



Hong Kong Institute of Landscape Architects

Accreditation Policy

Education Committee
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PART 1 INTRODUCTION

1.0 About the HKILA

- 01 The Hong Kong Institute of Landscape Architects (HKILA) is the professional body for landscape architects promoting the highest standards in the arts and sciences of landscape architecture in Hong Kong.
- 02 The Objects of the HKILA are to promote the general advancement of landscape architecture, to facilitate the acquisition of knowledge, to raise the standard of landscape architecture in Hong Kong and the standard of professional landscape architectural services offered by members of the Institute.
- 03 The HKILA is committed to ensuring quality tertiary education as the essential pathway into the profession of landscape architecture. Graduates of an accredited Programme are eligible to follow a pathway to professional assessment, currently the Professional Practice Examination, leading to professional membership of the HKILA.
- 04 The HKILA oversees professional accreditation of tertiary landscape architectural education Programmes in Hong Kong and outlines the requirements for professional recognition of Programmes in landscape architecture through its Accreditation Policy.

2.0 The HKILA Accreditation Policy

- 01 Professional accreditation is the process of monitoring and review to evaluate an educational institute's Programme in accordance with its stated mission and objectives and the minimum core competencies as set out in the HKILA Accreditation Policy. Accreditation status is confirmed when the HKILA concludes the accreditation review process.
- 02 The purpose of accreditation is to serve the needs of the following key stakeholders that the profession has responsibility to:-
 1. The community, including the clients, other professionals and end users of the work of landscape architects who should have confidence in the education and practice of the profession.
 2. The students and graduates of landscape architectural Programmes, to ensure that the Educational Institute's Programme has been independently reviewed and found to meet the professional standards set out by the HKILA to enable them to progress to professional membership.

3. The Educational Institute, to encourage the promotion of the highest standards in professional education and support in that process through the Accreditation Policy and independent review and assessment.
 4. The profession, to provide confidence that the level of competence of graduates of educational Programmes in landscape architecture fulfil the needs and advancement of the practice of landscape architecture.
- 03 HKILA has a commitment to deliver a fair and transparent accreditation process that recognises and embraces the variety and context of each Educational Institute's landscape architectural Programme. HKILA recognises that landscape architecture is a distinct profession requiring education at a tertiary level that addresses a recognised body of knowledge at a high level.
- 04 The aim of the HKILA Accreditation Policy is to:-
1. respond positively to the directions and responsibilities stated or inherent within the objects of the Institute by:-
 - a. publication of a document as one of the formal statements of the Institute which, in association with other policy statements, will form part of an overall management strategy of the Institutes; and
 - b. establishing quality standards for landscape architectural education within Hong Kong and encouraging the maintenance and improvement of those standards.
 2. encourage quality of education by:-
 - a. accepting variety through the different concepts and philosophies defined by tertiary institutions offering landscape architectural education; and
 - b. stating the Institute's requirements for acceptable standards necessary for accreditation of landscape architectural Programmes.
 3. raise awareness of the education and role of landscape architects within the community and related professions by:-
 - a. encouraging the development of diverse education programmes and flexibility consistent with the development and recognition of the profession of landscape architecture.
- 05 The HKILA, working with the profession, Programme providers and the membership, is committed to regularly update this Accreditation Policy to ensure it reflects current professional expectations, while allowing for flexible and innovative approaches to the delivery of landscape architectural education in Hong Kong.

3.0 Minimum Requirements for Achieving and Maintaining Accreditation

- 01 The Programme title and degree description must incorporate the term "Landscape Architecture."
- 02 Undergraduate programmes offering professional degrees in landscape architecture will be at least four (4) full-time academic years (or equivalent) in time and content in the study of landscape architecture.
- 03 Post Graduate programmes offering professional degrees in landscape architecture following on from an approved design based undergraduate degree will be two (2) full-time academic years (or equivalent) in time and content in the study of landscape architecture.
- 04 Post Graduate programmes offering professional degrees in landscape architecture following on from a non-design based undergraduate degree will be three (3) full-time academic years (or equivalent) in time and content in the study of landscape architecture.
- 05 A Programme accredited by HKILA shall:-
 1. continuously comply with these Accreditation Standards;
 2. prepare and issue a Biennial Report to the HKILA; and
 3. pay the Accreditation Fee.

PART 2 DEFINITIONS, INTERPRETATION AND APPLICATION

Academic Staff: People engaged by the Educational Institute to provide academic services as a full-time or part-time employee, or under contract for specific services.

Accreditation: Accreditation is a non-governmental voluntary system of monitoring and review designed to evaluate professional landscape Programmes of an Educational Institute on the basis of their own stated objectives and the HKILA Accreditation Standards. Accreditation results in formal recognition of a Programme and the rights of its graduates to enter a pathway to professional membership of the HKILA.

Accreditation Panel: The Panel selected by the HKILA Education Committee to assess the compliance of the Programme with the HKILA Accreditation Standards. The composition and duties of the Panel are set out in the HKILA Accreditation Procedure clauses of the Accreditation Policy.

Accreditation in Principle: Applicable to a Programme which has not yet run its full term or has produced graduates but is seeking to ascertain whether its organisation and syllabus are likely to meet accreditation standards. Accreditation in Principle is awarded by HKILA for 2 years and cannot be extended.

Accreditation Review: The process of assessing and reporting on the performance and compliance of a Programme by the Accreditation Panel against the HKILA Accreditation Standards.

Accreditation Status: a classification as defined in the HKILA Accreditation Procedure awarded to a Programme after review by the Accreditation Panel indicating achievement or otherwise of the requirements for accreditation.

