

Shared Mastery: An International Collaborative Approach to Masters in Landscape Architecture

Final Report 2014

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The University of Adelaide
The University of Western Australia
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Key Stakeholders

Participating institutions' Program Advisory Committees and Student Staff Consultative Committees

List of acronyms used

AILA	Australian Institute of Landscape Architecture
AMiLA	Australasian Masters in Landscape Architecture
EMiLA	European Masters in Landscape Architecture
LA	Landscape Architecture
MLA	Master in Landscape Architecture
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
NZILA	New Zealand Institute of Landscape Architecture
PAC	Program Advisory Committee
NUS	National University of Singapore
RMIT	Royal Melbourne Institute of Technology
SSCC	Student Staff Consultative Committee
UPM	Universiti Putra Malaysia
UWA	University of Western Australia

Executive summary

Landscape Architecture (LA) is at the forefront for holistically addressing major issues concerning the social and physical transformation of land, space, and the environment. LA education, research, and policy have reached a stage where further postgraduate development requires the injection of vision, creativity, resources, and transnational structural collaboration. Therefore, this project, supported by the Office for Learning and Teaching, investigates the viability of a shared Masters of Landscape Architecture (MLA) (coursework) degree across four Australian institutions and one New Zealand Institution. Currently, LA educational programs in Australia and New Zealand are specific to their landscape bioregions, urban contexts, staff expertise, and program specialisations. Future viability in a global market necessitates lateral, innovative alternatives.

The project was originally titled 'Shared Mastery: An International Collaborative Approach to Landscape Architecture'. Now known as 'The Australasian Masters in Landscape Architecture' (AMiLA), it takes advantage of the distinct learning and teaching strengths of each of the partnering institutions and also offers an increased global perspective, thus enhancing international mobility possibilities for graduates of the degree.

The intensity of a shared MLA model requires the individual partner institution to blend and complement their strengths. This is absolutely essential to contend with landscape issues from an international perspective. Furthermore, working in international teams has an increasing relevance for the profession. Transnational developments influence the everyday work of landscape architects, which increases the demand for teaching and research on an Australasian scale. A shared Masters degree takes advantage of the distinct strengths of each of the partnering institutions and offers increased international mobility in postgraduate education.

The key project outcomes of the AMiLA project are:

- Develop a cross-institutional MLA exchange program which emphasises each partner's unique strengths
- Establish an intensive collaborative summer studio workshop and research seminar (face to face)
- Common courseware and an electronic interactive platform for AMiLA design workshops to enable student and staff interaction from multiple locations
- Upgrade transferable LA curricula and pedagogy to an international level
- Increase mobility opportunities in a global market for students, academics, and international expertise within Australasia
- Initiation of a worldwide network, at the forefront of applied LA education
- A Memorandum of Understanding (MOU) between institutional partners outlining project intent, collaboration opportunities, and reciprocal agreements
- A detailed project website that provides promotional material and an ensemble of resources for staff and students including an AMiLA information guide, brochure, handbook, summer design studio guide, and digital gallery
- A matrix that can be adapted to other design and professional degree programs offering a cross-comparison of program structures and content. This matrix examines both the alignment of core courses across semesters and in sequence, and professional body accreditation requirements. It reveals the uniqueness and similarities of individual programs and opportunities for developing collaborative content.

These outcomes can be accessed in the final AMiLA project report, the detailed project website located at amila.com.au, and forthcoming conference presentations.

This project also encountered several challenges, which included:

- The diversity of processes, procedures, and timelines for agreeing an MOU between participating institutions
- Changes to accreditation requirements by both professional accreditation bodies (Australian Institute of Landscape Architecture, AILA, and New Zealand Institute of Landscape Architecture, NZILA) resulting in 'in principle' support for the project
- The complexities of cross-institutional enrolment processes and the changing nature of higher education funding in Australia and New Zealand
- The shift towards 'user pay' or 'demand' driven places for students and the competition this will create between universities, possibly resulting in cross-institutional enrolment opportunities being eliminated
- Ongoing resourcing for AMiLA after the OLT seed funding has expired (including staff workloads)
- Increasing higher education costs as the result of fee deregulation may mean that the additional costs incurred through a semester of exchange result in a very limited uptake of AMiLA
- The server type used by the nominated e-learning platform, and its location, results in minor delays
- Inflexibility of partner program structures resulted in only a single semester of exchange being plausible
- Difference in hemisphere semester alignment and language requirements limiting the model to the Australasian region.

Despite these obstacles, formative and summative evaluation processes continuously presented and identified further benefits and development opportunities for the AMiLA project. These processes included peer review, stakeholder engagement and endorsement, and an independent review by the accrediting professional bodies. These outcomes and examples form an important component of the project report.

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Project Outcomes and Impacts

Project Outcomes

The key outcomes of the AMiLA Shared Mastery project are:

- Develop a cross-institutional MLA exchange program which emphasises each partner's unique strengths
- Establish an intensive collaborative summer studio workshop and research seminar (face to face)
- Common courseware and an electronic interactive platform for AMiLA design workshops to enable student and staff interaction from multiple locations
- Upgrade transferable LA curricula and pedagogy to an international level
- Increase mobility opportunities in a global market for students, academics, and international expertise within Australasia
- Initiation of a worldwide network, at the forefront of applied LA education
- A Memorandum of Understanding (MOU) between institutional partners outlining project intent, collaboration opportunities, and reciprocal agreements
- A detailed project website that provides promotional material and an ensemble of resources for staff and students including an AMiLA information guide, brochure, handbook, summer design studio guide, and digital gallery
- A matrix that can be adapted to other design and professional degree programs offering a cross-comparison of program structures and content. This matrix examines both the alignment of core courses across semesters and in sequence, and professional body accreditation requirements. It reveals the uniqueness and similarities of individual programs and opportunities for developing collaborative content.

Approach and Methodology

The project had three distinct phases over a twelve-month period. The phases were overlapping and ongoing during the project.

In Phase 1 the project focused upon collecting and synthesising the literature review, developing the project website, comparing and analysing the case studies, and comparing partnering institutions' current MLA program structures.

Phase 2 included a series of participant stakeholder forums and the development of program structural options. At the end of this phase, the preferred model was identified.

In Phase 3, the model was further reviewed, refined, and improved through: consulting with each program's respective student, staff, and program advisory committees; developing a trial e-learning module for the summer design studio workshop; and investigating potential Asian MLA partners.

One essential project outcome is the finalised MOU between partners outlining the commitment to go forward in 2015. It is anticipated that the fully operational version of AMiLA could take up to an additional 24 months after the grant period ends. Consequently, we have organised an initial summer design studio workshop for January 2015 as a way of maintaining momentum, supporting further collaboration, and trialing blended studio pedagogies and models of learning and teaching collaborations over the Internet.

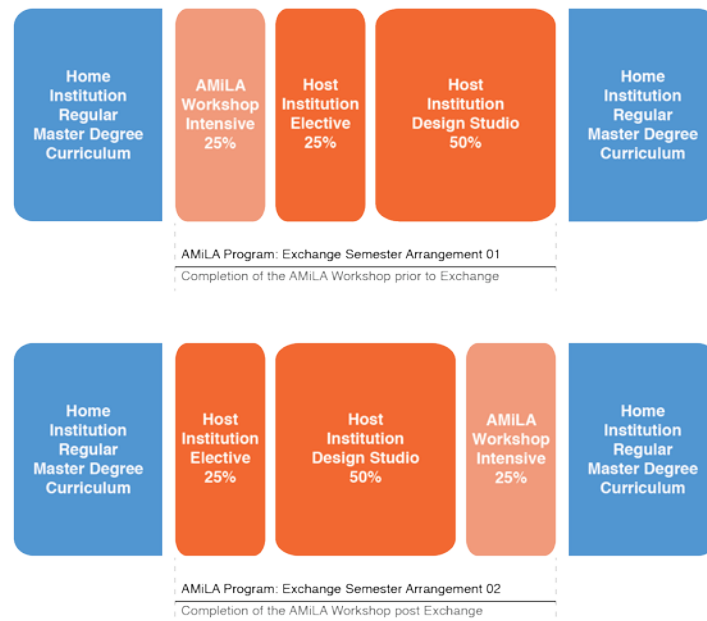
Our initial discovery, as we began to investigate potential partnerships between five distinct MLA programs, was that each emphasises a studio-based or project approach in their respective pedagogies. However, as we went deeper into the project we found other shared territories and concerns which are reflected in the following aspects of the project's methodology.

