



# **MALAYSIA LANDSCAPE ARCHITECTURE PROGRAMME RECOGNITION**

## **PROCEDURES & STANDARDS**

**APRIL 2019 EDITION**

*PUBLISHED BY*

**Committee of Education  
Institute of Landscape Architects Malaysia (ILAM)**  
Evaluating, advocating, and advancing quality education in Landscape Architecture





**Institute of  
Landscape  
Architects  
Malaysia**  
(ILAM)

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## STATEMENT OF PURPOSE

### MISSION

The mission of the Committee of Education, Institute of Landscape Architects Malaysia (ILAM CoEd) is to evaluate, advocate for, and advance the quality of education in landscape architecture programmes.

### IDENTITY

The Committee of Education (ILAM CoEd) is the recognising committee for landscape architecture programmes in Malaysia. ILAM CoEd is a special independent committee endorsed by ILAM Council. As such, the committee develops standards to objectively evaluate landscape architecture programmes and judges whether the landscape architecture programmes are in compliance with the recognition standards. The committee is comprised of landscape architecture practitioners (civil and private) and academicians. The committee should function independently.

### VALUES

To achieve our mission, ILAM CoEd seeks to,

1. Uphold itself to high standards and ethical value.
2. Uphold the standards it establishes in a non-punitive manner.
3. Support diversity in all its many forms.
4. Promote self-examination and self-analysis of programmes and curriculum.
5. Aspire to achieve educational excellence as a predicate to professional excellence.
6. Encourage education that prepares students to succeed in a changing world.

## INTRODUCTION TO RECOGNITION

In principle, this recognition is a non-governmental, voluntary system of self-regulation and self-evaluation practice. Recognition can be sought at both institutional and specialised levels. Institutional recognition is concerned with the institution as a whole; specialised recognition with a specific programme. The institution or programme conducts a self-study to evaluate how well it is meeting its educational objectives. The recognition panel then provides an independent assessment of that evaluation.

ILAM CoEd is a specialised recognition panel that recognises landscape architecture educational programmes leading to the first professional degrees at the bachelor's or master's level as well as semi-professional programme related to landscape architecture at the diploma's level. Therefore, in addition to assessing how well a programme meets its own specific institutional and educational mission and objectives, recognition evaluates all programmes against standards that ensure the essential educational components leading to entry level professional competence. These standards are developed by the community of interest consensus and are regularly reviewed and assessed.

The ILAM CoEd recognition panel has three basic purposes, which are to:

### **1. Advance Academic Quality**

Higher educational provider to be recognised must have standards that:

- a. Advance academic quality in higher education
- b. Emphasise student achievement
- c. Emphasise high expectations of teaching and learning, research, and service
- d. Are developed within the framework of the institutional mission

### **2. Demonstrate Accountability**

Higher educational provider to be recognised must ensure accountability through:

- a. Consistent, clear, and coherent communication to the public and to the higher education community

### **3. Encourage Purposeful Change and Needed Improvement**

Higher educational provider to be recognised must:

- a. Encourage, where needed, purposeful change and improvement
- b. Anticipate and address needed change
- c. Emphasise student achievement
- d. Ensure long-range institutional viability

ILAM CoEd recognition standards and procedures are in-line with other professional accreditation standards and procedures and the Malaysia Qualification Framework.

## ACADEMIC QUALITY

ILAM CoEd recognised programmes must maintain, monitor, and strive to advance academic quality within their programmes and their institution. “Academic quality” at its most basic definition is that the programme satisfies (meets or exceeds) student and professional expectations. However, the programme must meet the higher education provider’s (HEP) mission, thus providing diversity amongst programmes and fostering innovation in practice, research, and service.

The programme must have specific processes to determine if its quality standards are being met; this evaluation must be ongoing and forward-thinking. In addition to student achievements, academic quality is also indicated by high standards of teaching, research and service. The goals and results of these activities should reflect both the HEP’s mission and the profession of landscape architecture.

## SCOPE

The scope of recognition is for first-professional programmes as well as semi-professional programmes in landscape architecture. ILAM CoED will review the recognition standards and procedures periodically to ensure policies and procedures meet the standards. The official scope of ILAM CoEd recognition is to evaluate and recognise landscape architecture educational programmes leading to the first professional degrees at the bachelor’s or master’s level as well as semi-professional programmes related to landscape architecture at the diploma level, in compliance with the recognition standards. Others, such as certificate, pre-professional and advanced professional programmes, lie outside the scope. ILAM CoEd reviews eligible programmes in Malaysia only.

Landscape Architecture programmes are reviewed by ILAM CoEd and recognition can be given for a maximum of five (5) years. ILAM CoEd is responsible for judging whether a programme is in compliance with the recognition standards. ILAM CoEd is a committee that consists of a representative from the ILAM Council, five landscape architecture educators and three practicing landscape architects. All members are appointed for a three-year term by the President of ILAM. The committee is chaired by the ILAM Council Members responsible for the Landscape Architect Education Committee.