Accreditation Visit: A visit made by the Accreditation Panel to the Educational Institute of the Programme following an agreed Accreditation Visit Schedule.

Appeal: The formal process an Educational Institute can follow to challenge and request a formal change to an Accreditation Status decision by the HKILA following Accreditation review.

Assessment: Assessment is the process by which a Programme is evaluated based on its level of compliance with or achievement of the criteria relevant to the HKILA Accreditation Standards.

Assessment Evidence: The evidence provided by the Programme to demonstrate compliance with the Accreditation Standards Performance Criteria. This should be included in the Self Evaluation Report or other reports as defined in the Accreditation Standards and supporting assessment information based on the Accreditation Visit.

Biennial Report: A report prepared by a Programme to demonstrate ongoing actions taken to address minor recommendations made in the Accreditation Report and also to advise the HKILA of any planned changes to the mission and objectives or content of the Programme.

Compliance: Compliance with a Standard is achieved when HKILA concludes, after review, that the Standard is met or met with Conditions affecting Accreditation or Minor Recommendations.

Conditions Affecting Accreditation: Conditions set out within the Accreditation Report that are issues of concern that have an implication on the quality of a Programme including non-compliance with Accreditation Standards. The Programme is required to report progress on these issues and how they are being addressed issued within 9 months of the Final Accreditation Report in the format of a Provisional Conditions Report.

Diversity: a diverse or varied range of people including, but not limited to, religious and political beliefs, gender, ethnicity, education, socioeconomic background, sexual orientation and geographic location.

Educational Institute: The institute which offers the Programme that is seeking accreditation.

Final Accreditation Report: The Final Accreditation Report is the official communication from HKILA to a Programme reporting its accreditation status and any recommendations or requirements affecting accreditation.

First Professional Degree Programme – A First Professional Degree Programme encompasses the body of knowledge common to the profession, and promotes acquisition of knowledge and skills necessary to enter the profession of landscape architecture at either Undergraduate or Post Graduate level.

Full-Time Equivalence (FTE): The FTE is a figure representing the aggregated time committed by full- and part-time academic staff members to teaching in a Programme, including academic staff who have their duties split between an undergraduate and a graduate Programme.

Future Proofing: A process that anticipates the future with demonstrated methods to minimise the effects of changes of future events.

Intent: A statement of intent explains the purpose of a Standard set out in the HKILA Accreditation Standards.

Learning Outcomes: Statements of what a learner is expected to know, understand and/or be able to demonstrate achievement in after completion of a process of learning.

Minor Recommendations: Recommendations included in the Accreditation Report and are areas where the Programme can build on a strength or address an area of concern that does not directly affect accreditation at the time of the review. The Programme's Biennial Report will provide a response in relation to the Minor Recommendations.

Performance Criteria: Each HKILA Standard has Performance Criteria statements that define the components needed to satisfy the standard and the evidence required to be demonstrated that satisfy achievement of the Performance Criteria.

Postgraduate Study Programme: course of study following an undergraduate degree and leading to a First Professional Degree.

Professional Curriculum: The professional curriculum is the academic content, aims, learning standards, outcomes, teaching methods, assessment requirements and materials used by the Programme that is assessed as part of the Accreditation review for compliance with HKILA Accreditation Standards.

Programme: A programme comprises an approved set of course units or modules leading to the award of a specific qualification. It includes the coursework and other learning experiences as well as the supporting administration, academic staff, facilities, and services that sponsor and provide those experiences.

Programme Disciplinary Head: The academic responsible for management and academic leadership and with the overall responsibility for the day-to-day administration of the Programme within the Educational Institute.

Provisional Accreditation: Awarded by the HKILA for a maximum period of 2 years when not all Standards are met by a Programme or are subject to Conditions Affecting Accreditation which must be addressed as part of a Provisional Conditions Report and approved within a set timeframe.

Provisional Conditions Report: A report prepared by a Programme in response to a Provisional Accreditation Status awarded by the HKILA, including updated or additional information, and addressing conditions raised in the Accreditation Report.

Self-Evaluation Report (SER): An SER is a document prepared by a Programme that describes its mission and objectives, its self-assessment in relation to its stated mission and objectives and measures its performance and compliance with the Accreditation Standards. The SER should include a detailed response to any previous Accreditation Report applied Conditions or Recommendations.

Standards: HKILA Accreditation Standards 1-7 set out the essential conditions an accredited Programme must meet. A Programme must demonstrate adequate evidence of compliance with all Standards to achieve and maintain accreditation.

Syllabus: The Programme's course syllabuses that describes the course content and learning outcomes to students.

Undergraduate Study Programme: An undergraduate course of study leading to a First Professional Degree.

PART 3: ACCREDITATION STANDARDS

Standard One: Programme Mission and Objectives

STANDARD: The Programme shall have a clearly defined mission statement that is supported by defined goals and stated objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards the attainment of these.

INTENT: Each landscape architecture Programme should have a clear, concise mission statement that defines its core values and purpose for faculty staff, students, prospective students and the profession. The mission statement will demonstrate how it relates to its Educational Institute and the wider profession and summarise the purpose of the Programme, its distinctiveness and what it aims to achieve. It will provide benchmark evidence of assessing how well the Programme is meeting the stated objectives.

A. Programme Mission

Performance Criteria

The mission statement defines the core values, purpose and aims of the Programme and how it relates to its Educational Institute and the wider profession.

Assessment Evidence

The Programme has a concise and stated mission that relates to its Educational Institute's mission, the wider profession and reflects the Programme's values, distinctiveness, purpose and aims.