- **Finding best practice**
A comprehensive review of literature, centered on student mobility and the delivery of transnational education in design disciplines, to contextualise the study and to identify, analyse, and compare case studies, which describe the practice of partner institutions offering Masters curricula.
- **Finding an overarching program structure which best suits five partnering institutions**
The aim was to develop a shared pedagogical approach for design teaching without compromising the uniqueness of each partner's respective program. This was examined first through a cross-comparison of respective MLA program structures (see Appendix A). Then we developed and discussed three alternative AMiLA program structures. We selected and refined the one semester exchange option, which resulted in the current AMiLA program structure (see figure 01).
- **Developing a suitable platform for e-learning**
We explored and tested various models of highly interactive distance learning (e-learning). We required a web platform which allowed structured and loose exploratory content, video conferencing, project blogs, live drawing (being able to sketch and draw with a distant collaborator on the same plan for example), and normative course materials (for example, the posting of downloadable readings and other course support materials such as base plans, policies). Our aim was to find a single platform that had a broad range of functionalities and was free to access. (Each of our respective institutions has an online learning platform; however, they are not accessible outside the institutions, and not compatible with the variety of functions we desired. We examined several platforms, compared the range of functions, and through a cost/benefit analysis we selected Yuja, a free platform. (See www.yuja.com.)
- **Developing content for a trial e-learning module**
The core project team decided to use an intensive summer design studio workshop both to introduce AMiLA to students and as an appropriate course to trial the e-learning component. The first AMiLA summer workshop is in January 2015 - course content, support materials, and various live modes of interactivity will be further tested at this time. It is expected that we will need to further refine and consider Internet and e-learning modules upon completing this initial trial.
- **Consultation and further development of AMiLA with key stakeholders**
Throughout the AMiLA project each respective institution has sought feedback by consulting with key stakeholders, including appropriate student cohorts, Student Staff Consultative Committees, Program Advisory Committees, and Professional Accrediting Bodies. Consultation mechanisms have included surveys, forums, workshops, meetings, and conversations (see Appendices C and E). This has both shaped the structure of AMiLA and provided critical insight into its plausibility.
- **Disseminating AMiLA and developing support materials for our cohorts**
We required promotional as well as logistical information for partner institutions and interested students. Thus we prepared a number of guides for cross-institutional exchanges including an AMiLA student handbook, information guide, brochure, design studio workshop guide, advice on student mobility processes, and an AMiLA student application process. This information is readily available to students, staff, and other interested parties via our website (see Appendix F).

- **Disseminating AMiLA to our professional accreditation bodies, and learning and teaching offices within our institutions**

We developed and delivered a dissemination strategy involving a series of forums and presentations with key stakeholders, including professional accreditation bodies (AILA and NZILA), leading LA academics across partner institutions, Design School Learning and Teaching Associate/Deputy Deans, Heads of Schools, and directors of student exchange and mobility programs across partnering institutions. This resulted in further feedback about the model, student mobility, and anticipated impediments.

Figure 01: AMiLA Cross-Institutional Enrolment Curriculum Model



Advancing existing knowledge

Transnational developments influence the everyday work of landscape architects, which increases the demand for teaching and research on an Australasian scale. This project takes advantage of the distinct strengths of each of the partnering institutions while offering increased international mobility in postgraduate education. This project also advances the participating institutions' strategic visions around internationalisation, student mobility, and delivery via electronic means.

This project builds upon the material derived from the literature review and case studies. It looks deeply into the workings of the European Masters in Landscape Architecture (EMiLA), and investigates e-learning models. It adds to previously funded OLT studies, including: Savage, Davis, and Miller. (2010), 'Professional education in built environment and design'; Zehner, Musgrave, et al (2010), 'Studio teaching project: Four reports'; and Zehner, Forsyth, et al, (2010), 'Studio teaching toolkit'. It also adds to a more recently funded project regarding e-learning by Smith and Lewi (2014), 'New tools and techniques for learning in the field: studying the built environment'. The AMiLA project is unique in that it combines student mobility, cross-institutional engagement, and online learning/delivery through a design studio.

Factors that are critical to the success of the project approach

A number of factors was critical to the success of the project. These included:

- The dedication from the project team members
- Identifying a common philosophy on the importance of the design studio in educating landscape architects
- The strategic visions and goals of the higher education sector on student mobility and e-learning
- Desire of employers and institutions for students with capabilities that go beyond regional opportunities and transferable skill sets
- Support from partnering institutions' mobility officers who assisted with processes such as the developing the MOU and cross-institutional enrolment procedures.

Factors that impeded the project success

Factors that impeded the project success included:

- The diversity of processes, procedures, and timelines for agreeing an MOU between participating institutions
- Changes to accreditation requirements by both professional accreditation bodies (Australian Institute of Landscape Architecture, AILA, and New Zealand Institute of Landscape Architecture, NZILA) resulting in 'in principle' support for the project
- The complexities of cross-institutional enrolment processes and the changing nature of higher education funding in Australia and New Zealand
- The shift towards 'user pay' or 'demand' driven places for students and the competition this will create between universities, possibly resulting in cross-institutional enrolment opportunities being eliminated
- Ongoing resourcing for AMiLA after the OLT seed funding has expired (including staff workloads)
- Increasing higher education costs as the result of fee deregulation may mean that the additional costs incurred through a semester of exchange result in a very limited uptake of AMiLA
- The server type used by the nominated e-learning platform, and its location, results in minor delays
- Inflexibility of partner program structures resulted in only a single semester of exchange being plausible
- Difference in hemisphere semester alignment and language requirements limiting the model to the Australasian region.

Extent to which the project outcomes are amenable to implementation in a variety of institutions and locations

The model of cross-institutional exchange and e-learning is applicable across architecture, interior design, industrial design, and other closely aligned disciplines with design studio modes of delivery. This shared degree model may also be applicable to, and would advance accredited degrees in, other professional disciplines such as engineering and planning. The greater knowledge of university processes and cross-institutional agreements gained through the MOU process is invaluable, but difficult to report in a clear and straightforward manner. Suffice to say that much of this part of the project experience is tacit and inexpressible; it might be best to deliver a seminar on what was learned from this aspect of the project.

This nature of this project is cross-institutional collaboration at multiple locations; therefore, it is quite useful to other disciplines that seek collaborative engagements. This project offers a series of techniques and methods for a cross-comparison of individual program structures.

The program structure matrix is a useful mechanism to examine and compare single course content, sequential alignments across year levels in programs, and semester alignments across institutions. It is also useful in highlighting specific courses which focused on accreditation requirements. This is necessary to ensure that students who do AMiLA can meet graduation competencies expected by AILA and NZILA. This comparison also provided an understanding of program uniqueness, similarities, and opportunities for future content such as the development of a MOOC in 'Contemporary Australasian Landscapes', or an online Professional Practice course. The AMiLA summer studio workshop will test the online platform and assist each institution to collaborate substantially across design learning. The matrix is also a useful tool for national accreditation purposes. It is the first document to compare five program structures and it reveals how each institution meets and delivers its accreditation requirements. This is substantial in that professional accreditation bodies need to consider each program both individually and collectively.

The potential and early success of AMiLA is evidenced by invitations to key partners to become part of an emerging Mediterranean Masters in Landscape Architecture. This Masters will extend across four continents and joins schools from EMiLA and AMiLA.

EMiLA and AMiLA are also exploring opportunities to host a co-joined student design workshop and design research conference in 2015.

Dissemination

Ongoing dissemination during the project's short time period enabled further critical review and commentary, and the addition of other data and exemplars, which modified the project somewhat. The strategy to open up the project across a range of stakeholder groups outside the participating universities' program areas offered informal partnerships and extended the project ownership beyond the institutions into professional bodies. The AMiLA project was discussed through a series of professional body and key stakeholder forums including state and national AILA and NZILA groups, workshops, and presentations including learning and teaching deans, EMiLA project leaders (Versailles 2013), and teleconferences with mobility officers. Thus, the stakeholder feedback and engagement sessions also became a way of disseminating the AMiLA program.

Dissemination was continuous throughout the project phases. The engagement modes varied considerably: Internet and Skype meetings, teleconferencing, face-to-face forums, discussions, and formal academic paper presentation sessions. The project website <amila.com.au> captures much of the breadth and aims of the project, and provides a valuable resource for ongoing dissemination. It identifies our global network, includes curriculum models, student application processes, a digital gallery exhibiting research outcomes, work from the AMiLA design studio workshop, student and staff blogs, current events, and an ensemble of downloadable resources including an AMiLA brochure, information guide, handbook, and workshop guide.

Further, the AMiLA project has been peer reviewed internationally through a formal presentation at the EMiLA conference and ongoing discussions with three key Asian partners – National University Singapore (NUS), Peking University (PKU), and Universiti Putra Malaysia. In May 2014 the AMiLA group extended formal invitations to these three institutions to participate in the January 2015 design workshop as a trial. At the time of writing this report both NUS and PKU had accepted the invitation.

Finally, pending conference acceptance, the innovation developed through e-learning incorporated within the design studio teaching environments will be shared across the higher education sector at the upcoming conferences:

- Designs on e-Learning, Designs on eLearning Conference, 17–18 September 2014, San Marcos/Austin Texas, USA
- The Bartlett Future Pedagogy Conference 2014: MOOCs, E-learning and Beyond, University College London, United Kingdom, 1 July 2014
- The 1st International Conference on e-Learning, e-Education and Online Training, Bethesda, Maryland, USA, 18–20 September 2014.

Linkages

OLT's Strategic Priority Areas

As a result of the project, a number of linkages emerged and they are detailed throughout this report. Therefore, this section will focus on the AMiLA project achievements and the following OLT priority objectives for seed funding:

1. Institutional leadership to enhance learning and teaching through leadership capacity building at the institutional level.
2. Disciplinary and cross-disciplinary leadership to enhance learning and teaching through leadership capacity building in discipline structures, communities of practice, and cross-disciplinary networks.