## DEFINITIONS, INTERPRETATION AND APPLICATION

<b>RECOGNITION</b>	A voluntary process of peer review designed to evaluate programmes based on their own stated objectives and the recognition standards that follow.
<b>FIRST-PROFESSIONAL PROGRAMME</b>	<p>A first-professional programme encompasses the body of knowledge common to the profession and promotes acquisition of knowledge and skills necessary to enter the professional practice of landscape architecture:</p> <p>... at the semi professional diploma's level, in a context enriched by technical skills and entrepreneurship, communication, ethics and values.</p> <p>... at the bachelor's level in a context enriched by the liberal arts and natural and social sciences.</p> <p>... at the master's level in a context that provides opportunities for study in one or more areas advancing the knowledge or capability of the profession.</p>
<b>PROGRAMME</b>	An inclusive term for a fully taught course and other learning experiences leading to a degree and the supporting administration, academic staff, facilities and services which sponsor and provide those experiences.
<b>STANDARDS</b>	Qualitative statements of the essential conditions a recognised programme must meet. A programme must demonstrate adequate evidence of compliance with all standards to achieve recognition.
<b>INDICATORS</b>	Quantitative or descriptive statements of factors that the committee will consider in evaluating whether a programme complies with each standard. Although it is not necessary that a programme exemplify every indicator in order to comply with a standard, the burden of proof lies with the programme to offer adequate evidence of compliance.
<b>GUIDELINES</b>	Explain or provide specific examples of the indicator they follow.



<b>STANDARD MET</b>	Evidence shows that overall programme performance in this area meets ILAM CoEd minimum standards. A standard may be judged as met even though one or more indicators are not minimally met within stipulated minimum indicators through an evaluation scale.
<b>STANDARD MET WITH RECOMMENDATION</b>	Deficiencies exist in an area directly bearing on recognition. The problem or problems have observable effects on the overall quality of the programme.
<b>STANDARD NOT MET</b>	Cited deficiency is so severe that the overall quality of the programme is compromised and the programme's ability to deliver adequate landscape architecture education is impaired.
<b>RECOMMENDATION AFFECTING RECOGNITION</b>	Are issues of serious concern, directly affecting the quality of the programme. Recommendations Affecting Recognition are only made when the visiting team assesses a standard as met with the recommendation or not met. Recommendations are derived from the identified areas of weakness in meeting a standard that is described in the rationale sections of the visiting team report. The programme is required to report progress regularly on these issues. Recommendations Affecting Recognition identify issues, and do not prescribe solutions.
<b>SUGGESTIONS FOR IMPROVEMENT</b>	Areas where the programme can build on the strength or address an area of concern that does not directly affect recognition at the time of the ILAM CoEd review.

## MINIMUM REQUIREMENTS FOR ACHIEVING AND MAINTAINING RECOGNITION STATUS

These conditions must be met for a programme to apply for or maintain recognition status.

1. The programme title and degree description incorporate the term “Master of Landscape Architecture, Bachelor of Landscape Architecture or Diploma in Landscape Architecture”.
2. A semi professional programme is a diploma of at least a minimum of three (3) academic years duration or;
3. An undergraduate first-professional programme is a baccalaureate of at least a minimum of four (4) academic years’ duration or;
4. A graduate first-professional programme is a master’s equivalent to a minimum of two (2) academic years’ duration.
5. Faculty instructional full-time equivalence (FTE) must be as follows:
  - a. *An academic unit that offers first-professional programmes should not exceed a ratio of 1 faculty to 10 students (1:10). An academic unit for a semi professional programme should not exceed a ratio of 1 faculty to 20 students (1:20).*
  - b. *An academic unit which offers first-professional and semi-professional programmes has at least 60% instructional FTE that hold a professional degree in Landscape Architecture, of which 50% of them hold corporate membership of ILAM.*
  - c. *Faculty, staff, student ratio minimum 1:2:10.*
6. The establishment of the parent institution is approved by the Ministry of Education Malaysia or related ministry or government agency.
7. There is a designated programme administrator for the programme under review.
8. A programme recognised by ILAM CoEd:
  - a. *Must continuously comply with the recognition standards;*
  - b. *The head of department must be held by Landscape Architecture degree holder; and*
  - c. *Regularly file complete annual and other requested reports.*

The ILAM CoEd must be informed by the programme administrator if any of these factors fails to apply during a recognition period.

## LANDSCAPE ARCHITECTURE PROGRAMME RECOGNITION STANDARDS

### 1.0 PROGRAMME MISSION AND OBJECTIVES

The programme shall have a clearly defined mission supported by educational objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

#### INDICATORS

<p><b>ACADEMIC MISSION</b></p>	<p>a. The mission reflects a broad perspective of the profession.</p> <p>b. The mission is stated in terms of what students should be able to do when they graduate from the programme.</p>
<p><b>PROGRAMME OBJECTIVES</b></p>	<p>a. Objectives support the academic mission of the programme and the university;</p> <p><i>Guideline: Objectives are more detailed and more explicit extensions of the mission. For example, the mission states that graduates will be able to think critically. Objectives would state more concretely how students at the diploma's, bachelor's or masters' level might demonstrate an appropriate level of ability to think critically in the field.</i></p> <p>b. At least some programme objectives are stated in terms of what students should be able to do when they graduate from the programme. Other objectives should be related to the achievement of student learning outcomes, for examples community services and lifelong learning (as in the Code of Practice for Programme Accreditation by MQA).</p> <p><i>Guideline: For example, one objective might be that students will demonstrate application of professional ethics to professional problems and situations. Another objective might specify that X% of graduates will have successfully completed an internship in the field in which they have had to wrestle with ethical issues. Student learning objectives may be written as a higher level of objectives, with other objectives as subordinate means to achieve the learning.</i></p> <p>Objectives include those elements outlined later in these standards that contribute to the programme's achievement of recognition standards.</p>