B Educational Goals and Objectives

Performance Criteria

The Programme has a formally defined set of academic goals that reflect the Programme mission and demonstrates how achievement of the academic goals will fulfil the Programme mission. The Programme has a set of achievable educational objectives with clear learning outcomes that detail how each of the academic goals will be achieved.

Assessment Evidence

1. The Programme has a suitable method to assess progress in achieving its stated academic goals and demonstrates that the method is reviewed regularly to determine effectiveness.
2. The Programme has defined achievable objectives with learning outcomes that demonstrate how the academic goals will be met.

C. Future Proofing through Long Range Planning

Performance Criteria

The Programme shall undertake a long-range planning and review process.

Assessment Evidence

1. The Programme demonstrates:
 - a. Strategic plans to achieve the Programme's mission, goals, and objectives.
 - b. Previous long-range plans are reviewed and revised regularly with appropriate evaluation of its outcomes and effectiveness.
 - c. Internal analysis of how actions undertaken impact the Programme's operations and the advancement of its missions, goals, and objectives.

D. Programme Disclosure.

Performance Criteria

Programme literature, website and promotional media accurately describe the Programme's mission, core values and objectives, educational experiences and accreditation status.

Assessment Evidence

The Programme information is accurate, understandable and easily accessible by the public.

Standard Two: Authority, Governance and Administration

STANDARD: The Programme shall have the authority and resources to achieve its stated mission, goals and objectives.

INTENT: The Programme is structured and recognised as a separate professional Programme with sufficient authority and financial and Educational Institute support to achieve its stated Programme mission, goals and objectives.

A. Programme Administration

Performance Criteria

A dedicated landscape Programme shall be administered as a distinct and separate Programme within the Educational Institute.

Assessment Evidence

1. The Programme is recognised and set out within the Educational Institute as a separate and identifiable Programme.
2. The Programme Disciplinary Head holds an academic appointment in Landscape Architecture and is responsible for the leadership and management functions of

the Programme. Or, if he/she is not the primary head of the overall academic unit, he/she has have the authority to significantly influence the management of resources, including budget, and the direction of the Programme.

B. Support from the Educational Institute

Performance Criteria

The Educational Institute provides sufficient resources, including funding, to enable the Programme to meet its goals and objectives and also support students in academic achievement and research.

Assessment Evidence

1. Funding support is available, adequate and separately identified to assist students in their academic achievement including scholarships and research.
2. The Programme and the application for accreditation has high level support within the educational Institute.

C. Commitment to Inclusiveness and Diversity

Performance Criteria

The Programme demonstrates a commitment to inclusiveness and diversity through its recruitment and retention of academic staff and students.

Assessment Evidence

1. The Programme provides evidence of its commitment to inclusiveness and diversity in its recruitment procedures and retention of academic staff and students.

D Participation of Academic Staff

Performance Criteria

The Programme governance and administration allows participation of academic staff.

Assessment Evidence

1. Academic staff participate in the allocation of resources and are given responsibility to develop, implement, evaluate and modify the Programme's curriculum and operating practices.
2. Academic staff participate in developing performance criteria for annual evaluation.
3. Academic staff are advised and mentored on expectations and procedures for annual evaluations and for promotion.

E Academic Staffing Levels

Performance Criteria

The academic staff shall be of sufficient number to accomplish the goals and objectives of the Programme including teaching the professional curriculum set out in Standard 3 and supporting the students.

Assessment Evidence

1. The expertise of teaching staff demonstrates the Programme is appropriately supported and led, taught, and assessed by individuals with the relevant qualifications and experience.
2. The Programme shall provide evidence to demonstrate that staff: student ratio are appropriate for student numbers.
3. The Programme shall demonstrate staff consistency in the student learning experience through a coherent staffing plan.
4. The teacher: student ratio in studios is not greater than 1:15.
5. Minimum academic full time equivalence:-
 - a. If the Educational Institute offers a single first-professional degree Programme it should have at least three full time equivalent academic staff members who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - b. If the Educational Institute offers two first-professional degree programmes (undergraduate and post graduate levels), a minimum of six academic full time equivalent staff members are recommended, of whom a minimum of four have degrees in landscape architecture with an active programme of scholarship and research, and at least two of whom are full time. If the Programme academic staff have their responsibilities split between Programmes the FTE assessment must be prorated.

Below table shows requirement of staff with professional Landscape Architecture degrees:

Programme Types	Minimum total no. of FT* and FTE*	Minimum no. of FTE*	Minimum no. of FT*
Single Programme	3	2	1
Undergraduate + Postgraduate Programme	6	4	2
FT* = Full time academic staff			
FTE* = Full time-equivalent academic staff			

Standard Three: Professional Curriculum Standards

STANDARD: The curriculum shall include the core knowledge, skills, and applications of Landscape Architecture, with a structure designed to allow for progression, integration, and independent learning. Undergraduate degree Programmes shall include core subjects as well as opportunities to explore other areas of interest. Postgraduate degree Programmes shall provide in addition to the above, instruction in and application of research and other scholarly techniques.

INTENT: The Landscape Architecture curriculum shall be structured to achieve the learning outcomes stated in the Programme's missions and educational objectives. The curriculum shall include coursework and other opportunities to develop the students' knowledge and skills in landscape architecture.

A Mission and Objectives of the Curriculum

Performance Criteria

The Programme's curriculum shall deliver its mission, goals and objectives.

Assessment Evidence

1. The Programme clearly sets out the knowledge, skills, and abilities it expects students to achieve at graduation.

B Professional Curriculum

Performance Criteria

The Programme's curriculum should be based on the core areas of knowledge and skills described below. It should offer students opportunities to develop an appropriate understanding and exposure to the range of competencies described in the learning outcomes of the Programme.