Each project champion at the five institutions now has in-depth knowledge of fostering cross-institutional collaborations. They are aware of the uniqueness of partner organisations as well as shared territories. They are breaking new and somewhat risky ground by collaborating among competitors while building the capacity of the landscape architectural discipline. In addition to the leadership within their respective institutions, they are also at the forefront of an international network of collaborative MLA degrees.

The AMiLA project team collaborated with, and gained valuable insight into, EMiLA's transnational curriculum model, especially since it has been in operation for the last five years and has evolved considerably in that time. EMiLA academic leaders offered AMiLA project leaders ongoing support through a series of peer review processes and critical forums, as well as sharing the obstacles and issues they faced in developing EMiLA. They provided critical insight and pragmatic solutions to the AMiLA project team and additional components for ongoing evaluation (the Summer workshop, for example). AMiLA and EMiLA leaders will participate and collaborate in, and review, the AMiLA workshop intensive in January 2015. Landscape Architecture is a relatively small discipline both in Australia and internationally. By building the MLA networks we aim to support our students' mobility and learning experiences and to foster a stronger transnational network of academic staff.

Evaluation

This project used formative and summative evaluation procedures which provided responses to evaluation questions. The questions were set and developed to measure the success and merit of the project, and to provide learning for future improvements.

First, a peer review procedure was adopted upon completing each project deliverable. This systematic procedure involved six meetings over a 12 month period. It provided opportunities for constructive feedback on project aspects. These aspects included program structure and the nominated model for AMiLA, institutional obstacles and blockages, developing e-learning content, developing and implementing a MOU, recognition of AMiLA among institutions, directions and themes for the design research workshop, program entry requirements, additional funding opportunities, marketing and dissemination strategies, international collaborative partners, and other matters as they arose over the course of the grant period. Agendas, minutes, ongoing action items, and detailed check lists were constructed for direction and review of the extent to which project objectives were met, the effectiveness of dissemination and communication, and opportunities for improving the project outputs and deliverables (see Appendices E and F).

Second, each institution recorded and assessed: key stakeholders' levels of engagement in workshops and forums; their level of support for the project and useful feedback; diversity of stakeholders engaged; and stakeholders' general observations and perceptions about the project (see Appendix E).

Data and evidence was collected on the merit and value of the project through developing surveys aimed at student groups. Surveys included qualitative and quantitative data that provided evidence of interest to participate in the AMiLA program, and identified opportunities to modify the project based on critical and constructive feedback. Further knowledge of key stakeholder interest will emerge after the initial design studio workshop, commencing in January 2015 (see Appendix C.)

The professional accrediting bodies of Australia and New Zealand were invited to provide an independent evaluation of the project. Letters of support provide evidence of their evaluation (see Appendix D).

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Appendix A: Landscape Architectural Program Structure Comparison

Appendix B: AMiLA Student Interest Survey

Appendix C: Results of AMiLA Student Interest Survey

Appendix D: Letters of Support

Appendix E: Documentation examples of Stakeholder Engagement

Appendix F: Supporting Materials for Cross Institutional Exchange

Appendix G: AMiLA Memorandum of Understanding

Examples of AMiLA Project Team Meeting Agendas and Examples of AMiLA Project Team Meeting Minutes and Action Items are available on request.

Appendix A:

Landscape Architectural Program Structure Comparison

UNIVERSITY	YEAR 01 AKA YEAR 04 SEMESTER 01	YEAR 01 AKA YEAR 04 WINTER SEMESTER	YEAR 01 AKA YEAR 04 SEMESTER 02	YEAR 02 AKA YEAR 05 SUMMER SEMESTER	YEAR 02 AKA YEAR 05 SEMESTER 01	YEAR 02 AKA YEAR 05 WINTER SEMESTER	YEAR 02 AKA YEAR 05 SEMESTER 02	YEAR 03 SUMMER SEMESTER	YEAR 03 SEMESTER 01	YEAR 03 WINTER SEMESTER	YEAR 03 SEMESTER 02
RMIT University	OPTION 01 Master of Landscape Architecture (by coursework) MC172 Landscape Architecture Design Research Studio 7 CODE: ARCH1358 Original Credit Point Value: 24 Shared Mastery Credit Point Alignment: 60 Landscape Architecture Design Research Seminar 1 CODE: ARCH1359 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 25 Landscape Architecture Design Research Seminar 2 CODE: ARCH1360 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # RMIT University		Landscape Architecture Design Research Studio 8 CODE: ARCH1361 Original Credit Point Value: 24 Shared Mastery Credit Point Alignment: 60 Landscape Architecture Design Research Seminar 3 CODE: ARCH1362 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 25 Landscape Architecture Professional Practice CODE: ARCH1374 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # RMIT University		Landscape Architecture Masters Design Research Project A CODE: ARCH1366 Original Credit Point Value: 26 Shared Mastery Credit Point Alignment: 75 Landscape Architecture Masters Design Research Project B CODE: ARCH1367 Original Credit Point Value: 24 Shared Mastery Credit Point Alignment: 100 Shared Mastery Ref # RMIT University						
University of Melbourne	OPTION 01 Master of Landscape Architecture 2 Year MC-LARCH2Y Landscape Studio 3: Speculations CODE: ABPL80172 Original Credit Point Value: 25 Shared Mastery Credit Point Alignment: 50 Contemporary Landscape Theory CODE: ABPL80078 Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 LA ELECTIVE CODE: VARIES Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Melbourne	OPTION 02 Master of Landscape Architecture 3 Year MC-LARCH3Y Landscape Studio 1: Design Techniques CODE: ABPL80107 Original Credit Point Value: 25 Shared Mastery Credit Point Alignment: 50 Plant Materials and Design CODE: ABPL80204 Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Shaping the Landscape CODE: ABPL80271 Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Melbourne	Landscape Studio 4: Strategies CODE: ABPL80170 Original Credit Point Value: 25 Shared Mastery Credit Point Alignment: 50 Landscape Detail Design CODE: ABPL80074 Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 LA ELECTIVE CODE: VARIES Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Melbourne	Landscape Studio 5: Sustainable Urbanism CODE: ABPL80072 Original Credit Point Value: 25 Shared Mastery Credit Point Alignment: 50 Constructed Ecologies CODE: ABPL80203 Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Graduate School ELECTIVE CODE: VARIES Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Melbourne	Design Thesis CODE: ABPL80169 Original Credit Point Value: 25 Shared Mastery Credit Point Alignment: 50 Landscape Practice CODE: ABPL80048 Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Graduate School ELECTIVE CODE: VARIES Original Credit Point Value: 12.5 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Melbourne						
University of Adelaide	OPTION 01 Master of Landscape Architecture (by coursework) SATAC Code 3CM016 Studio Cultures: Landscape Architecture (M) CODE: LARCH 7028 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 50 Professional Practice (M) CODE: ARCH 7029 Original Credit Point Value: 3 Shared Mastery Credit Point Alignment: 25 Advanced Landscape Architecture Technologies (M) CODE: LARCH 7029 Original Credit Point Value: 3 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Adelaide		Studio: Urbanism (M) CODE: ARCH 7034 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 50 Critical Historical Practices (M) CODE: ARCH 7035 Original Credit Point Value: 3 Shared Mastery Credit Point Alignment: 25 Post Grad Elective CODE: VARIES Original Credit Point Value: 3 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Adelaide	Studio: Landscape Architecture (M) CODE: LARCH 7031 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 50 Advanced Ecology (M) CODE: LARCH 7032 Original Credit Point Value: 3 Shared Mastery Credit Point Alignment: 25 Designing Research (M) CODE: ARCH 7042 Original Credit Point Value: 3 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # University of Adelaide	Final Landscape Architecture Project (M) CODE: LARCH 7033 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 100 OR Final Landscape Architecture Dissertation (M) CODE: LARCH 7034 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 100 Shared Mastery Ref # University of Adelaide						
University of Western Australia	OPTION 01 Master of Landscape Architecture 25550 Landscape Practice CODE: LACH4460 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Ecological Systems CODE: LACH4423 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Design Studio/ Technology: Methods and Materials CODE: LACH4422 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 50 Shared Mastery Ref # University of Western Australia	Landscape Practice CODE: LACH4460 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Ecological Systems CODE: LACH4423 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Design Studio/ Technology: Methods and Materials CODE: LACH4422 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 50 Shared Mastery Ref # University of Western Australia	Landscape Professional Documents CODE: LACH4414 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Australian Landscapes CODE: LACH4421 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Professional Design Studio CODE: LACH4424 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 50 Shared Mastery Ref # University of Western Australia	Contemporary Landscapes CODE: LACH5501 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Research Seminar CODE: LACH5505 Original Credit Point Value: 6 Shared Mastery Credit Point Alignment: 25 Design Studio CODE: LACH5502 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 50 Shared Mastery Ref # University of Western Australia	Independent Research CODE: LACH5504 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 50 Independent Design CODE: LACH5503 Original Credit Point Value: 12 Shared Mastery Credit Point Alignment: 50 Shared Mastery Ref # University of Western Australia						
Lincoln University	OPTION 01 Master of Landscape Architecture (by thesis alone) Thesis CODE: - Original Credit Point Value: 60 Shared Mastery Credit Point Alignment: 100 Shared Mastery Ref # Lincoln University	OPTION 02 Master of Landscape Architecture (by examination) LASC Course CODE: - Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 LASC Course CODE: - Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 University Wide Course CODE: - Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 Shared Mastery Ref # Lincoln University	OPTION 2A Master of Landscape Architecture (BLA wout (Hons) or BLA (Hons) (2:2)) LASC Course CODE: - Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 LASC Course CODE: - Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 University Wide Course CODE: - Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 Shared Mastery Ref # Lincoln University	Thesis CODE: - Original Credit Point Value: 60 Shared Mastery Credit Point Alignment: 100 Shared Mastery Ref # Lincoln University	Thesis CODE: - Original Credit Point Value: 60 Shared Mastery Credit Point Alignment: 100 Shared Mastery Ref # Lincoln University	Thesis CODE: - Original Credit Point Value: 60 Shared Mastery Credit Point Alignment: 100 Shared Mastery Ref # Lincoln University					
	OPTION 03 Master of Landscape Architecture (Professional Entry) Design Communication CODE: LASC 109 Original Credit Point Value: 15 Shared Mastery Credit Point Alignment: 100 Environmental Analysis with Geographic Information Systems CODE: ERST 202 Original Credit Point Value: 15 Shared Mastery Credit Point Alignment: 12.5 Planting Design and Management CODE: LASC 211 Original Credit Point Value: 15 Shared Mastery Credit Point Alignment: 12.5 Landscape Analysis, Planning and Design CODE: LASC 215 Original Credit Point Value: 30 Shared Mastery Credit Point Alignment: 25 Design Theory CODE: LASC 310 Original Credit Point Value: 30 Shared Mastery Credit Point Alignment: 25 Shared Mastery Ref # Lincoln University	Advanced Design Theory CODE: LASC 401 Original Credit Point Value: 15 Shared Mastery Credit Point Alignment: 60 Sustainable Design and Planning CODE: LASC 302 Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 40 Design Details CODE: LASC 217 Original Credit Point Value: 15 Shared Mastery Credit Point Alignment: 20 History of Design and Culture CODE: LASC 210 Original Credit Point Value: 15 Shared Mastery Credit Point Alignment: 20 Shared Mastery Ref # Lincoln University	Advanced Design Study CODE: LASC 617 Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 100 Advanced Site Design (Studio) CODE: LASC 619 Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 Landscape and Assessment CODE: LASC 620 Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 Research Placement CODE: LASC 698 Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 Shared Mastery Ref # Lincoln University	Advanced Practice in Landscape Architecture CODE: LASC 612 Original Credit Point Value: 20 Shared Mastery Credit Point Alignment: 33 Design Thesis CODE: - Original Credit Point Value: 40 Shared Mastery Credit Point Alignment: 66 Shared Mastery Ref # Lincoln University	Design Thesis CODE: - Original Credit Point Value: 40 Shared Mastery Credit Point Alignment: 100 Design Thesis CODE: - Original Credit Point Value: 40 Shared Mastery Credit Point Alignment: 60 Elective CODE: - Original Credit Point Value: 10 Shared Mastery Credit Point Alignment: 20 Shared Mastery Ref # Lincoln University						