<p><b>ASSESSMENT METHODS</b></p>	<p>The programme systematically assesses student learning as it relates to the mission, objectives and outcomes. The assessments are used to make progress toward achievement of the objectives and outcomes. This should be in line with the Programme Learning Outcome, Course Learning Outcome and the relevant taxonomy.</p> <p><i>Guideline: Results are used to continually update and improve the programme.</i></p> <p><i>Guideline: A variety of evaluation methods (qualitative, quantitative, internal, external, etc.) are acceptable. The programme determines which method(s) are most appropriate.</i></p>
<p><b>MONITOR, REVIEW AND EVALUATION PROCESS</b></p>	<p>The programme describes how the programme mission and objectives will be met and documents the review and evaluation process.</p> <p><i>Guideline: Response to previous recognition recommendations demonstrates documents efforts to rectify identified weakness/es.</i></p> <p><i>Guideline: programme is monitored, reviewed and revised periodically and presents realistic and attainable methods for advancing the academic mission.</i></p>
<p><b>INSTITUTIONAL RESOURCES</b></p>	<p>Academic mission, programme objectives, and long range plans relate to the institutional mission, strengths, character and resources.</p>
<p><b>PROGRAMME DISCLOSURE</b></p>	<p>The programme's mission, objectives, outcomes, educational experiences should be well documented and disseminated.</p>

## 2.0 PROFESSIONAL AND SEMI-PROFESSIONAL CURRICULUM

The first-professional degree curriculum must include the core knowledge, skills and applications of landscape architecture: landscape architectural history, philosophy, theory, values, ethics, practice, planning, design, implementation, and management. The purpose of the curriculum is to achieve the learning outcomes stated in the mission and objectives. Statements of objectives that address the curriculum should be related to the programme's mission and learning outcomes.

- a. In addition to the professional curriculum, a semi-professional degree programme at the **diploma's level** shall provide an educational context enriched by other disciplines, including but not limited to: technical skills, entrepreneurship, communication, ethics and values.
- b. In addition to the professional curriculum, a first-professional degree programme at the **bachelor's level** shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, social sciences and opportunities for students to develop areas of interest.
- c. In addition to the professional curriculum, a first-professional degree programme at the **master's level** shall provide instruction in and application of research and/or scholarly methods in areas that provide expertise or expanded knowledge related to the profession.

## INDICATORS

### FIRST-PROFESSIONAL DEGREE INDICATORS

<b>MISSION AND OBJECTIVES</b>	The programme's curricula are intended to achieve the mission and goals stated in the mission and learning objectives.
<b>KNOWLEDGE, SKILLS AND ABILITIES</b>	<p>The programme's curricula are intended to achieve the mission and goals stated in the mission and learning outcomes.</p> <p><i>Guideline: Expectations may be stated at the departmental level (mission, objectives, etc.) and/or at individual programme levels (syllabi, performance standards, etc.)</i></p>

<p><b>CURRICULUM</b></p>	<p>The curriculum includes coverage on:</p> <ol style="list-style-type: none"> <li>a. Landscape architecture history and philosophy</li> <li>b. Environmental and cultural studies</li> <li>c. Landscape planning and management at various scales and applications</li> <li>d. Site design and construction such as earthworks, grading, drainage, and circulation</li> <li>e. Plants and ecosystem at various scales and situations</li> <li>f. Construction materials, methods, technologies and applications</li> <li>g. Professional practice methods, values and ethics</li> <li>h. Communication in written, verbal and visual applications</li> <li>i. Computing applications and other advanced technology</li> <li>j. Internship (compulsory: minimum 1 regular semester or equivalent to 16 weeks under supervision by registered ILAM Corporate Member, LAr.)</li> </ol> <p>Opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession.</p>
<p><b>CURRICULUM EVALUATION</b></p>	<p>At the course level and at the level of the curriculum as a whole, the programme evaluates how effectively the curriculum is helping students achieve the learning objectives of the programme.</p>
<p><b>ASSESSMENT OF PROGRAMME EFFECTIVENESS</b></p>	<p>The programme demonstrates and documents ways of:</p> <ol style="list-style-type: none"> <li>a. Assessing students' achievement of course and programme objectives</li> <li>b. Reviewing and improving effectiveness of instructional methods in curriculum delivery</li> <li>c. Promoting interaction with other disciplines.</li> </ol>
<p><b>OUTCOMES</b></p>	<p>Student work and other accomplishments demonstrate knowledge, skills and appropriate values to enter the profession.</p>
<p><b>SYLLABUS</b></p>	<p>A syllabus is maintained and followed for each course. Each syllabus shall include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance.</p>
<p><b>STUDENT OPPORTUNITIES</b></p>	<p>Curriculum and programme opportunities allow students to pursue individual academic interests consistent with institutional requirements. These studies may be under programme faculty guidance and/or through elective coursework.</p>
<p><b>ADVISING</b></p>	<ol style="list-style-type: none"> <li>a. Student advisory and curricular sequencing leads students to a timely completion of the programme requirements.</li> <li>b. The programme advises students as to career and employment options appropriate to their education.</li> </ol>

## BACHELOR'S LEVEL

<b>COURSEWORK</b>	In addition to the professional curriculum, students also pursue coursework in humanities, natural sciences, social sciences, and other disciplines.
<b>AREAS OF INTEREST</b>	The programme demonstrates that it provides opportunities for students to pursue areas of interest.  <i>Guideline: Areas of interest may include: focused electives, independent projects, optional studios, internships, research opportunities, certificates, and minors.</i>
<b>WEIGHTAGE</b>	<b>Foundation/Basic Knowledge:</b> 20-30% <b>Theory, Design and Planning:</b> 30-50% <b>Technology/Construction:</b> 30-40% <b>Professional Practice &amp; Ethics/Entrepreneurship:</b> 5-10% <b>Electives/University Courses:</b> 5-10%