1. Landscape Design
 - a. Approaches and Methods: Critical thinking, analysis, and synthesis; Creative process, including iterative design development; Research methods; Geospatial analysis.
 - b. Propositions and Strategies: Spatial and aesthetic literacy; Designing and planning for diverse sites and scales; Site programming.
 - c. Representation: Visual and graphic communication; 3D analogue and digital modelling; Written and verbal argumentation.
2. History, Theory and Values
 - a. Landscape architectural history, theories, and discourse.
 - b. Social, political, cultural, and economic aspects of landscape.
 - c. Urban systems and processes.

3. Landscape Systems and Technologies
 - a. Biophysical Systems: Natural sciences; Ecosystems, landscape and urban ecology.
 - b. Landscape Technology: Site engineering; Materials and fabrication; Use and management of plants and vegetation; Sustainable technologies.
 - c. Implementation: Construction documentation and specifications; Information modelling.

4. Ethics and Professional Practice
 - a. Management: Project management; Construction contracts and administration
 - b. Communication: Community and client engagement; Professional presentations and facilitation.
 - c. Conduct: Professional ethics and values; Environmental stewardship; Advocacy.
 - d. Regulations: Planning and regulatory frameworks; Locally significant procedures.
 - e. Practice: Diversity of landscape practices; Allied disciplines; Business and administration.

Assessment Evidence

1. The curriculum addresses the core subject matters in a logical sequence that supports the Programme's goals and objectives.
2. The Programme demonstrates that a minimum of two thirds of study time is dedicated to the core areas.
3. The student work demonstrates that the curriculum is providing the appropriate content to enter the profession.
4. The curriculum and other Programme opportunities enable students pursue academic interests consistent with Educational Institute requirements and entry into the landscape profession.

C. Course Syllabus

Performance Criteria

The Programme shall distribute individual course syllabuses that describes the course content and learning outcomes to students.

Assessment Evidence

1. The course syllabus includes course content, learning outcomes, and assessment tasks required for the course.
2. The course syllabus describes the assessment criteria and performance standards expected of students to complete the course.

D. Curriculum Evaluation

Performance Criteria

The Programme shall evaluate the effectiveness of the curriculum in helping students achieve the objectives and learning outcomes in a timely way.

Assessment Evidence

1. The Programme documents and demonstrates methods of: -
 - a. Assessing students' achievement of the course and Programme objectives within the stated graduation period.
 - b. Assessing and improving the effectiveness of curriculum delivery through instructional methods.
 - c. Maintaining connection with the evolving technologies, methodologies, theories and values of the profession.
2. Students participate in the evaluation of the Programme, curriculum and course contents.

E. Additional Activities to Augment the Formal Educational Experience

Performance Criteria

The Programme shall facilitate opportunities for students to participate in co-curricular or outreach activities, internships, off campus studies, research assistantships or work experiences.

Assessment Evidence

1. The Programme shall facilitate opportunities for students to augment their educational experience and provides documented evidence of the students' use of these opportunities.
2. The Programme evaluates the effectiveness of these opportunities.
3. Students are provided with the opportunity to report to their fellow students on their co-curriculum activities.

F. Course work and Areas of Interest – Undergraduate Programmes

Performance Criteria

The Programme shall provide opportunity for an undergraduate degree level student to pursue coursework in other disciplines provided it is relevant to the Professional Curriculum set out in Standard 3 and to pursue special interests in accordance with the Educational Institute and Programme requirements.

Assessment Evidence

1. Students undertake courses in other disciplines that are directly relevant to the Professional Curriculum.
2. The Programme provides opportunities for students to pursue independent projects, focused electives, optional studies etc.
3. Students work incorporates academic experiences reflecting a variety of pursuits beyond the curriculum.

G. Research /Scholarly Methods – Postgraduate Programmes

Performance Criteria

The Programme provides an introduction to research and scholarly methods.

Assessment Evidence

1. The curriculum provides an introduction to research and scholarly methods and their relation to the profession of landscape architecture.
2. The Programme demonstrates that student work, including theses, exhibit creative and independent thinking with significant research and a scholarly component.

Standard Four: Student and Programme Outcomes

STANDARD: The Programme shall prepare students to pursue a career in landscape architecture after graduation.

INTENT: Students should have sufficient and demonstrated knowledge and skills in creative problem solving, assessment and evaluation, critical thinking, effective communication, design, organisation and management to allow them to enter the profession of landscape architecture after graduation.

A. Student Learning Outcomes

Performance Criteria

Students are qualified to undertake a career in landscape architecture after graduation.

Assessment Evidence

1. Student works demonstrates the competency required of entry level into the profession.
2. Students demonstrate their achievement of the Programme learning outcomes.

B. Student Advising

Performance Criteria

Students are provided with effective advice and support throughout their enrolment on the Programme.

Assessment Evidence

1. Students are made aware of professional opportunities in public, private and 3rd sector organisations; the landscape professional Institute and professional entry requirements; continuing responsibilities for ongoing professional practice development and opportunities for continuing professional development.
2. Students receive effective advice and support in both academic and career development.

3. Students are consulted regarding their academic experience and their preparation for a career in landscape architecture.

C. Participation in Extra Curricular Activities

Performance Criteria

Students are actively encouraged and provided with opportunities to participate in related professional, Educational Institute and community activities.