PROGRAM STRUCTURE COMPARISON MATRIX: OVERALL SIMILARITIES

[illegible]

Appendix B: AMiLA Student Interest Survey

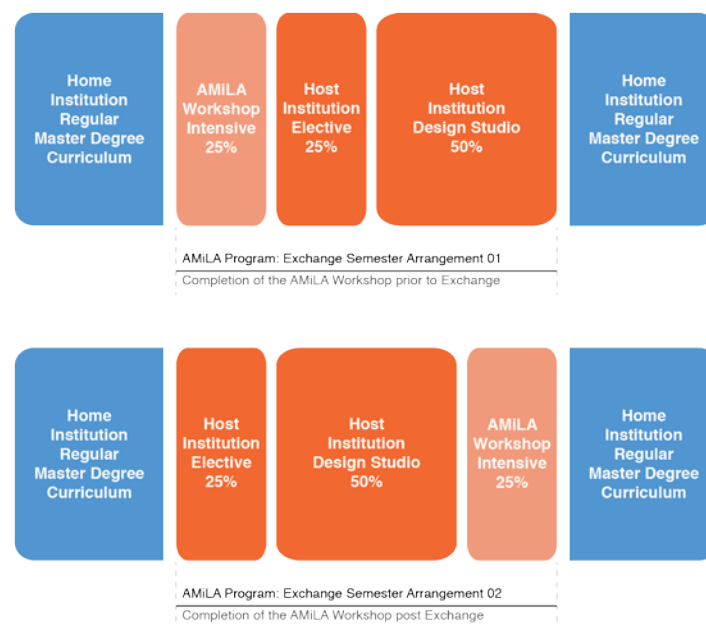
Shared Mastery: An International Collaboration to Masters in Landscape Architecture

Thank you for participating in this survey. The information will help us to develop resources for this project. These will be available from January 2015. The survey should take you approximately 5-10 minutes to complete.

Project Overview:

AMiLA - the first Australasian Master in Landscape Architecture, brings together five different Landscape Architectural institutions to create an opportunity for you to study part of your Master degree at a partnering university. This innovative program draws on the strengths and key interests of our partnering institutions to provide you with a unique learning experience within the host institution's Master Program as well as create opportunities for collaboration amongst all AMiLA participants within the AMiLA workshop. Upon the AMiLA exchange, you are able to select and undertake a range of courses (design studios and electives) that are unique and particular to the host institution, gaining knowledge and professional expertise within a particular field and a different institution.

The AMiLA Program consists of an AMiLA Workshop (worth 25% of your semester credits), an Elective (worth 25% of your semester credits) and a Design Studio (worth 50% of your semester credits). The first and final semesters of your Master degree will be studied at your home institution; with an opportunity to undertake the AMiLA Program in the second or third semester. At the completion of your Master degree, you will have had experience at two of the participating universities (3 semesters of your regular master curriculum at your home institution and 1 AMiLA semester at a host institution). The AMiLA Workshop intensive will be hosted during the semester break (summer or winter) as a collaboration between all AMiLA participants and set within a different location and institution annually. There will also be a specific e-learning module component about landscape architecture in an Australasian context designed for and used during the AMiLA Program.



The AMiLA Program will be delivered by the five leading schools of Landscape Architecture across Australasia:

University of Melbourne – Victoria, Australia

RMIT University – Victoria, Australia

University of Adelaide – South Australia, Australia

University of Western Australia, Western Australia, Australia

Lincoln University, Auckland, New Zealand

1. Which program are you currently in enrolled in?
 - Undergraduate
 - Postgraduate
 -
2. If you answered 'Postgraduate' please proceed to question 3.
 At this stage, are you considering applying to undertake a Master in Landscape Architecture?
 - Yes
 - No (If you have indicated no, please proceed to question 5)
3. Would you consider applying to be part of the AMiLA program?
 - Yes
 - No
4. If you have answered no to question 3, please proceed to question 5.
 Which of the following timeframes would suit you if you chose to complete the AMiLA program exchange?
 - Intensive semester (3-4 weeks),
 - Half semester (6 weeks) or
 - Full semester duration
5. What do you think the benefits of applying to the AMiLA program would be?
6. What, if any, obstacles do you foresee in applying to the AMiLA program?
7. Indicate the extent to which you agree or disagree with the following statements:

	5 Strongly Agree	4 Agree	3 Neither agree or disagree	2 Disagree	1 Strongly disagree
a. It is important for universities to develop trans-national collaborative educational approaches.					
b. It is important for students to experience diversity in educational approaches.					
c. It is important for students to travel to and experience various cities/regions while studying landscape architecture.					
d. The AMiLA program would provide me with greater skills, knowledge, creative attributes and collaborative opportunities.					
e. The AMiLA program could provide me with greater employment opportunities.					
f. AMiLA would offer an extra qualification beyond my existing Master Program					

8. From the following list of participating institutions, please indicate the most desirable institution to study part of your Master degree while undertaking the AMiLA program (1 being most desired, 4 being least desired)

_____ University of Melbourne, Melbourne
_____ University of Adelaide, Adelaide
_____ University of Western Australia, Perth
_____ Lincoln University, Auckland
_____ International Institution in the Australia region (please specify where.....)

