demonstrates intellectual independence, quality and creative professional practice skills and knowledge relevant and appropriate for the landscape architecture discipline.</p>

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 <p><b>6. Self-management:</b> working and learning independently, and taking responsibility for personal actions.</p>	<p><u>Application:</u> Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>with creativity and initiative to new situations in professional practice and/or for further learning</li> <li>with high level personal autonomy and accountability</li> <li>to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.</li> </ul>	<p><u>Application of knowledge and skills:</u> Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p>	<p>II. EDUCATION AND OBJECTIVES 2. The basic goal is to develop the landscape architect as a specialist able to resolve potential contradictions between different requirements, while giving form to the society's and the individual's environmental needs.</p> <p>III. CRITERIA FOR LANDSCAPE ARCHITECTURAL EDUCATION 7. Design project work must be a synthesis of acquired knowledge and skills. The landscape architectural curriculum should include the subjects referred to under the educational objectives of this Charter. Individual studio project work with direct teacher/student dialogue must form a substantial part of the learning period and occupy approximately half of the curriculum.</p>	<p>Nothing stated</p>	<p>6.1 Represent and maintain professional standards and opinions and standards by working individually and collaboratively to produce designs and plans in an ethical and timely manner.</p> <p>6.2 Apply knowledge and skills in an independent way to solve contemporary landscape architecture problems and thereby demonstrate autonomous and expert judgements.</p>	<p>MS 6.1 Individually exhibit a high level of professionalism, consistently applying professional landscape architecture protocols with peers, colleagues and relevant stakeholders.</p> <p>MS 6.2 Demonstrate timely self-management through professional and ethical conduct, and the identification and planning of future needs.</p> <p>MS 6.3 Demonstrate individual capacity to review, analyse and project scenarios, plans, designs in a timely and scholarly manner and form.</p>
 <p><b>7. Teamwork:</b> working and learning with others from different disciplines and backgrounds.</p>	<p>AQF is silent on this.</p>	<p>AQF is silent on this.</p>	<p>II. EDUCATION AND OBJECTIVES 1. Landscape architecture is an interdisciplinary field that comprises several major components: humanities, social and natural sciences, technology and the creative arts.</p>	<p>Nothing stated</p>	<p>7.1 Produce plans with multi-disciplinary and diverse groups, including lay people, while representing and maintaining professional opinions and standards.</p> <p>7.2 Critically reflect on stakeholders needs and develop processes in order to work efficiently in teams to formulate integrated landscape architecture options.</p> <p>7.3.7.3 Implement designs and plans with a commitment to shared goals by engaging in team processes and applying knowledge of advanced interpersonal skills and time management.</p>	<p>MS 7.1 Work effectively and collaboratively, demonstrating an advanced level of responsibility and accountability in different roles in landscape architecture and multidisciplinary teams.</p> <p>MS 7.2 Demonstrate individual capacity to co-operatively realise plans, designs, and projects through team and stakeholder engagements in a timely and professional manner and form.</p>



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 <p><b>8. Global citizenship:</b> engaging ethically and productively in the professional context and with diverse communities and cultures in a global context.</p>	<p><u>Skills:</u> Technical skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</p> <p><u>Application of knowledge and skills:</u> Demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>with creativity and initiative to new situations in professional practice and/or further learning</li> <li>with high level personal autonomy and accountability.</li> </ul> <p>(Note: this second dot point from the AQF Application descriptor does not relate specifically and directly to global citizenship, however does relate indirectly via its link to ethical engagement.)</p>	<p>The AQF makes no specific reference to global citizenship under the criteria section.</p>	<p><b>I. General Considerations</b> Our modern world presents complex challenges with respect to ecological, social and functional degradation of human settlements and regional landscapes. This makes it essential for education and research conducted in academic institutions to formulate new solutions for the present and the future.</p> <p>7. The vision of the future world, cultivated in landscape architectural schools, should include the following goals:</p> <ul style="list-style-type: none"> <li>a decent quality of life for all the inhabitants</li> <li>an approach to landscape planning and design interventions which respects the social, cultural, physical and aesthetic needs of people</li> <li>an ecologically balanced approach assuring sustainable development of the built environment</li> <li>a public realm landscape which is valued and expressive of local culture.</li> </ul>		<p>8.1 Engage with global trends and challenges confronting cities, settlements and regions and operate in a manner that recognises cultural diversity, the need for equity in outcomes and the knowledge of and implementation of high ethical professional standards.</p> <p>8.2 Interpret and document relevant governance frameworks in the development, implementation and administration of designs, strategic and statutory plans, policies and regulations.</p>	<p>MS 8.1 Demonstrate ethnicity and fluency to read, interpret, work and realise meaningful scenarios, plans and designs in different contexts, for a diversity of populations and stakeholders.</p> <p>MS 8.2 Demonstrate through a thesis the ability to execute a project that is respectful and responsive to ethical, environmental, social, and cultural variables at different levels of scale, complexity, and geography in the context of the landscape architecture discipline.</p>

### # Communication Skills

In creating Course Learning Outcomes and Standards for communication, the following requirements set out in the TEQSA Course Accreditation Standards (<http://www.teqsa.gov.au/for-providers/quality-assessments>) should be kept in mind:

Course Accreditation Standard 1.2:

‘There are robust internal processes for design and approval of the course of study, which ....provide for appropriate development of key graduate attributes in students including English Language Proficiency’.

Course Accreditation Standard 3.2:

‘The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly’.

Course Accreditation Standard 5.6:

‘The higher education provider is able to demonstrate appropriate progression and completion rates and students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency’.