## MASTER'S LEVEL

<b>EXPANDED KNOWLEDGE</b>	In addition to the professional curriculum, the programme demonstrates that it provides opportunities for students to develop and pursue areas that provide expanded knowledge related to the profession.  Analytical thinking and conduct research  <i>Guideline: Student work verifies that opportunities for individual work beyond a minimum professional education are provided.</i>  <i>Guideline: Programme demonstrates that the thesis or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component.</i>
<b>WEIGHTAGE</b>	<b>Theory, Design and Planning:</b> 30-50% <b>Technology/Construction:</b> 30-40% <b>Research/Critical Thinking:</b> 15-20% <b>Professional Practice &amp; Ethics:</b> 5-10% <b>Electives:</b> 10-15% <i>* Foundation for Non Design Major: Minimum additional 20 credits</i> <i>* Internship (optional)</i>

**SEMI-PROFESSIONAL DEGREE**

<b>MISSION AND OBJECTIVES</b>	The programme's curricula are intended to achieve the mission and goals stated in the mission and learning objectives.
<b>KNOWLEDGE, SKILLS AND ABILITIES</b>	<p>The programme's curricula are intended to achieve the mission and goals stated in the mission and learning outcome.</p> <p>Landscape architecture technical competency.</p> <p><i>Guideline: Expectations may be stated at the departmental level (mission, objectives, etc.) and/or at individual course levels (syllabi, performance standards, etc.).</i></p>
<b>CURRICULUM</b>	<p>The curriculum includes coverage on:</p> <ol style="list-style-type: none"> <li>Landscape architecture history and philosophy</li> <li>Site design and construction such as earthwork, grading, drainage, and circulation</li> <li>Visual Communication</li> <li>Plants and ecosystem at various scales and situations</li> <li>Construction materials, methods, technologies and applications</li> <li>Professional values and ethics</li> <li>Basic Computing applications</li> </ol> <p>Opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession as a Landscape Technical Assistant.</p>
<b>CURRICULUM EVALUATION</b>	At the course level and at the level of the curriculum as a whole, the programme evaluates how effectively the curriculum is helping students achieve the learning objectives of the programme.
<b>ASSESSMENT OF PROGRAMME EFFECTIVENESS</b>	<p>The programme demonstrates and documents ways of:</p> <ol style="list-style-type: none"> <li>Assessing students' achievement of course and programme objectives</li> <li>Reviewing and improving effectiveness of instructional methods in curriculum delivery</li> <li>Promoting interaction with other disciplines.</li> </ol>
<b>OUTCOMES</b>	Student work and other accomplishments demonstrate knowledge; skills and values appropriate to enter the profession.
<b>SYLLABUS</b>	A syllabus is maintained and followed for each course. Each syllabus shall include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance.



<b>STUDENT OPPORTUNITIES</b>	Curriculum and programme opportunities allow students to pursue individual academic interests consistent with institutional requirements. These studies may be under programme faculty guidance and/or through elective coursework.
<b>ADVISING</b>	<ul style="list-style-type: none"> <li>a. Student advisory and curricular sequencing leads students to a timely completion of the programme requirements.</li> <li>b. The programme advises students as to career and employment options appropriate to their education.</li> </ul>

## DIPLOMA'S LEVEL

<b>COURSEWORK</b>	In addition to the semi-professional curriculum, students also pursue coursework in entrepreneurship, communication, ethics and values.
<b>AREAS OF INTEREST</b>	<p>The programme demonstrates that it provides opportunities for students to pursue areas of interest.</p> <p><i>Guideline: Courses related to: entrepreneurship, management, site supervision, technical documentation and internship.</i></p>
<b>WEIGHTAGE</b>	<p><b>Foundation/Basic Knowledge:</b> 20-25%</p> <p><b>Theory, Design and Planning:</b> 25-40%</p> <p><b>Technology/ Construction:</b> 35-50%</p> <p><b>Professional Ethics/Entrepreneurship:</b> 5-10%</p> <p><b>Electives/ University Courses:</b> 5-10%</p>

### 3.0 STUDENTS

The programme shall demonstrate that students are being adequately prepared to pursue a career in landscape architecture.

<p><b>STUDENT LEARNING OUTCOMES</b></p>	<p>Students demonstrate their achievement of the programme’s learning objectives, including critical and creative thinking and their ability to understand, apply and communicate on the subject matter of the professional curriculum as evidenced through:</p> <ul style="list-style-type: none"> <li>• Project definition</li> <li>• Problem identification</li> <li>• Information collection</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Conceptualisation</li> <li>• Implementation</li> </ul> <p><i>Guideline: Student work is evaluated by criteria related to programme objectives, and the information gained from such evaluation is used to enhance curriculum, instruction, and other programme aspects as relevant.</i></p>
<p><b>PARTICIPATION</b></p>	<p>a. Students have the opportunities and are encouraged to engage in activities that are related to the profession and/or participation in the larger community.</p> <p><i>Guideline: Examples include: academic planning and evaluation, student internships, university/college organisations, community initiatives or other activities that reflect leadership abilities.</i></p> <p>b. Students demonstrate positive attitudes about their academic experiences and the landscape architecture profession.</p> <p><i>Guideline: Students understand the various opportunities associated with the profession and are aware of licensure, professional development, and advanced educational opportunities.</i></p> <p>c. Students seek advice regularly with regard to academic and career development.</p>

## 4.0 ALUMNI

The programme shall provide evidence of alumni's professional accomplishments and their involvement in advancing the programme.