9. Please specify one area relating to the landscape architecture profession that you would be interested in learning more about

Appendix C: Results of AMiLA Student Interest Survey

Question 01:

64% of students surveyed were enrolled within the Undergraduate degree

35% of students surveyed were enrolled within the Postgraduate degree

Question 02:

66% of students surveyed who are currently in the undergraduate degree would undertake the MLA degree

Question 03:

54% of student surveyed who are considering applying for the MLA would also enrol within the AMiLA program

Question 04:

- 0% of Students surveyed would complete the AMiLA program in an - Intensive semester (3-4 weeks),
- 12% of students surveyed would complete the AMiLA program in - Half semester (6 weeks)
- 88% of students surveyed would complete the AMiLA program in a - Full semester duration

Question 05:

Reported Benefits of students surveyed for undertaking the AMiLA program included:

- Exposure to new teaching methods
- Experience within a new university
- Extra qualification

Question 06:

Reported Obstacles of students surveyed for undertaking the AMiLA program included:

- Funding
- 'Fitting' in
- Family commitments

Question 07:

Of the students surveyed, the following percentages of students indicated:

	5 Strongly Agree	4 Agree	3 Neither agree or disagree	2 Disagree	1 Strongly disagree
a. It is important for universities to develop trans-national collaborative educational approaches.	89%	10%	1%	0%	0%
b. It is important for students to experience diversity in educational approaches.	76%	21%	3%	0%	0%
c. It is important for students to travel to and experience various cities/regions while studying landscape architecture.	74%	25%	1%	0%	0%

d. The AMiLA program would provide me with greater skills, knowledge, creative attributes and collaborative opportunities.	62%	28%	10%	0%	0%
e. The AMiLA program could provide me with greater employment opportunities.	77%	20%	3%	0%	0%
f. AMiLA would offer an extra qualification beyond my existing Master Program	58%	36%	6%	0%	0%

Question 08:

Of the students surveyed, the following institutions were the most popular to study the AMiLA exchange

21% University of Melbourne, Melbourne
 18% University of Adelaide, Adelaide
 19% University of Western Australia, Perth
 22% Lincoln University, Auckland
 20% RMIT University

Question 09:

Of the students surveyed, the following topics were of interest:

- Ecological design
- Construction documentation

Appendix D: Letters of Support



NEW ZEALAND INSTITUTE
OF LANDSCAPE ARCHITECTS

0800 843 694
info@nzila.co.nz
www.nzila.co.nz

13 May 2014

SueAnne Ware
Professor, Landscape Architecture
RMIT School of Architecture and Design
GPO Box 2476
Melbourne
Australia 3001

To Whom It May Concern

Re: AMiLA Programme

The New Zealand Institute of Landscape Architects supports the AMiLA programme in principle and welcomes the extension of Landscape Architecture education through a trans-national collaborative educational approach. We recognise that development of such a programme will provide choice to students and broaden education, research and policy options. Studying and developing links outside New Zealand will also benefit the profession and make it more competitive.

Such support is not unconditional, however. It is recognised that the AMiLA is not an accredited separate masters degree, but more an exchange between the partner universities, and it will therefore be important that all the participating programmes of the partner institutions can demonstrate 'equivalence' across their respective institutes. Individual student enrolments will also need to be negotiated with the partner institutions in order to ensure that accreditation needs are met.

It should be noted that both the AILA and NZILA are currently reviewing their education policy and processes, which may affect the AMiLA programme. Thus support from NZILA rests on the need for the programme proponents to be absolutely transparent in their demonstration to the institute (and AILA) that whatever options individual students may choose, they will always complete an equivalent and ultimately accredited course. We will of course continue to work with all the New Zealand Universities to ensure that the accreditation process is transparent, and meets the needs of the profession.

We look forward to seeing the programme evolve.

Yours sincerely

Sally Peake
President
New Zealand Institute of Landscape Architects

A handwritten signature in cursive script that reads 'Sally Peake'.



SueAnne Ware
Professor, Landscape Architecture
RMIT School of Architecture and Design
GPO Box 2476
Melbourne
Australia 3001

28 May 2014

To Whom It May Concern

Re: AMiLA Programme

The Australian Institute of Landscape Architects supports the AMiLA programme in principle and welcomes the extension of Landscape Architecture education through a collaborative educational approach.

AiLA is currently undertaking a review on its Accreditation and Education policies. We see the AMiLA programme as a fantastic example of collaborative innovation that could be used as a showcase when developing future policy.

We look forward to seeing the programme evolve and hope to be able to further support it in the future.

Yours sincerely

Shahana McKenzie
Chief Executive Officer
Australian Institute of Landscape Architects

Appendix E: Documentation examples of Stakeholder Engagement

Feedback from Lincoln University Staff and Students on AMiLA proposal

From staff:

- ... it is a way of formalising what we can already do so it is not a problem at all for us to be part of the collective.
- I like the idea of the sequential summer school workshops; I think that is a real bonus of being involved. IFLA ER schools should be invited to the summer workshops.
- In regard to the certificate of participation, I'm not sure of its value. For our students, being able to refer to a semester studying abroad would be all that they would need.
- We need to be careful about numbers, as we can't commit to host or supply too many students to an exchange, we don't have the numbers.

From students:

- I know it would certainly appeal to me, although I don't have many personal commitments in NZ (as some of the others do).
- The only thing I can think of that might make me cautious, and this is only upon reflection of what we have done - would be how it might fit into the course structure, and what the papers would be. I know for me at least, S1 before we started our thesis was probably the most valuable semester in terms of courses (The final 'advanced design' studio in 610, and the research methods course 604 which gave us a great platform moving into research).
- It would be great for the whole school, but particularly postgrads to have more students from other programmes around! In an environment like the Designlab, hearing different perspectives etc
- I think, would be really valuable.
- The graphics and website design are beautiful!
- Yes, definitely. In fact I believe that it would be a strong pull factor.
- For students coming in from overseas having an edge of being beyond host Uni academic curriculum would definitely be appetisingly appealing, for the key notion of being able to know & learn (AND contribute) to projects pertaining to specific target issues of the other Unis in the network.
- I could also feel a good sense of extra confidence at the onset of job hunting.
- Bonus of networking with future contemporaries, who might eventually end up throughout the four corners of the earth.
- We could create the notion of The Lincoln Experience, where we design the programme not only by the courses we offer, but also through the seamless experience from curriculum to housing to student services to mentoring, and onward to working with ChCh/NZ Professionals. Even if it only means having this experience for that short period of one semester. This small attention to detail could potentially work wonders in terms of word-of-mouth, within the

national, australasian and international academic communities, and could position us among those universities that place the active nature of education in the forefront of its vision.

- One of the motivation of doing a project, to me, is the possibility of getting involved in a "live" or real project. Though it could be a logistical and programmatic nightmare, that sense of realism always keeps one on his/her toes. The excitement would also be crazily interesting. I know we already have, in our school, collaborations of such nature, like the projects with Healthy Christchurch, FESTA 2013, etc. But it would be wonderful, not only for visiting/exchange academics (students and tutors), if the programmes by Lincoln could be tied-up (upfront) with real projects run by Council or private developers, for example. This obviously requires lots of upfront discussions and coordination, but having a certain area/sector analysed & designed for, with a very high chance of getting carried through, would create not only a sense of fulfillment by the participants, but to also anchor Lincoln (and SoLA) as a key contributor in the rebuild of our city. The Council, or developers could treat us as private consultants, contributing a certain sum to the Uni, and in return, working with at least one guiding professional/body,
- We could have a programme where we tie up with other faculties/disciplines, like say with architecture or graphics or product designs. The programme would be such that it is landscape issue-led. Landscape architecture would define the issue, and if we could tie up with real problems faced in the land-based sector, the possibilities of proposals could be an all-encompassing one. This also would help to further establish/strengthen our (Landscape Architecture) place in the professional world as leaders in looking at issues both at the macro and micro scales. This would teach other future-professionals how immersive Landscape Architecture is, and may be a fantastic chance to engage students from network universities which already have such sister faculties like NUS (as I've seen in the dummy website).

Feedback from RMIT University Staff and Students on AMiLA proposal

Staff Meeting: 26/03/2013

Minutes:

SAW's abstract for her grant application was tabled by CA, it was emailed to staff before the meeting so the item was for staff information only.

Staff discussed if they should express their opinion that they should get involved in such processes.

CD discussed that he attended a meeting with International Committee, MUD was presented at a meeting by Gretchen Wilkins. MLA wasn't presented at the meeting.

Staff Meeting: 27/08/2013

Minutes:

MB reported that the school has received around \$50,000 to investigate Shared Mastery: An International Collaborative Approach to Masters in LA. First workshop took place last Thurs and Fri. This is Master by Coursework, but there won't be a new Master, the idea is to bring a few LA schools together - RMIT, Melbourne Uni, UWA, Adelaide and Lincoln. They will run it as a parallel integrated stream, it will be offered to only selected number of students, about 5 per each institution per semester. They will get a certificate at the end of the course that they have been part of this program. Staff discussed the selection of schools that got involved into this project, most of them are from Australia, one from New Zealand. Students will get the equivalent of full time workload per semester through exchange and workshop. There will always be one workshop where 5 schools come together, each school will run one as a rotation. Workshops will take place before the beginning of the semester or between semesters to avoid clashes. This will give students $\frac{1}{4}$ of their load, other parts will be exchange to other participating school (a studio and an elective).

MB suggested that the workshop should be 50%. This idea wasn't agreed to. The rational for this project is that international students may be interested in travelling to other universities, another positive side is that when we want to promote our Master to the world we can add that we are part of it. Money that was received is just enough for the beginning, if we want to sustain this we should go for extra funds. The students will be selected at the end of the semester, LA program to select them. The next workshop could be around Feb 2015 so we can send students there. We should find common interests with other schools who participate in this project. Industry partners should be involved as well. For us it makes sense that students do it in Sem 1 of their 4th year as in Sem 2 there is Professional Practice.