Assessment Evidence

1. Students participate in Educational Institute, community groups, volunteer or special interest group activities.
2. Students participate in the Professional Institute activities of HKILA or other related professional Institutes.
3. Students take part in domestic or international exchange Programmes.
4. Students are encouraged to participate in design competitions.

Standard Five: Academic Staff

STANDARD: The qualifications, academic position and professional activities of its academic and instructional staff shall promote and enhance the Programme's academic mission and objectives.

INTENT: The Programme should have qualified, experienced full time and part time academic staff to impart the skills and knowledge that students require to undertake a career in landscape architecture. Staff retention, workload, compensation and career development support should be assessed as contributing to the success of the Programme.

A. Education Credentials

Performance Criteria

The qualifications, position and professional activities of academic staff and associated instructional staff are appropriate to their roles.

Assessment Evidence

The academic staff have a collected balance of professional practice and academic experience to deliver the Programme outcomes.

1. Academic staff qualifications are appropriate to the responsibilities of the individual staff within the Programme as set out by the Educational Institute.
2. The teaching assignments are appropriate to the course content and Programme mission.
3. There is a demonstrated commitment to involve current practising professionals with appropriate expertise in the Programme.

4. There is demonstrated commitment to engaging high calibre design academics to teach design aspects of the Professional Curriculum.

B. Academic Staff Development

Performance Criteria

Academic staff are engaged in activities leading to their growth and the advancement of the profession, and the effectiveness of the Programme.

Assessment Evidence

1. There is a demonstrated commitment by academic staff to undertake research, inquiry, service to the profession, community and the Educational Institute that is evidenced through relevant accessible media including professional, Educational Institute and community, journals, magazines and digital based information.
2. The teaching assignments of academic staff allow sufficient opportunities to enable advancement and professional development.
3. Evaluation and monitoring of the effectiveness of full time and part time academic staff as well as visiting practising professionals is recorded and used for continuous improvement of individuals and the academic Programme.
4. Academic staff seek and make effective use of available funding to attend relevant conferences or obtain equipment and technical support to advance the Programme.
5. Academic staff undertake and participate in Educational Institute and professional service, student mentoring and other activities that enhance the Programme's effectiveness.
6. Academic staff are reviewed and recognised by other Educational Institute academic peers.

C. Academic Staff Retention

Performance Criteria

The academic staff shall hold academic status, have workloads and receive compensation, mentoring, and support that promote productivity and retention.

Assessment Evidence

1. Academic staff remuneration is commensurate with their roles and appropriate to ensure productivity and retention.
2. The rate of academic staff turnover does not undermine the mission and goals of the Programme.
3. The Programme demonstrates an adequate balance of staff including academic and practising professionals through a permanent staffing plan to ensure Programme stability, continuity and coherence.

Standard Six: Outreach

STANDARD: The Programme shall have a plan with a record of successful achievement of outreach to the professional community, the professional Institute, its alumni, the Educational Institute, Government and the public.

INTENT: The Programme should have shall establish an effective relationship with the professional community including practitioners, the HKILA, its alumni, the wider Educational Institute, the Government and the public to ensure source of opportunities for students, academic staff scholarly development, professional guidance and financial support. Successful outreach work should be recorded and disseminated to enhance the image of the Programme, educate the wider community and promote the Programme and the profession of landscape architecture.

A. Engagement with the Profession, Allied Professionals, the Educational Institute, Government and the Community

Performance Criteria

The Programme actively promotes positive relationships and advocates by engaging with the profession and allied professional community, the Educational Institute, the public and Government.

Assessment Evidence

1. Outreach activities are incorporated into the Programme including knowledge exchange and relevant policy debate.
2. Service activities of academic staff are documented and updated regularly.
3. The Programme encourages student involvement with the profession.

B. Alumni and Practitioners

Performance Criteria

The Programme recognises alumni and practitioner as a resource.

Assessment Evidence

1. The Programme maintains a current registry of alumni including their professional accomplishments and current professional activities and employment.
2. The Programme utilises the resources of practitioners and alumni including serving on advisory boards, career advice to students, potential employment, curriculum review and development, ongoing education and fund raising opportunities.
3. The Programme acknowledges and celebrates the professional accomplishments of its alumni and benefactors.

Standard Seven: Facilities, Equipment and Technology

STANDARD: The Programme shall be supported by adequate resources, facilities, equipment and technology to ensure successful delivery of the mission and objectives.

INTENT: The Programme should occupy a designated, suitable and legally compliant facility that supports the Programme mission and objectives. Students, academic and administrative support staff should have access to the required equipment and facilities to enable the successful delivery of the Programme mission and objectives.

A. Facilities

Performance Criteria

The Programme shall provide consolidated, designated and legislatively compliant and maintained accommodation to support the professional requirements of academic and administrative support staff and students.

Assessment Evidence

1. Academic and administrative support staff have appropriate office space.
2. Students are assigned dedicated studio space, have access to resources and support services, such as printing adequate to support the Programme's needs.
3. The accommodation is compliant with current legislation.

B. Information Systems and Technical Equipment.

Performance Criteria

Information systems and technical equipment to achieve the Programme's mission and objectives are available to students, academic and administrative support staff.

Assessment Evidence

1. Students, academic and administrative support staff have sufficient access to electronic computer equipment and relevant software.
2. Hardware and software maintenance, updating and replacement is sufficient to meet the needs of the Programme and in line with industry expectations.
3. The hours of use of information systems and support services are sufficient to adequately serve staff and students.

C. Library Resources and Services.

Performance Criteria

Library collections, online resources and other services are sufficient to support the mission and educational objectives of the Programme.

Assessment Evidence

1. The library collections are adequate to support the Programme.
2. Library and other resources are effectively integrated.