<p><b>ACCOMPLISHMENTS</b></p>	<p>Alumni achieve a range of professional accomplishments.</p> <p><i>Guideline: Professional accomplishments include employment in the profession, licensure or ILAM certification, publications, service to the profession, the programme, scholarly recognition, positions of responsibility, professional awards, etc.</i></p> <p><i>Guideline: Programme maintains a current record of professional accomplishments by graduates.</i></p>
<p><b>INVOLVEMENT</b></p>	<p>a. Programme maintains systematic relations with alumni.</p> <p>b. Programme regularly solicits and uses alumni comments to improve the programme.</p> <p><i>Guideline: Alumni participate in programme planning and evaluation. Alumni participate in the academic programme as jurors, lecturers, etc</i></p>

## 5.0 FACULTY

The qualifications, academic position and professional activities of faculty and instructional personnel and teaching assistants shall promote and enhance the academic mission and objectives of the programme.

<p><b>CREDENTIALS</b></p>	<p>The qualifications of the faculty, instructional personnel and teaching assistants are appropriate to their roles.</p> <p><i>Guideline: Teaching and research assistants are employed primarily to assist faculty members.</i></p>
<p><b>EVALUATION</b></p>	<p>The development and teaching effectiveness of faculty and instructional personnel are systematically evaluated, and results are used for individual and programme improvement.</p>
<p><b>CONTINUED ACADEMIC AND PROFESSIONAL ACTIVITIES</b></p>	<p>The faculty is continuously engaged in activities leading to both their professional growth, the advancement of the profession and the effectiveness of the programme. This work is evidenced in programme instruction.</p> <p><i>Guideline: Activities may include scholarly inquiry, research, innovative design production or theory, publications in journals or major professional magazines, professional service to the community, service to professional organizations, extension or continuing education, development of reports serving public agencies or the profession, or meaningful professional practice. This work is evidenced in programme activities.</i></p> <p><i>Guideline: Activities are reviewed and recognised by peers.</i></p> <p><i>Guideline: Faculty participates in servicing and mentoring the student, advising and other activities that enhance the effectiveness of the programme.</i></p>
<p><b>RANK AND SALARY EQUIVALENCE</b></p>	<p>Faculties hold academic rank and receive salaries commensurate with their colleagues in related fields in the institution.</p>
<p><b>DIVERSITY AND BALANCE</b></p>	<p>The faculty, instructional personnel and teaching assistant represent a diverse academic viewpoint as well as a balance of professional interests and experience in teaching, service, research and practice.</p>

<b>FACULTY SUPPORT</b>	<p>Resources are sufficient to support the programme goals for faculty development.</p> <p><i>Guideline: Funding is available to assist faculty and other instructional personnel for conference attendance, computing equipment and technical support, etc.</i></p>
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## 6.0 PRACTITIONER

The programme shall provide evidence of interaction with practitioners from landscape architecture and other disciplines.

<b>INDUSTRY PROFESSIONAL PRACTITIONER</b>	<p>Programme maintains active relations with the industry professional practitioner.</p> <p><i>Guideline: Involvement includes lectures, presentations, critiques, internships, scholarships, study break employment, and work-study programmes.</i></p>
<b>INTERNATIONAL PRACTITIONERS</b>	<p>The programme involves and receives support from local/ regional practitioners and reviewed internationally.</p> <p><i>Guideline: Involvement includes lectures, presentations, critiques, internships, scholarships, study break employment, and work-study programmes.</i></p>
<b>ALLIED AND OTHER DISCIPLINES</b>	<p>The programme involves allied and other disciplines in ways that advance the programme.</p>

## 7.0 FACILITIES, EQUIPMENT AND INFORMATION

Faculty, students and staff shall have access to facilities, equipment, library and other information systems necessary for conducting professional studies.

<p><b>FACILITIES</b></p>	<p>Identifiable, assigned, code-compliant spaces serve the professional interests of the faculty, students and staff, and are adequately maintained.</p> <p><i><b>Guideline:</b> Faculty, instructional personnel and teaching assistant are provided with private offices appropriate to their responsibilities.</i></p> <p><i><b>Guideline:</b> Students are assigned with adequate teaching and learning facilities, such as classrooms, studio workstations, resource centre, gallery, computer labs, indoor labs, workshops, nursery, common room and other related facilities.</i></p>
<p><b>INFORMATION SYSTEMS AND TECHNICAL EQUIPMENT</b></p>	<p>Computers, electronics and other technical equipment are available to support the programme.</p> <p><i><b>Guideline:</b> Sufficient equipment and hours of use are available to serve faculty and students.</i></p> <p><i><b>Guideline:</b> Equipment and licensed software are regularly updated and maintained.</i></p>
<p><b>LIBRARY RESOURCES</b></p>	<p>Library collections and other resources shall be provided to support the programme's mission and educational objectives.</p> <ol style="list-style-type: none"> <li>a. Collections are adequate to support the programme and any specified areas of concentration.</li> <li>b. The programme has a role in systematically recommending acquisitions.</li> <li>c. The courses integrate library and other information systems, facilities and equipment.</li> </ol>

## 8.0 GOVERNANCE / ADMINISTRATION

The programme shall have the authority of the full-fledged department and resources to achieve its educational objectives.