KC inquired if there are any issues with different pathways that students take in different participating universities. JG inquired if the commonality of participating universities has been thought through and determined as part of the project as these universities are very different.

There are both good and negative sides to this project. Workshop may be a good opportunity to make connections with other schools and their staff, we may get strong students from other schools. Some of the drivers for this project is to put RMIT on the frontline page, facilitating new international students coming to RMIT and Australia.

Staff discussed the issues with RMIT international students, it won't be good for some of them to participate in this Shared Master project. Some of them arrive very late in semester and they cannot be sent to an exchange straight away. MB suggested that RMIT and Melbourne Uni can run a workshop together. It may be a big job to organise a workshop (logistics etc), it is possible that the pilot workshop will be organised in Melbourne.

E-learning and MOOC should become part of this project, an application can be submitted for further funding. If funding is received more permanent e-learning and MOOC courses should be created as part of this project.

The second workshop will take place in Oct, it will be in the form of a teleconference at 12-2pm on Wed

16 Oct, acting Deputy Dean or CA would have to participate in it.

Staff discussed how LA program can benefit from this project. KC noted that this project should not contravene with accreditation. This project can also become part of program strategic projects.

Staff Meeting: 02/04/2014

Minutes:

CA reported that the program has been developing Australasian Master in Landscape Architecture (AMiLA), Sue Anne Ware initiated it and received funding.

Participating universities are RMIT, University of Western Australia, University of Adelaide, Lincoln University, University of Melbourne.

Students will attend international workshops. Academics from USA and Singapore accepted invites to participate. There is a website that is under construction and it will go live soon. CA demonstrated current website blurb.

First prototype workshop will be run in Jan 2015. There going to be e-learning component, some of the courses will be delivered online.

The first funding has to be equated by May, the next funding will be applied for and spent for establishing workshops.

It will be open to 5 postgraduate students from each university and they'll do a full semester at another university. However this program is not a separate degree, they'll get a certificate of participation and recognition of prior learning. It will be pitched as a studio for 4th year RMIT students, final year students won't be able to participate as they have to focus on their graduating project.

The benefits of this project for RMIT is ticking off strategic goals such as establishing links with international universities and practitioners, internationalisation of the program, ensuring maximum flexibility for staff and students. It also brings benefits to the discipline in Australia and works against profession shrinking, builds critical discourse and capacity rather than encourage competition in LA professional field.

Next steps are administrative such as signing agreements, publishing material on website, program guides by end of May etc. Then it will be pitched to students in Sem 2. The first workshop will be a prototype as a way to establish the program and test it.

Committee members discussed the item further. PAC members discussed the differences between student exchange and AMiLA.

Feedback from University of Western Australia Staff and Students on AMiLA proposal



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WESTERN AUSTRALIA

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AMiLA – Shared Mastery Grant UWA Student and Staff Consultation and Stakeholder Engagement

1. Staff Consultation

The landscape architecture staff has been regularly apprised of the Shared Mastery grant and the evolution of the AMiLA program. The AMiLA program was supported in all discussion. A formal acknowledgment and endorsement of the program was granted at a Discipline Meeting on 30th of August in 2013.

2. Faculty of Architecture, Landscape and Visual Arts

The Shared Mastery Grant and AMiLA program was brought before the Faculty Teaching and Learning Meeting on the 18th of September, 2013. As articulated in meeting minutes below:

11. ANTIPODEAN MASTER IN LANDSCAPE ARCHITECTURE

Members discussed the proposal that UWA be part of the introduction of a collaborative Master of Landscape Architecture involving other institutions in Australia and New Zealand. Assistant Professor Tinka Sack had been invited to the meeting to discuss the program and members had been provided with detailed information on the course in the meeting agenda.

It was noted that the proposed program would provide Landscape Architecture students with the opportunity to study away from UWA, an opportunity not afforded them through programs such as Summer Studios due to lower enrolment numbers. Members also expressed a hope that the student exchange would also lead to greater research collaborations between staff at the participating institutions to truly maximise the positive potential of the program.

It was noted that finding affordable accommodation in Perth, particularly close to UWA, would be an area of difficulty for incoming students and that the Faculty should do what it can to assist those coming here to study. Places may be available for students at the colleges, but advanced notice or a guaranteed number of students would be required for this to work. It was also noted that there would need to be procedures in place to ensure at least some level of reciprocity between the participating institutions. There was concern that UWA may suffer from the 'tyranny of distance' in terms of our attractiveness to students and there would need to be measures in place to ensure that UWA did not suffer financially if this was the case. However it was also noted that Perth and WA more broadly offered opportunities to prospective students that were unique; UWA's proximity to the South West Biodiversity hot spot being one example.

Members agreed that the proposed program would offer Landscape Architecture students a fantastic opportunity to enrich their studies and would offer academic staff an opportunity to boost their collaborative research. Provided that logistical issues could be worked through, involvement in the program was strongly supported.

RESOLVED – 9b to endorse UWA's involvement in the Antipodean Master in Landscape Architecture.

3. Student Consultation

The UWA Master of Landscape Architecture commences in 2015. Current students in the Landscape Architecture major within the Bachelor of Design were given an informal presentation about the AMiLA program in early 2014. A second presentation was given to the 3rd year students, the cohort that would comprise the initial AMiLA participants from UWA, in May of 2013. Feedback and questions from students included:

- A good idea, we want to take part in this program
- For students with families, could some of the exchange teaching be presented in blocks so that we could go away for only 2 weeks at a time?
- Will there be funding available for exchanges within Australia?
- Will there be help in finding accommodation?

- How long is the workshop?
- When asked which destination would be their preference, Lincoln was overwhelmingly chosen, with Melbourne (both UMelb and RMIT) as a second preference. When asked for reasons why these choices, students conveyed that Lincoln was attractive as funding for study abroad would be available and it is the most different to WA and Perth.

4. Stakeholder Consultation

WA AILA executive were sent a link to the AMiLA website for comments and questions. Comments and corrections were received. The Chapter president, Sara Kjaersgaard, has stated that AILA WA wholeheartedly endorses AMiLA program.

Feedback from University of Melbourne Staff and Students on AMiLA proposal

From program meeting minutes – Sept 2013

2. Shared Mastery OLT Research Project

The Chair announced the new shared Mastery OLT research project, which is being undertaken by five different institutions within Australia. The funding proposal prepared by RMIT in conjunction with UoM, Adelaide, UWA and Lincoln was circulated in hard copy. Attachments regarding program comparisons to be circulated electronically with minutes.

From Advisory Committee – Sept 2013

2. Shared Mastery OLT Project

Gini brought the groups attention to the shared Mastery OLT research project, which is being undertaken by five different institutions within Australia, including UoM in conjunction with RMIT, Adelaide, UWA and Lincoln. There is currently enough funding to undertake a pilot program in which students have the opportunity to undertake an exchange within any of the participating universities.

From program meeting – Oct 2013

Shared Mastery Program (C.2)

The Chair reported on progress with the Shared Mastery program. The project has enough funding to support a pilot program in semester 2 of 2014. The theme of a collaborative studio with RMIT will need to be further discussed in preparation. It was noted that some of the other institutions involved in the program do not have completely corresponding course structures or have not yet commenced a Master course.

Gini explained that the program would be unlikely to involve more than 4-5 students per year. Members discussed some of the incentives and opportunities the program may provide, as well as the nature of administration.

Based on the success of the pilot a new proposal would need to be made in order to receive OHTC funding to maintain the program.

Gini pointed out that there is also potential for academic exchange within the program structure.

Appendix F: Supporting Materials for Cross Institutional Exchange

AMiLA Consortium: Cross Institutional Enrolment Processes

RMIT University

Inbound Cross Institutional Enrolment

- The cross institutional enrolment paper-based process requires students to complete a Cross institutional inbound form, students are required to seek their home institution's approval to study RMIT courses prior to submission to RMIT.
- If the RMIT school approves the submitted application the school is required to advise the student to complete a paper-based [Cross institutional inbound enrolment and statistical data form](#). (Schools are able to submit the [Application for cross institutional enrolment](#) form in lieu of an enrolment variation form if the RMIT classes are noted and the form is authorised by the RMIT home school.)
- Students who have been granted a CSP (Commonwealth supported place) for their cross institutional inbound studies will be required to complete a Commonwealth Assistance Form (CAF) for each academic term of study at RMIT, the Commonwealth Assistance Form is available from the [Hub](#)
- Students who have been granted a CSP (Commonwealth supported place) for their cross institutional inbound studies will be required to complete a Commonwealth Assistance Form (CAF), the Commonwealth Assistance Form is available from the [Hub](#)
- Schools are required to submit completed and authorised cross institutional inbound enrolment documentation to their nearest Hub
- Cross institutional inbound process excludes the following cohorts of students: exchange students, study abroad students, cross institutional outbound students, TAFE and research students.
- Staff are required to select the appropriate RMIT fund source and liability (listed below) when completing the cross institutional inbound enrolment form, if school staff requires assistance completing the cross institutional inbound enrolment form please email enrolments@rmit.edu.au
AA – domestic student (HECS-HELP)
AC – domestic student (FEE-HELP)
AB – international student
- Cross institutional inbound students must complete an RMIT [Cancellation of enrolment form \(PDF 235kb 2p\)](#) to withdraw from all course/s in which they are enrolled as a cross institutional student.
- **Cross institutional inbound students will be charged tuition fees and invoiced by RMIT for courses undertaken at RMIT,**
- Students are advised to submit their application before the scheduled start of the relevant semester in order to ensure that they can be enrolled to attend classes and access online learning materials. Forms to be completed are:
 - [Application for cross institutional enrolment\(PDF 154kb 1p\)](#) – includes the approval from the student's home university. Note: alternatively the student can provide a letter from their home university. In this case the letter must contain the same information as the form.
 - RMIT [Cross institutional inbound enrolment and statistical data form \(PDF 182kb 7p\)](#) – includes both personal information and statistical data forms.
 - Commonwealth Assistance Form (CAF) for a Commonwealth supported place (if applicable). This form is available from the [Hub](#).
- Schools are required to advise the student in writing of the outcome of their cross institutional inbound application if their application is denied. When notifying students

of the outcome of their application, schools are required to use the cross institutional inbound notification pro forma template.