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

D. Future Proofing

Performance Criteria

The Programme has a long-term plan for future requirements of facilities, equipment and technology that allows for expansion.

Assessment Evidence

The Programme has a plan for future facilities, equipment and technology changes.

PART 4: ACCREDITATION PROCEDURES

1.0 ACCREDITATION PROCESS

1.1 Accreditation Fees

- 01 Educational Institutes shall pay Accreditation fees that are set and agreed by the HKILA Council on an Accreditation life cycle. Fees for the review of Biennial or Conditional Reports will be charged separately.

1.2 Confidentiality

- 01 The HKILA will treat all information provided as part of the Accreditation process as confidential to HKILA and the Education Institute unless already publicly available.

1.3 The HKILA Education Committee Role

- 01 The HKILA Education Committee has the responsibility for overseeing the implementation of the Accreditation Policy and for organising the formation of an Accreditation Panel. They are also responsible for managing the Accreditation processes including liaison with the Accreditation Panel that implements the Accreditation Policy and carries out the Accreditation Procedures.

1.4 The Accreditation Panel

- 01 Nominations for Accreditation Panel membership will be made to the Council of the HKILA by the chair of Education Committee.
- 02 The Accreditation Panel will be selected from a list of HKILA Fellows and Professional Members, and external experts maintained by and in accordance with criteria determined by the HKILA Education Committee. Selection criteria will include a demonstration of a diverse range of experience with current or past practise in government work, private practice and international work. Consistency and continuity of accreditation evaluations is to be ensured by a progressive turnover/replacement of panellists.
- 03 The membership of the Accreditation Panel is to comprise a minimum of three practitioners in accordance with the criteria set out above, one of whom shall be a landscape academic with experience of providing programmes of accredited landscape education.
- 04 The Accreditation Panel members will be chosen to avoid any potential conflicts of interest with the Educational Institute being accredited.

- 05 The Accreditation Panel will be approved by the HKILA Council and maintained with the same members for a period to ensure consistency for Educational Institute's.
- 06 A Chair of the Accreditation Panel will be elected and approved by the HKILA Council and will be impartial to the Programme provider. The Chair will provide a direct liaison link between the Panel and the Education Committee. This person will be well informed about the contemporary tertiary education environment in Hong Kong. The Chair will monitor all reviews conducted, with the objective of maximising uniformity of evaluation processes and applied performance measures across all accredited Programmes.
- 07 The Accreditation Panel will visit each Programme a minimum of once in the cycle of each five-year accreditation period. Before each visit, the Accreditation Panel members will review previous Biennial reports, the Self Evaluation Report (SER) prepared by the Programme and any other sources of information to assess changes, review actions and other issues.

1.5 Initiating Process for Accreditation

- 01 The Programme's Disciplinary Head of an Educational Institute can apply for accreditation or re- accreditation of its Programme when it meets the minimum requirements for achieving and maintaining accredited status as set out in the HKILA Accreditation Policy.
- 02 It is the responsibility of the Programme provider to invite the HKILA to evaluate the proposed Programme for accreditation and to provide all necessary documentary evidence to demonstrate that the Programme is suitable for accreditation.
- 03 The Programme provider shall notify the HKILA in writing of its intention to apply for accreditation or re-accreditation at least 6 months before an anticipated visit. The notification should invite the HKILA to conduct a visit and provide preferred dates for that visit for agreement by the HKILA Accreditation Panel.
- 04 The accreditation process is the same whether a Programme provider is applying for renewal of accreditation or is seeking new Accreditation.
- 05 An Educational Institute can cancel its application for accreditation of its Programme by notifying the HKILA in writing. The HKILA will not refund fees.

1.6 Self Evaluation Report (SER)

- 01 All Programmes applying for accreditation shall submit a Self-Evaluation Report (SER) following the required HKILA format.

- 02 The SER describes the Programme's mission and objectives, its self-assessment in relation to its stated mission and objectives and details the compliance with the Accreditation Standards.
- 03 Where the Programme has received recommendations in a review by the Accreditation Panel it should include a detailed response to the recommendations as part of the SER. This can be included as a supporting document in the form of the Biennial or Provisional Conditions Reports.
- 04 The SER, including supporting documents, shall be submitted electronically to the HKILA at least 3 months before the agreed visit date. If the Programme provider fails to submit by this deadline, the HKILA has a right to postpone the visit and will notify the Programme provider.
- 05 The Programme provider shall issue hard copies of the SER to the Accreditation Panel on the scheduled visit date. Total numbers of hard copies to be provided will be determined by the Chair of the Panel. That hard copies of the SER shall be the same as the electronic submission 3 months prior. The Panel will use the SER and the Accreditation Policy as the basis for their review in addition to the findings of the visit.

1.7 Provisional Conditions Report

- 01 If a Programme has been awarded Provisional Accreditation Status subject to Conditions Affecting Accreditation, the Programme Disciplinary Head should submit a Provisional Conditions Report to the HKILA Education Panel within 9 months of the Accreditation Report.
- 02 The Provisional Conditions Report should include additional or updated information requested as part of Accreditation Report.
- 03 The cost of reviewing the Provisional Conditions Report will be funded by the Educational Institute.

1.8 Biennial Report

- 01 24 months following an Accreditation Review the Disciplinary Head of the Programme shall prepare a Biennial Report and submit to the HKILA Education Committee to report on the previous 2 years of the Programme. The purpose of the report is to:-
 - a. Demonstrate ongoing actions taken to address minor recommendations made by the Accreditation Panel in their Accreditation report and the results of these actions.
 - b. Advise the HKILA of any planned changes to the mission and objectives or content of the Programme.

- 02 The Programme Disciplinary Head is responsible for reporting any substantive changes required to the Programme through the Biennial Report or the accreditation process when they occur. Substantive changes would be those that may affect the Accreditation Status of the Programme.
- 03 A second Biennial report, containing updated information set out in 1.8 01 above, should be submitted 12 months in advance of the next anticipated Accreditation Review date to the Chair of the HKILA Education Committee and reporting on the previous 24 months of the Programme.
- 04 The Biennial Reports should form part of the SER as part of the Accreditation Review process.
- 05 The HKILA Education Committee will acknowledge receipt of the Biennial Reports and the Committee Chair will distribute the reports to the Accreditation Panel. The Panel will provide written comments in report format that may require to be addressed as part of a following Biennial Report or as part of the SER.
- 06 The Accreditation Panel has an obligation to review and advise the Educational Institute of any implications on the continued achievement of accreditation if the Biennial Report submitted includes planned changes to the mission and objectives or content of the Programme.
- 07 The HKILA Education Committee will forward the Accreditation Panel final report to the Educational Institute within 90 days of receipt of the Biennial reports.
- 08 The cost of reviewing the Biennial Reports will be funded by the Educational Institute.

1.9 Accreditation Visit Schedule

- 01 After agreement on the date for the accreditation visit the Programme provider will prepare an Accreditation Visit Schedule and will forward to the Chair of the Accreditation Panel at least 30 days prior to the visit for distribution to the Panel members.
- 02 The Visit Schedule timetable should cover three days or more, if deemed necessary, and will include the following:-
 - a. Meetings with academic staff, administrative staff, students, graduates, the supervisor of the Programme Disciplinary Head, Educational Institute senior administration, and alumni.
 - b. Inspection of accommodation and facilities both in use and out of use.
 - c. Access to view a cross spectrum of students work in exhibition format and also as individual work in both digital and hard copies.
 - d. Access to students work as part of a Programme's planned review.

- e. Final meeting with Disciplinary Head to discuss initial findings of the visit.
- 03 The Programme provider should make available suitable and secure meeting room accommodation for the Accreditation Panel to undertake meetings with others, or meet in closed sessions to discuss, view and prepare their initial findings.
- 04 The timetable of the Accreditation Visit Schedule will allow sufficient time for the Panel to deliberate in private and also to respond to any questions.
- 05 The costs of the Accreditation visit will be funded by the Educational Institute.

1.10 Purpose and Outcomes of the Visit

- 01 The site visit has four principal objectives: _
- a. to verify information in the Self-Evaluation Report (SER);
 - b. to gather new information through observation and interviews;
 - c. to assess whether the Programme under review meets HKILA accreditation standards; and
 - d. to identify and verify Programme strengths and areas for improvement.
- 02 Visit Outcomes:-
- a. Verbal feedback to the Disciplinary Head of the Programme through a final meeting conducted on the last day of the visit.
 - b. Accreditation Report completed after the visit with recommendation to HKILA Council of the appropriate Accreditation Status for the Programme.

1.11 Accreditation Report

- 01 The final Accreditation Report format should cover the headings set out in 1.12.
- 02 The Chair of the Accreditation Panel is responsible for compiling the report. Within 14 days of the visit they will issue a draft report to be reviewed internally with the HKILA Education Committee and Council.
- 03 Within 45 days of the Accreditation Review visit the Chair of the Accreditation Panel will issue the Final Draft Accreditation Report to the Disciplinary Head of the Education Institute who will have 30 days to respond with their comments on factual issues.
- 04 Within 120 days of the Accreditation Review the Final Accreditation Report will be ratified by the HKILA Council and issued formally to the Educational Institute.

1.12 Accreditation Report Content

- 01 Section 1: Overall Review

1. An introduction to the assessment of the Programme and a brief summary of the Panel's findings.
 2. A summary of previous review recommendations and whether they have been addressed.
- 02 Section 2: Report on Programme's Accreditation Standards
1. Assessment of Programme compliance with each Accreditation Standard based on criteria and evidence factors set out in each Standard.
 2. Panel's assessment – rationale and justification for assessment
 3. Recommendations including those affecting Accreditation where applicable
 4. Suggestions for improvement
- 03 Section 3: Summary of Recommendations
- 04 Section 4: Report to HKILA Council
1. Final recommendation on Accreditation Status of the Programme

1.13 Accreditation Status Categories

- 01 The HKILA can take the following decisions when awarding Accreditation Status to a Programme.

1. Full Accreditation

Granted when all Standards are met and approved or met subject to Minor Recommendations and the continued overall Programme quality and conformance to Standards are judged likely to be maintained. Full accreditation is available for 5 years subject to submission and review of the Programme's Biennial Report.

2. Provisional Accreditation

Granted when not all Standards are met or are subject to Conditions Affecting Accreditation which must be addressed as part of a Provisional Conditions Report and approved by the HKILA Education Committee within a set timeframe of no greater than 9 months. Provisional Accreditation is available for 2 years and all conditions must be met and approved or the HKILA will withdraw accreditation. This status is not subject to Appeal.

3. Refusal or Withdrawal of Accreditation

Accreditation refusal or withdrawal status results when a Programme fails to meet one or more Standards. This status is subject to Appeal.

4. Accreditation in Principle

Applicable to a Programme which has not yet run its full term or produced graduates but is seeking to ascertain whether its organisation and syllabus are likely to meet accreditation standards.

Accreditation in Principle is awarded for 2 years. Graduates from this Programme will not be eligible to follow the pathway to professional membership of the HKILA in accordance with Clause 1.1.02 of these Accreditation Procedures. The Programme is required to apply for full accreditation after the 2 year award of Accreditation in Principle. If successful in achieving Full or Conditional Accreditation, Graduates of the Accreditation in Principle Programme will have the opportunity to apply retrospectively to follow the pathway to professional membership of the HKILA.

Accreditation in Principle cannot be extended beyond 2 years.

1.14 HKILA Decisions and Notification on Accreditation Status

- 01 The HKILA Council will review and confirm the ongoing Accreditation Status of a Programme based on the Chair of the Education Committee recommendations.
- 02 The Chair of the HKILA Education Committee will notify the Educational Institute in writing the Council's decision regarding the confirmed Accreditation Status awarded to the Programme with clearly stated reasons. The Disciplinary Head of the Programme and Panel members also receive copies of the notification.
- 03 The Accreditation Status of a Programme must be clearly and accurately displayed on the Educational Institute and Programme providers' literature and promotional material including website and media content.

1.15 Ongoing Accreditation Status

- 01 Ongoing Accreditation Status is subject to the provision of a Biennial Report, Provisional Conditions Report or other submissions required in response to the Final Accreditation Report.
- 02 Depending on the assessment of the Biennial Report or other reports, the HKILA may notify the Disciplinary Head of the Programme in writing to request an Interim Review by a Panel to consider any areas of concern or changes to the Programme over one day visit. These will not require a SER but will require meetings with Academic Staff and students as well as access to student work, facilities and accommodation.
- 03 The Programme will be notified in writing of the Review Panel's findings which may include further recommendations for action to address any areas of concern within an agreed timeframe.

2.0 APPEALS

- 2.1 The Educational Institute will be advised of their right of appeal to an adverse decision made by the HKILA which could include refusal or withdrawal of accreditation.
- 2.2 The Appeal must be a comprehensive written statement of the full reasons and grounds for appeal and signed by the Disciplinary Head of the Programme of the Educational Institute. The Appeal must be issued to the Chair of the HKILA Education Committee and lodged within 20 business days of receipt of the notification of Accreditation Status.
- 2.3 The HKILA Council is notified of the receipt of the appeal and an Appeals Panel of three will be formed with membership chosen under the same requirements that are in place to appoint an Accreditation Panel. The Appeal Panel cannot include any members of the Accreditation Panel who undertook the review of the Programme in question.
- 2.4 The Appeal Panel shall appoint a Chair who will be responsible for presiding over the review and reporting the final decision of the Panel.
- 2.5 By majority the Appeal Panel may affirm the decision of the Accreditation Review Panel or recommend that it reviews its decision.
- 2.6 If the decision is affirmed by the Appeal Panel then the Educational Institute is notified in writing within 5 business days and that they have no further recourse or appeal allowed and the Accreditation Status is maintained.
- 2.7 If the Appeal is upheld the Appeals Panel will make recommendations to the HKILA Council for final decisions on action required. The Programme provider will be advised in writing within 10 working days of the Appeal decision and the action the HKILA will undertake as a result of the decision.

3.0 RESPONSIBILITIES DURING THE ACCREDITATION PROCESS

3.1 Programme Provider

- 01 Notify HKILA in writing of its intention to apply for accreditation or re-accreditation at least 6 months before an anticipated visit and provide schedule of dates for approval.
- 02 Complete and issue SER to HKILA 3 months before the scheduled visit by Accreditation Panel.
- 03 Prepare an Accreditation Visit Schedule and issue to HKILA 1 month before the scheduled visit by the Accreditation Panel.
- 04 Provide hard copies of the SER for the Accreditation Panel as determined by the Chair of the Panel.
- 05 Provide access to a cross section of students' work in a format set out in 1.9 of these Procedures.

- 06 Provide access to facilities and meeting accommodation.
- 07 Provide access to academic staff, administrative staff, students, graduates, the supervisor of the Programme Disciplinary Head, Educational Institute senior administration, and alumni for meetings or group sessions.
- 08 The Programme provider should make available suitable and secure meeting room accommodation for the Accreditation Panel to undertake meetings with others, or meet in closed sessions to discuss and view as well as prepare their initial findings.
- 09 Allow sufficient time in the Accreditation Visit Schedule for the Panel to deliberate in private and also to respond to any questions.
- 10 Respond within 30 days to the HKILA Education Committee on the Final draft Accreditation Report.
- 11 Ensure correct Accreditation Status is included on all Programme and Educational Institute literature.
- 12 Prepare and issue Biennial Report to the HKILA no later than 24 months after the confirmation of Accreditation Status and 12 months prior to the next Accreditation Review.
- 13 Prepare Provisional Conditions Report or other submissions required in response to the Final Accreditation Report with the time specified.

3.2 The HKILA

- 01 Respond to the request for an Accreditation Review by a Programme provider and agree a date for the review.
- 02 Appoint an Accreditation Panel and Chair who will read and assess the SER and any supporting documentation prior to the visit.
- 03 Undertake a review visit in accordance with the HKILA Accreditation Procedure and assess the Programme in relation to the HKILA Accreditation Standards.
- 04 Prepare a Draft Accreditation report within 14 days of the visit for internal review with the HKILA Education Committee and Council.
- 05 Issue the Final Draft Accreditation Report to the Disciplinary Head of the Education Institute within 45 days of the visit.
- 06 HKILA Council to ratify the Final Accreditation Report within 120 days of the Accreditation Review visit and forward to the Disciplinary Head of the Programme of the Educational Institute.