### INDICATORS

<b>PROGRAMME ADMINISTRATION</b>	Landscape architecture is administered as a discrete and a terminal programme.
<b>PROGRAMME ADMINISTRATOR</b>	The programme administrator is a full time faculty appointment in landscape architecture, exercises leadership and management of the programme and is a holder of a professional landscape architecture degree.
<b>INSTITUTIONAL SUPPORT</b>	<p>The institution provides adequate resources to enable the programme to attain its mission and objectives.</p> <p>a. The number of faculty is adequate to achieve the programme's mission and objectives. <i>Guideline: Student: FTE faculty ratios in studio typically should not exceed 10:1.</i></p> <p>b. Funding is adequate to meet programme objectives, and provide for faculty development and student support. <i>Guideline: Funding is available to assist faculty and other instructional personnel for conference attendance, computing equipment and technical support, etc.</i></p> <p>The programme has adequate personnel and support staff to accomplish its mission and objectives.</p>
<b>RECRUITMENT DIVERSITY</b>	Programme strives for diversity in recruitment and retention of faculty, staff and students. The faculty should have 60% members with landscape architecture background, where 50% of them are ILAM Corporate Members.
<b>FACULTY PARTICIPATION AND RESPONSIBILITY</b>	<p><i>The faculty makes recommendations on the allocation of resources to the programme, and has the responsibility to develop, implement, evaluate and modify the programme.</i></p> <p>a. Criteria and procedures for faculty evaluation, such as performance and promotion, are clearly stated and applied.</p> <p>b. The faculty is involved in the development and implementation of policies and procedures.</p> <p><i>The higher education provider is responsible to provide time and resources for faculty members to pursue advanced academic and professional development or other self-enrichment programme.</i></p>

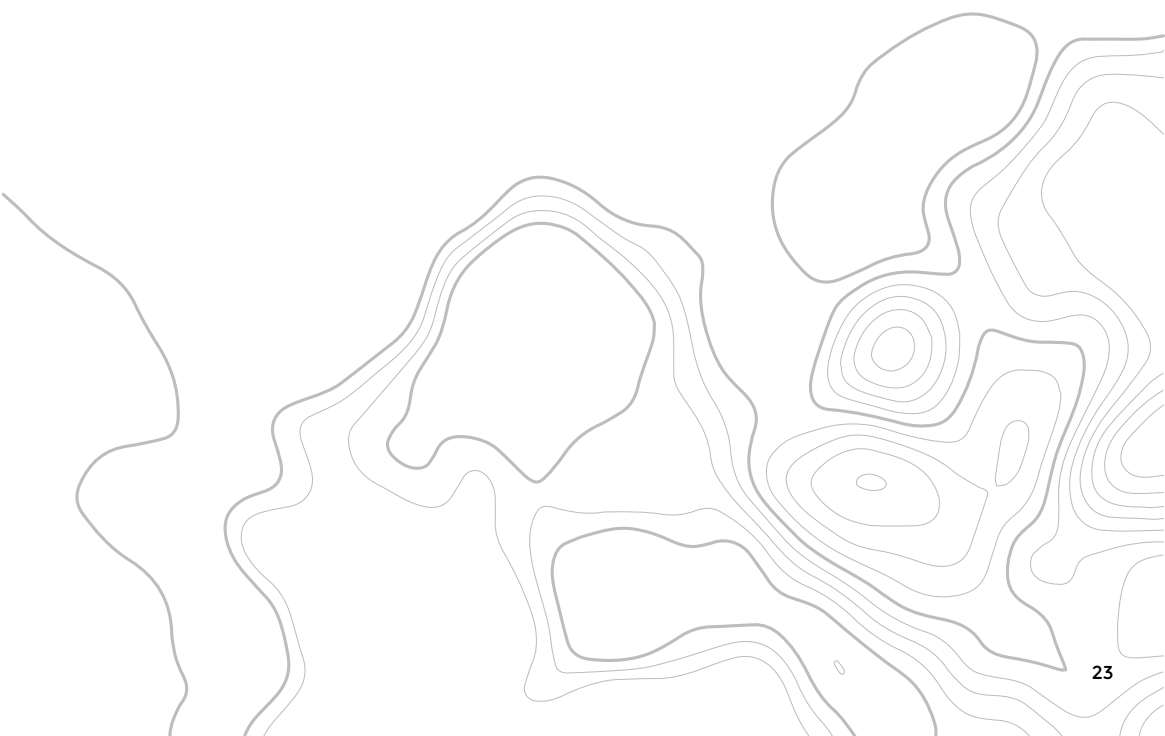
## 9.0 RELATION TO THE UNIVERSITY AND THE COMMUNITY

The programme shall promote positive relationships with the university and the community.

<p><b>SERVICE ACTIVITIES</b></p>	<p>Programme faculty and students participate in service activities that systematically document, evaluate and communicate the programme's processes and results.</p> <p><i>Guideline: Examples such as Tree Planting Programme, National Landscape Day, World Landscape Architecture Month, participation in ILAM activities, and other related activities.</i></p>
<p><b>COMMUNICATION AND PUBLIC EDUCATION</b></p>	<p>Service activities that educate the public at the local, regional and state levels about landscape architectural values, thought processes and ethics.</p> <p><i>Guideline: Examples such as Forums, Seminars, Conferences, Exhibitions and Dialogues.</i></p>



# APPENDIX



## Appendix A

### COMPARISON OF MALAYSIA LANDSCAPE ARCHITECTURE PROGRAMME RECOGNITION PROCEDURES & STANDARDS STRUCTURE WITH COPPA BY MQA STRUCTURE

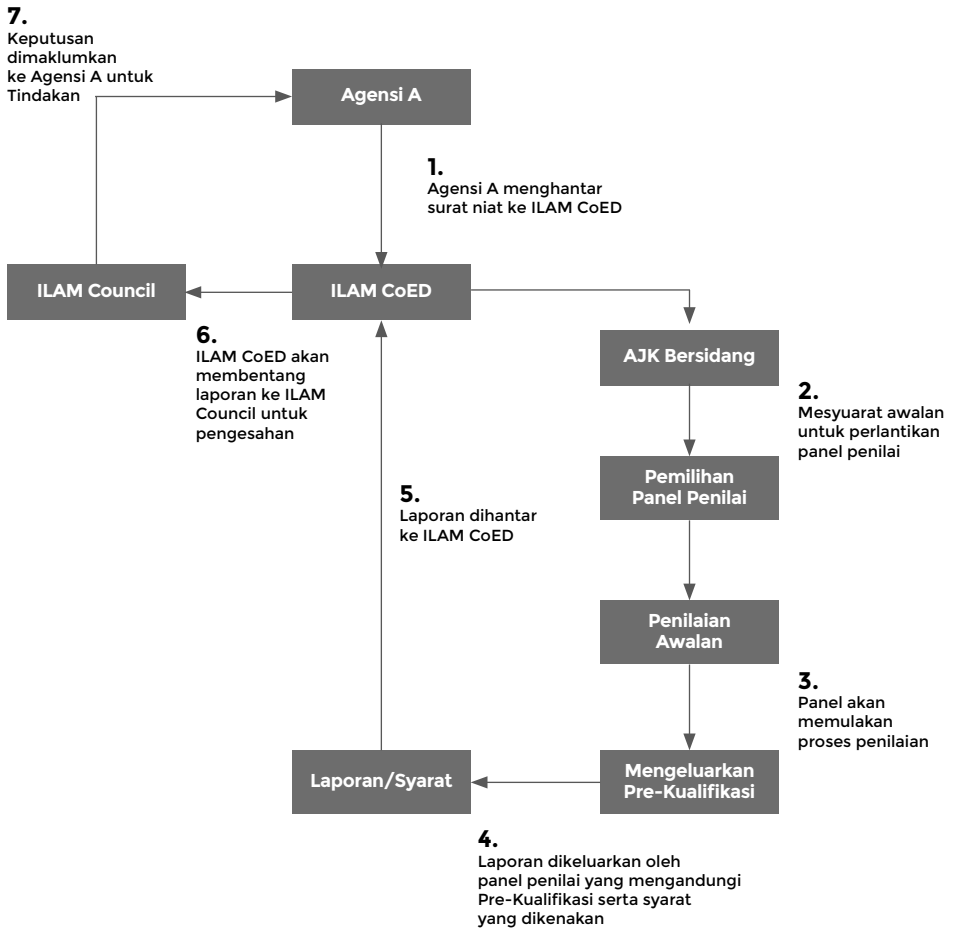
<p><b>MALAYSIA LANDSCAPE ARCHITECTURE PROGRAMME RECOGNITION PROCEDURES &amp; STANDARDS</b> (Updated April 2019)</p>	<p><b>CODE OF PRACTICE FOR PROGRAMME ACCREDITATION BY MQA</b> (COPPA 2nd Edition 2017, Updated Nov. 2018)</p>
<p><b>1.0 Programme Mission and Objectives</b></p> <ul style="list-style-type: none"> <li>• Academic Mission</li> <li>• Programme Objectives</li> <li>• Assessment Methods</li> <li>• Monitor, Review and Evaluation Process</li> <li>• Institutional Resources</li> <li>• Programme Disclosure</li> </ul>	<p><b>1.0 Programme Development and Delivery</b></p> <ul style="list-style-type: none"> <li>• Statement of Educational Objectives of Academic Programme and Learning Outcomes</li> <li>• Programme Development: Process, Content, Structure and Learning-Teaching Methods</li> <li>• Programme Delivery</li> </ul>
<p><b>2.0 Professional and Semi Professional Curriculum</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Mission and Objectives</li> <li>• Knowledge Skills and Abilities</li> <li>• Curriculum</li> <li>• Curriculum Evaluation</li> <li>• Assessment of Programme Effectiveness</li> <li>• Outcomes</li> <li>• Syllabus</li> <li>• Student Opportunities</li> <li>• Advising</li> </ul> <p><b>Bachelor's Level, Master's Level, Diploma Level:</b></p> <ul style="list-style-type: none"> <li>• Coursework / Expanded Knowledge</li> <li>• Areas of Interest</li> <li>• Weightage</li> </ul>	<p><b>2.0 Assessment of Student Learning</b></p> <ul style="list-style-type: none"> <li>• Relationship between Assessment and Learning Outcomes</li> <li>• Assessment Methods</li> <li>• Management of Student Assessment</li> </ul>
<p><b>3.0 Students</b></p> <ul style="list-style-type: none"> <li>• Student Learning Outcomes</li> <li>• Participation</li> </ul>	<p><b>3.0 Student Selection and Support Services</b></p> <ul style="list-style-type: none"> <li>• Student Selection</li> <li>• Articulation and Transfer</li> <li>• Student Support Services</li> <li>• Student Representation and Participation</li> <li>• Alumni</li> </ul>

<p><b>4.0 Alumni</b></p> <ul style="list-style-type: none"> <li>• Accomplishments</li> <li>• Involvement</li> </ul>	<p><b>4.0 Academic Staff</b></p> <ul style="list-style-type: none"> <li>• Recruitment and Management</li> <li>• Service and Development</li> </ul>
<p><b>5.0 Faculty</b></p> <ul style="list-style-type: none"> <li>• Credentials</li> <li>• Evaluation</li> <li>• Continued Academic and Professional Activities</li> <li>• Rank and Salary Equivalence</li> <li>• Diversity and Balance</li> <li>• Faculty Support</li> </ul>	<p><b>5.0 Educational Resources</b></p> <ul style="list-style-type: none"> <li>• Physical Facilities</li> <li>• Research and Development</li> <li>• Financial Resources</li> </ul>
<p><b>6.0 Practitioner</b></p> <ul style="list-style-type: none"> <li>• Industry Professional Practitioner</li> <li>• International Practitioners</li> <li>• Allied and Other Disciplines</li> </ul>	<p><b>6.0 Programme Management</b></p> <ul style="list-style-type: none"> <li>• Programme Management</li> <li>• Programme Leadership</li> <li>• Administrative Staff</li> <li>• Academic Records</li> </ul>
<p><b>7.0 Facilities, Equipment and Information</b></p> <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Information System and Technical Equipment</li> <li>• Library Resources</li> </ul>	<p><b>7.0 Programme Monitoring, Review and Continual Quality Improvement</b></p> <ul style="list-style-type: none"> <li>• Mechanisms for Programme Monitoring, Review and Continual Improvement</li> </ul>
<p><b>8.0 Governance / Administration</b></p> <ul style="list-style-type: none"> <li>• Programme Administration</li> <li>• Programme Administrator</li> <li>• Institutional Support</li> <li>• Recruitment Diversity</li> <li>• Faculty Participation and Responsibility</li> </ul>	
<p><b>9.0 Relation to the University and the Community</b></p> <ul style="list-style-type: none"> <li>• Service Activities</li> <li>• Communication and Public Education</li> </ul>	

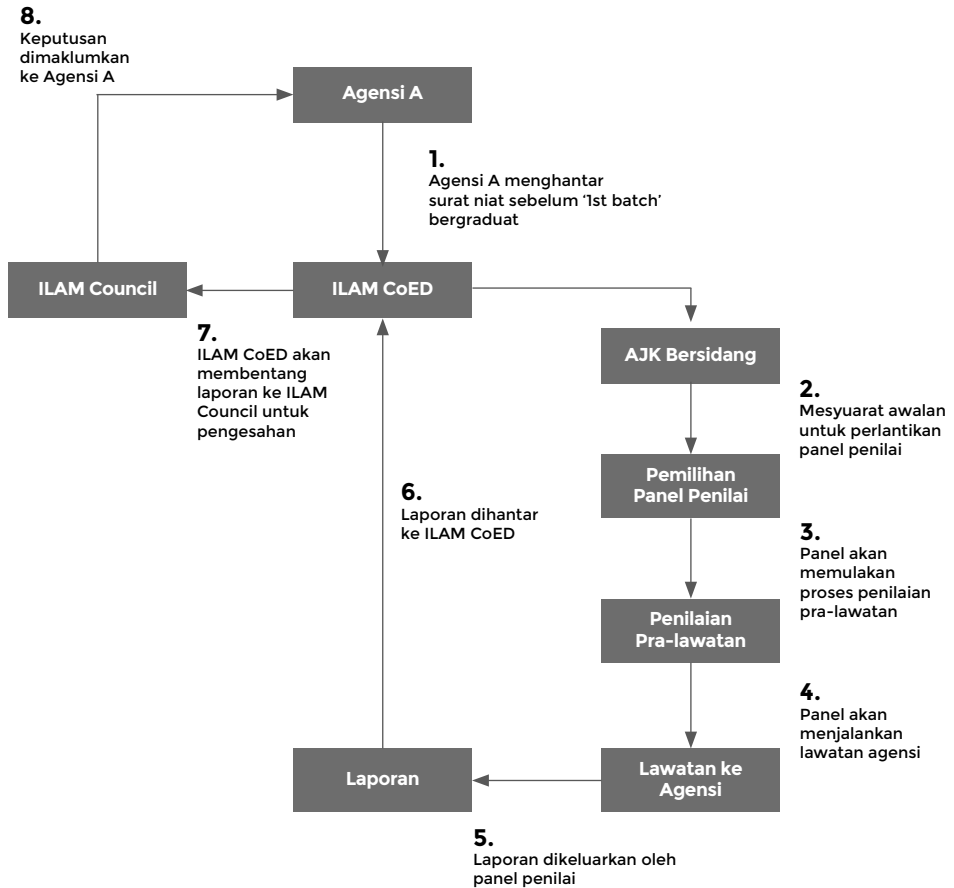
## Appendix B

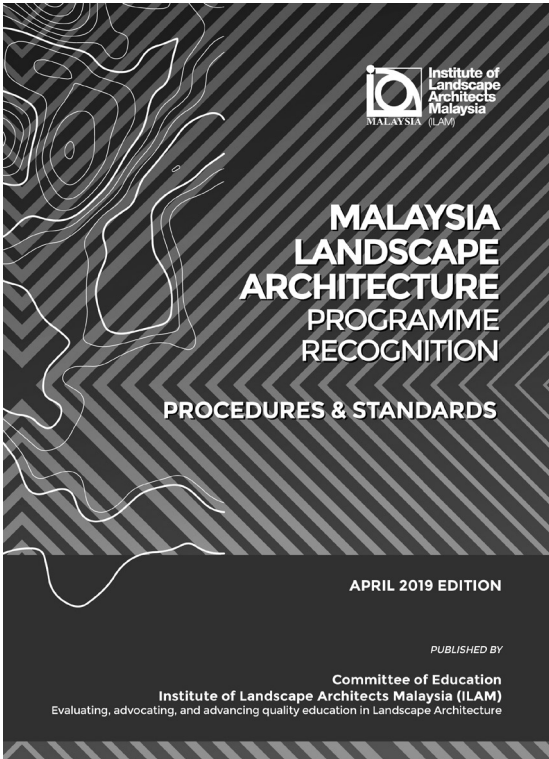
### FLOWCHART OF MALAYSIA LANDSCAPE ARCHITECTURE PROGRAMME RECOGNITION PROCEDURES & STANDARDS

#### Phase 1 - Flow Chart



*Phase 2 - Flow Chart*





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# MALAYSIA LANDSCAPE ARCHITECTURE PROGRAMME RECOGNITION

## PROCEDURES & STANDARDS

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