Outbound Cross Institutional Enrolment

- Students currently enrolled in an RMIT University program who wish to study at another Australian institution (host institute), may apply to study single units on a cross institutional outbound basis.
- This procedure does not apply to: Study abroad students, Exchange students, [Inbound cross institutional students](#)
- Outbound cross institutional students:
 - Must complete a Commonwealth Assisted form (CAF) at both RMIT and the host institution.
 - Must have the same HECS-HELP code at both institutions.
- Forms to complete are:
 - [Application for approval of non-standard enrolment higher education \(PDF 701kb 3p\)](#) form – all appropriate signatures must appear on the form.
 - Completed Leave of absence form (available from [the Hub](#)) is only required if the student will not be studying any RMIT courses in the given semester.

University of Melbourne

PROCEDURE

1. Purpose of incoming cross-institutional study

1.1 The University will consider applications for enrolment in one or more individual subjects from applicants who are enrolled in an award course at another Australian university (the home institution) and wish to credit the University of Melbourne subjects towards that award course.

1.2 The University recognises that applicants may wish to undertake incoming cross-institutional study for a variety of purposes, including:

- Temporary relocation from their usual place of residence.
- Desire to undertake study in areas not available at their home institution.
- Medical or personal grounds impacting on access to their home institution.

2. Applying for incoming cross-institutional study

2.1 Applicants must apply for incoming cross-institutional study via the application form provided by the relevant Student Centre or graduate school and downloadable from its website. Student Centres or graduate schools receiving applications may refer them to another Student Centre or graduate school for processing where appropriate, depending on the subjects the applicant is seeking to undertake.

2.2 Applicants must submit a single application per semester or study period for all subjects they wish to enrol in through incoming cross-institutional study.

2.3 The closing dates for timely incoming cross-institutional applications (including all required documentation) are set per semester by each Student Centre or graduate school and published on their websites. Closing dates are usually three to four weeks before the start of teaching in the relevant semester or study period, although some subjects with special conditions such as quotas may require earlier application. Late applications may be accepted on a subject-by-subject basis at the discretion of the relevant teaching faculty.

2.4 Applicants must provide the following information and documentation as part of their application for incoming cross-institutional study:

- List of the subjects they wish to undertake at the University of Melbourne;
- Reason why they wish to undertake incoming cross-institutional study at the University of Melbourne;
- Original or certified copy of full academic transcript from their home institution, including results for any subjects taken in the most recent semester of study;
- Letter from their home institution stating that credit/advanced standing will be granted for the subjects successfully completed at the University of Melbourne;
- Original or certified copy of evidence of their fee status at the home institution if requested; and
- Subject outlines (such as an extract from the relevant institution's handbook) for any subjects completed, where required to verify the applicant meets prerequisites for the subjects they wish to undertake at the University of Melbourne;
- Any other information or documentation requested by the relevant Student Centre or graduate school.

2.5 The relevant Student Centre or graduate school will:

- Review applications for eligibility (refer to section 3);
- Review applications for completeness;
- Review applications to confirm applicants meet any prerequisites for the subjects they wish to undertake;
- Assess applications on a subject-by-subject basis, liaising with subject coordinators and other academic staff as required (in some cases the Student Centre or graduate school will request that the applicant obtain subject coordinator approval before submitting their application);

- Enter applications into the student system and record subject choices on study plans; and
- Send the applicant an outcome letter and instructions on how to enrol when all subjects on the application are recorded as Approved or Unapproved (usually no later than ten working days after the close of timely applications).

3. Eligibility and limitations on incoming cross-institutional study

3.1 Applicants for incoming cross-institutional study must:

- Be currently enrolled in an award course at an Australian university other than the University of Melbourne;
- Meet any weighted average requirement (usually at least 65 or 70%), set by the relevant Student Centre or graduate school, in their studies in the award course at the home institution;
- Meet any prerequisites for the University of Melbourne subjects they wish to undertake;
- Have permission from their home institution to take the University of Melbourne subjects, and have them credited towards their award course;
- Have completed the equivalent of at least one full-time semester of study at the home institution (except where the relevant Student Centre or graduate school waives this requirement on compelling, documented medical or personal grounds); and
- Meet any other eligibility criteria set by the relevant Student Centre or graduate school.

3.2 Approval for an incoming cross-institutional study applicant to take particular subjects, even where they meet all of the eligibility criteria set out in 3.1, is at the discretion of the relevant teaching faculty or graduate school.

3.3 Some subjects are not available through incoming cross-institutional study.

3.4 Some subjects may have quota restrictions and limited availability through incoming cross-institutional study (where this is the case, preference may be given to students enrolled in University of Melbourne award courses).

4. Fees for incoming cross-institutional study

4.1 Incoming cross-institutional study students will be enrolled on the same fee basis as at their home institution where possible. For example, students enrolled on a Commonwealth-Supported basis at their home institution will be permitted to enrol in subjects on the same basis at the University of Melbourne, except where those subjects are not available on a Commonwealth-Supported basis.

4.2 Incoming cross-institutional study students are subject to the Fees and Charges Policy.

4.3 The University will issue fee invoices direct to the student and is unable to administer sponsorships for incoming cross-institutional study students.

5. Management and support of incoming cross-institutional students

5.1 The Student Centre or graduate school which processed the application is responsible for the ongoing management and support of the incoming cross-institutional student.

5.2 The Student Centre or graduate school which processed the application is responsible for ensuring the incoming cross-institutional course enrolment is completed in the student system.

6. Complaints and grievances

6.1 Prospective incoming cross-institutional students who wish to appeal a selection decision may do so in accordance with the Entry Requirements (Principles of Selection) Procedure.

6.2 Enrolled incoming cross-institutional students may submit a complaint or grievance in relation to the application of this procedure in accordance with the Student Complaints and Grievances Policy.

University of Adelaide

Sometimes it is possible for University of Adelaide students to undertake courses cross institutionally and count credit earned towards their University of Adelaide degree. In order to do so students must first apply for permission to undertake such studies. If you would like to undertake cross institutional study and count it towards your University of Adelaide degree, please read the conditions and guidelines below and then fill in the cross institutional application form.

General Guidelines

1. Applications will be accepted from four weeks prior to the commencement of the course only. Application submitted before this will not be assessed.
2. Applications submitted less than two weeks prior to the commencement of the course may not be assessed in time for the commencement of the course.
3. In most instances grades for the current semester (that is the semester immediately preceding the period for which the cross institutional application relates) must be available in order for an assessment to take place. Students should note that this may mean an assessment cannot be made in time for you to enrol into the cross institutional course.
4. The course dates of the proposed cross institutional study will be considered in relation to critical dates at the University of Adelaide. Students may not be given approval to undertake cross institutional study where course dates overlap with University of Adelaide semester dates or exam periods.
5. It is the student's responsibility to ensure that they have the appropriate approval from the University of Adelaide before undertaking cross institutional study.

When selecting a cross institutional course it is the responsibility of the student to

ensure that:

1. They have met any prerequisites for any course that they apply to study cross institutionally.
2. If applying for an elective the University of Adelaide has not offered a course with similar content in the current academic year.

If cross institutional study is approved it is the students responsibility to ensure that:

1. They are enrolled correctly according to the guidelines of the cross institutional University.
2. They attend classes and complete assessments.
3. They provide an original transcript of results to the Professions Postgraduate Hub in order for credit to be transferred.

PLEASE NOTE: Undertaking cross institutional study without prior approval will result in credit not being transferred.

University of Western Australia

Application with UWA

You must lodge with Student Administration:

- the Application for Cross-institutional Admission and Enrolment at The University of Western Australia Form
- original/s or official certified copies of:
 - academic transcripts: ordered from your home institution
 - proof of citizenship: Passport, Birth Certificate or Citizenship Certificate
 - Commonwealth Support and HECS-HELP Form: Domestic undergraduates can obtain a form from either Student Administration or their home institution
 - FEE-HELP Form: Domestic postgraduates can choose to complete this form from which can be obtained from either Student Administration or their home institution.

Application periods

Semester One: 11 November 2013 – 15 February 2014

Semester Two: 24 June 2013 - 26 July 2013

Late applications will be considered upon a non-refundable late fee payment of \$100 at Student Administration on lodging the form.

Failure to include all requested documentation will delay your application

After confirmation

On receipt and processing of your approved application, you will be sent by mail a Confirmation of Cross-institutional Enrolment Letter.

You will then need to obtain a UWA Campus Card (Student Identification Card) from Student Administration.

Fees

UWA will determine the student contribution or fee liability which you incur for the UWA units. You must make your student contribution or fee payment to UWA.

Domestic students: Student contribution amounts and tuition fees

International students: Contact the International Fees Officer on (+61 8) 6488 1409.

Re-enrolment in a cross-institutional unit

To re-enrol you must submit a separate cross-institutional admission and enrolment form after ensuring that you have the approval of your home institution. You do not need supporting documentation unless your situation or status has changed. Throughout the period of your cross-institutional study, you must maintain an enrolment at both your home institution and UWA.

Lincoln University:

Applying for an overseas semester is a two-step process. First you will need to complete this application form for the Lincoln Global Mobility Programme and, if you meet the eligibility requirements and are nominated to the university of your choice, you will need to complete the host university's application form.

To complete this form you will first need to confirm with your course advisor that you will still meet the degree requirements for your course and any major/minor(s) should your exchange application be approved.

Once you have researched and chosen a shortlist of courses you will then need to obtain approval for your proposed course of study at the overseas university. An academic advisor will determine what transfer of credit you will be eligible for when you return to Lincoln. A list of the current advisors is available from Student Services. Please complete this form and return it to the Global Mobility Coordinator with the following:

- **Two References**

You must provide one favourable academic and one character reference. The academic referee must be a lecturer or tutor at Lincoln University. The character referee must know you well enough to attest to your level of maturity and your ability to adjust well to another country and its culture.

- **Personal Statement**

Please write a personal statement about yourself, including your future education and career aspirations. Mention what you hope to gain from your experience abroad and how those experiences will enhance your plans for the future.

- **Medical Certificate/Confirmation of Good Health**

A note from your doctor or Student Health Centre stating that you are currently fit and well and noting any ongoing health issues you may have that we should know about.

- **Two Passport Photos**

Appendix G: AMiLA Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE UNIVERSITY OF WESTERN AUSTRALIA
AND
RMIT UNIVERSITY
AND
UNIVERSITY OF MELBOURNE
AND
UNIVERSITY OF ADELAIDE
AND
LINCOLN UNIVERSITY

.....

The University of Western Australia, RMIT University, University of Melbourne, University of Adelaide and Lincoln University seek to enhance relations between the five universities by developing academic and cultural interchange in teaching, research and other activities, specifically through the AMiLA (Australasian Master in Landscape Architecture) program. The AMiLA program brings together the diversity of these different Landscape Architectural programs to create and establish the first Australasian Master in Landscape Architecture.

Within the framework of the regulations applying in each university, and subject to the availability of resources, the following programmes and activities will be encouraged:

- exchange of staff
- joint research activities within the AMiLA program.
- joint conferences and other academic meetings within the AMiLA program
- exchange of academic materials and information within the AMiLA program
- reciprocal exchange of students, 25 total from each participating institution within the AMiLA program over a 5 year period
- participation in AMiLA summer school design workshop and agreement to host annual workshop once within a 5 year period

The specific areas and details of cooperation within the framework of this Memorandum of Understanding shall be discussed, and the terms and conditions of the program or activity, including any financial arrangements, shall be set out in a written agreement signed by the appropriate authority of each university, prior to the initiation of any particular programme or activity.

This Memorandum of Understanding shall become effective from the date of the last signature and remain in force for a period of five (5) years with the understanding that it may be terminated by any party (as regards that party's involvement) by giving six months' notice

to the other parties in writing. It may be extended by mutual consent of the five universities, or amended by the exchange of letters.

This Memorandum of Understanding places no financial or legal obligations on either of the universities, nor does it create any legal relationship between them.

At The University of Western Australia, the administration of this Memorandum of Understanding is vested in the Director of the International Centre, and at the Faculty of Architecture, Landscape and Visual Arts in the hands of the Dean, Simon Anderson.

At RMIT University, the administration of this Memorandum of Understanding is vested in...

At the University of Melbourne, the administration of this Memorandum of Understanding is vested in...

At the University of Adelaide, the administration of this Memorandum of Understanding is vested in...

At Lincoln University, the administration of this Memorandum of Understanding is vested in...

Signed on behalf of
The University of Western Australia

Signed on behalf of
RMIT University

Mr Iain Watt
Pro Vice-Chancellor (International)
Date:

Date:

Signed on behalf of
University of Adelaide

Signed on behalf of
University of Melbourne

Date:

Date:

Signed on behalf of
Lincoln University

Date:

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At the University of Melbourne, the administration of this Memorandum of Understanding is vested in Professor Susan Elliott, Deputy Vice-Chancellor (Engagement), and at the Faculty of Architecture, Building and Planning in the Dean, Professor Thomas Kvan.

At the University of Adelaide, the administration of this Memorandum of Understanding is vested in...

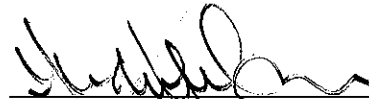
At Lincoln University, the administration of this Memorandum of Understanding is vested in...

Signed on behalf of
University of Melbourne



Professor Susan Elliott
Deputy Vice-Chancellor (Engagement)
Date:

Endorsed



Associate Professor Andrew Hutson
Deputy Dean, Architecture, Building & Planning
Date:

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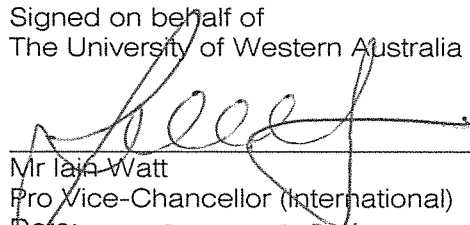
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At the University of Adelaide, the administration of this Memorandum of Understanding is vested in...

At Lincoln University, the administration of this Memorandum of Understanding is vested in...

Signed on behalf of
The University of Western Australia


Mr Iain Watt
Pro Vice-Chancellor (International)
Date: 4 June, 2014

Signed on behalf of
RMIT University

Professor Paul Gough
Pro-Vice Chancellor and Vice-President

Date:

Signed on behalf of
University of Adelaide

Date:

Signed on behalf of
University of Melbourne

Professor Sue Elliott
Deputy Vice-Chancellor (Engagement)

Endorsed:
Associate Professor Andrew Hutson
Deputy Dean, Architecture, Building and
Planning

Date:

Signed on behalf of
Lincoln University

Mr. Jeremy Baker
Assistant Vice-Chancellor, Business
Development

Date:

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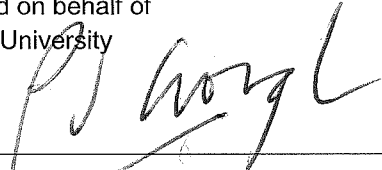
At Lincoln University, the administration of this Memorandum of Understanding is vested in...

Signed on behalf of
The University of Western Australia

Mr Iain Watt
Pro Vice-Chancellor (International)
Date:

Signed on behalf of
RMIT University

Date:


24.11.14

Signed on behalf of
University of Adelaide

Date:

Signed on behalf of
Lincoln University

Date:

Signed on behalf of
University of Melbourne

Date:

This Memorandum of Understanding places no financial or legal obligations on either of the universities, nor does it create any legal relationship between them.

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At Lincoln University, the administration of this Memorandum of Understanding is vested in...

Signed on behalf of
The University of Western Australia

Signed on behalf of
RMIT University

Mr Iain Watt
Pro Vice-Chancellor (International)
Date:

Date:

Signed on behalf of
University of Adelaide

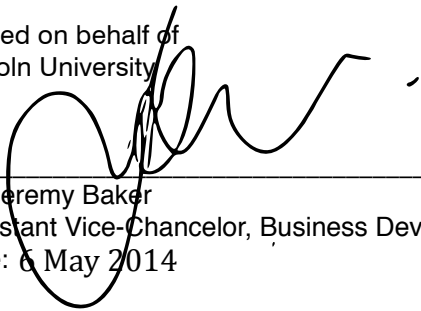
Signed on behalf of
University of Melbourne

Date:

Date:

Signed on behalf of
Lincoln University

Mr Jeremy Baker
Assistant Vice-Chancellor, Business Development
Date: 6 May 2014

A large, stylized handwritten signature in black ink, appearing to be 'J. Baker', is written over the signature line and extends upwards into the text area.

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At Lincoln University, the administration of this Memorandum of Understanding is vested in...

Signed on behalf of
The University of Western Australia

Signed on behalf of
RMIT University

Mr Iain Watt
Pro Vice-Chancellor (International)
Date:

Date:

Signed on behalf of
University of Adelaide

Signed on behalf of
University of Melbourne

W. K. Spencer

Date: 06 May 2014

Date:

Signed on behalf of
Lincoln University

Date: