



DIRECTIONS

DEFINING THE PROFESSION
CURRENT DEMANDS
INCREASING EDUCATION OPPORTUNITIES

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Australian Institute of Landscape Architects

AUSTRALIAN INSTITUTE OF LANDSCAPE ARCHITECTS

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THE PROFESSION IN AUSTRALIA

Landscape Architecture is a continuously evolving profession.

The AILA has established a range of discipline groups that provide a framework for the assessment for professional recognition as an AILA Registered Landscape Architect.

The five discipline groupings are:

- *Landscape Design*
- *Urban Design*
- *Landscape Planning*
- *Landscape Management*
- *Landscape Academia***

The one title **Registered Landscape Architect** is used in Australia to identify professionally recognised landscape architects who practice in any of the five recognised landscape discipline areas.

It is recognised that historically AILA's interest and concentration has been on the landscape designers, with the emphasis on private practices involved in design/construct. The current strategy is to be more equitable towards all recognised areas of practice across the five discipline areas.

The AILA has also moved to place more recognition on those landscape architects in government practice, sole practice and those in crucial areas not clearly identified under the traditional nomenclature of landscape architecture, but which have at their core, one of the five design discipline areas.

This approach therefore includes enhancing the recognition of those landscape architects working as land managers, landscape planners, environmental designers and urban designers whether they be employed in government, by developers or private practice.

In the past many landscape architects have indicated that once they leave landscape design and move to project management or even policy areas, that they no longer see themselves as landscape architects. The AILA is now working to ensure that landscape architects working in such areas are given due recognition for their work and that they are provided with equal recognition to those in design/construct in private practice.

This approach embraces the understanding that the profession continues to diversify. Therefore allowances need to be in place to recognise practice that is already pushing the boundaries of the definitions being used.

The AILA has to be constantly in tune to the growth of the profession and to 'keep up with' the profession it represents.

*** Landscape Academia is listed as a discipline, but is not viewed as an entry stream. Rather practitioners would enter the profession through one of the four disciplines and later change to be an academic through taking up a position within an accredited program.*



AILA PROFESSIONAL RECOGNITION

The standard criteria to be assessed for recognition as an AILA Registered Landscape Architect includes a recognised university degree and a period of an absolute minimum of two years internship in the profession. (usually more than two is preferred)

The application process is in two stages, involving a period of six to twelve months period of mentorship and assessment that is then followed by an oral assessment interview.

This AILA two stage processes allows for an assessment of the various design based disciplines within Landscape Architecture:

The AILA uses the nomenclature of Registered Landscape Architect to bestow professional recognition on those who have been successful in the Registration processes and who commit to all the requirements including annual reporting of their Continuing Professional Development and are members of AILA.

DEFINING DESIGN

In a landscape architectural context, design denotes the creative process of the blending of the applied arts, science and other creative and aesthetic endeavours. Landscape architects, utilising complex design processes, may originate and develop plans for sites or for the management of landscapes, or may design, develop and manage policy for urban and rural landscapes or land developments. The design process requires landscape architects to be involved in and originate a complex range of tasks including consultations, research, collaboration, analysis, modelling, interactive adjustment, and re-design.



AILA POLICY DIRECTIONS 2008

EMPLOYMENT

The general employment situation for Landscape Architects in public sector and private practices within Australia, particularly in Melbourne, Canberra, Sydney and Brisbane, changed dramatically around 2001-2002 with employers having increased difficulty in finding new staff.

2008 employers continue not to be able to easily find new staff.

There is presently a severe 'skills shortage' for landscape architects in Australia. In December 2007 and again in May 2008 the online employment agency SEEK listed landscape architecture as one of hardest professions for them to fill vacancies.

The shortages are across all levels of the profession, from the middle to senior levels to the early years and includes project managers and managerial positions.

Both public sector and private practices report an on-going shortage of landscape architects available to take up full-time and short-term contract positions.

Overseas Interests

Australian vacancies for landscape architects are attracting a growing number of overseas applicants both for short-term work experience as well as permanent positions.

International employers, particularly from the Middle-East, have increased their advertising into Australia resulting in overseas practices attracting Australia landscape architects.

A significant number of Australian landscape architectural firms have established offices or are working on projects overseas, particularly in Asia. China and the Middle East are now the prime destinations for Australian landscape architects.

Demand - Shortages

With the increase emphasis within Australia and internationally on landscape projects and on environmental issues, landscape architects across all discipline areas remain in very high demand. The outlook is that this demand will continue to grow.

This demand and shortfall for qualified and professionally recognised landscape architects needs urgent attention.

The number of programs presently offering careers in landscape architecture cannot meet the forecasted future demands. There is also the need for more specialised landscape programs in addition to the present successful seven programs to adequately address the growing diversity of the profession.

It can be problematic to develop a strategic position to deal with the future employment needs of such a diverse and changing profession. This is the challenge for the AILA, to keep up with the profession it represents.

To mount the argument to increase the number of programs and or students in 2007, 2008, presumes that the same momentum will be present in four or five years, and beyond. However, given the present growth, the continued emphasis on sustainability, environmental and landscape concerns and that employers are stating that they see this level of work continuing, the AILA has to work with the profession to ensure projected demands are met through increasing the number of graduates from accredited university programs.

Student Demand

The current situation is that there is an unmet demand by students for places with the seven programs. The stand out case being in NSW with demand by applicants having recently doubled. Other programs (except University of Canberra) have reported a steady increase in the demand for places.



AILA POLICY DIRECTIONS 2008

EDUCATION

Diversity of entry points to Landscape Architecture

Within the workforce itself, some staff, being graduates from programs that are not AILA accredited, are being employed as landscape architects. Employers are employing landscape architects with expertise across the disciplines of landscape planning, landscape management and urban design/ even though these employees have not come directly through the present seven recognised university programs.

This is again an indication that maybe the AILA has not kept pace with the growing diversity within the profession. The recognition/understanding of the profession through its accreditation of university programs may have been too limited.

As a result of this awareness, the AILA has moved to recognise the many landscape architects who are practising within the specialist design disciplines of landscape management, landscape planning and urban design. While other professionals practice in areas closely allied to these disciplines of landscape architecture, the landscape architect employed in these areas has the important core discipline of a comprehension of design and its application in a landscape context.

AILA recognised university programs

The AILA presently accredits landscape architecture programs at seven Australian universities. These programs have their main focus on producing graduates to work in what has been identified as the main area of practice for landscape architects within Australia, the area of landscape design/construct. It is acknowledged that programs embrace policy and environmental planning and local government issues and run partnership programs with local government and community groups but don't specifically tailor educational paths for careers in these discipline areas.

While the AILA recognises that the present programs match the requirement to prepare students to work as landscape design professionals, it also recognises that not all landscape architects follow the career path of working in private practices, government agencies or with developers specialising in design and construct.

Expansion within present Programs

Within the demand for more landscape architects, there is the on-going demand for more landscape architects to cover the traditional discipline areas of landscape design and construct.

The AILA is not looking to the present seven successful programs to stretch their content to match any requirement of specialising in the other discipline areas such as landscape management etc; the requirement still exists, and is growing, for the professionals they presently educate.

The profession is looking for these programs "to continue what they do and, where possible, to do it better" and if possible to increase the number of students within their programs.

Discussions need to take place with the existing programs to ascertain their capacity to meet forecasted future demand.

Distance learning

An on-going issue for potential landscape architecture students has been the availability of recognised programs outside the metropolitan areas of Sydney, Melbourne, Perth, Adelaide, Brisbane and Canberra. The AILA is examining whether it is practical to have landscape architecture, being a design based profession, offered through distance learning.

This would most likely follow the model of requiring attendance at intensive design studios and workshops, online learning and assignments, cadetships and the use of mentors. The AILA will be raising these matters with potential providers.



AILA POLICY DIRECTIONS 2008

EDUCATION CONTINUED...

Design and new programs

The AILA requires design education to be integrated throughout and at the core of any AILA recognised programs. All students of landscape architecture should exit an accredited program with an understanding and appreciation comprehension of the design process and its application in a landscape context.

The difference would be that the student, rather than specialising in design as practiced in a design studio, may specialise in the application of design in the context of areas such as landscape management, landscape planning natural resource management and urban design.

The emphasis here is on the integration of Design throughout the accredited program. It would not be viewed as acceptable if the coverage of design and its applications were to be covered through a stand alone unit (or two) or was seen as an option. The integration of the design education needs to be embraced as a key element/principal of any program.

New Programs

The AILA has identified that there are a number of non-accredited programs within Australian universities that relate to the sub-disciplines of the profession. It has also been observed that some landscape architects have graduated from or have returned to study at a range of alternate programs to the present suite of accredited landscape architecture programs, thus indicating the relevance of these other programs to current practice.

At present these alternative programs are not linked to AILA's accreditation and focussed on the landscape architecture disciplines of landscape management, landscape planning and urban design. While not all programs with such titles may be directly relevant to landscape architecture practice, it has been assessed that several of them may be close to matching the Education Policy criteria.

There is also scope for the introduction of new programs relevant to landscape architecture that may focus on the landscape disciplines such as landscape management, landscape planning and urban design.

Masters – Post Graduate Programs

The AILA encourages professional entry to landscape architecture by professionals from other design disciplines. In most cases this would require entry into a Masters program accredited by the AILA. To be accredited such Masters programs would need to meet the requirements of the AILA's Education Policy and are required to be a minimum of two years full time study.

The Masters programs could be in any of the recognised disciplines of landscape architecture, namely landscape design, landscape management, landscape planning or urban design.

As with all AILA accreditation, the essential policy criteria is that the programs are design centric.

Non-Metro Programs

Another alternative is for there to be university programs that allow for landscape architecture to be studied outside the present six metropolitan centres.

It has been proposed that university programs would benefit both the present profession in regional centres as well as encourage growth if programs were to be offered in centres such as Newcastle (NSW) and/or the North Coast of NSW and in Tasmania.

Any new programs should be structured not to duplicate the style of program presently being offered and accredited nearby. Besides Newcastle, there may be other regional centres to be considered.

With the current trends in regional areas up the northern reaches of NSW, the AILA now suggests that the catchment for potential students on this area may be growing.

The AILA recommends that new programs could be established somewhere on the North Coast of NSW to deal with its own catchments, to attract some from Queensland as well as to maybe attract some of the rapidly expanding urban areas close to Sydney.



AILA POLICY DIRECTIONS 2008

EDUCATION CONTINUED...

New programs for NSW/Sydney

The case for new programs is very strong in NSW; for both the metropolitan area as well for the NSW North Coast. At present this huge catchment is being serviced by one lone accredited program at the UNSW.

It has recently been reported that the student demand for places in NSW has continued to grow beyond all predictions. Initial reports indicate that there has been a substantial increase in student intake for 2008 with a total of 84 students in 1st Year – double the average of the past ten years. Total applicants for Landscape Architecture at UNSW has increased from around 500 (2006-2007) to closer to 1,000 in 2008.

New restructured LA programs

From 2008 particular accredited programs will be offering new programs involving three years plus two years. This being three years of undergraduate general degree, such as a bachelor of Environment, followed by the professional entry Masters program in landscape architecture. While some landscape architecture Schools may be adopting this model, others will be offering the four year undergraduate degree as their offering of an AILA Recognised professional entry qualification.

The AILA recognises both versions of professional entry degrees, namely both the two year professional Masters and the undergraduate four year degree. To be accredited, the programs in question would have to ensure the programs match the requirements of the Education policy.

As there is the likelihood of more two year Masters being offered, the AILA will need to ensure that any requirements are not compromised to fit the relevant education and training completed within a two year timeframe, instead of the four of an undergraduate program.

A new landscape architecture program for Tasmania

It has been identified that a new landscape architecture program offered through the University of Tasmania would present unique opportunities for the profession perhaps internationally but at least nationally and within the state of Tasmania. Such a program should have a focus on landscape architecture in the context of land management and cultural/heritage landscape; the focus being on wilderness and eco-tourism. The target audience could be national or international if the university were to adopt a flexible approach and to include distance learning as a key element to the program.

The preferred new program should allow for students to access units across the spectrum of the University of Tasmania. Students would be able to put together a degree in landscape architecture packaged to suit individual requirements. Allowing for such a structure would then allow for maximum access to a diverse range of program subjects. The challenge for the AILA is how to accredit such a flexible program structure. Programs developed to suit individual needs would still be required to address the core units of AILA's Education Policy.

A new university program based in Tasmania would certainly bring benefits to the local profession, would lead to an increased profile and recognition of the profession, should encourage more local government projects and therefore growth in employment opportunities.

A landscape architecture education for Darwin

The AILA will investigate what education could be provided for potential landscape architects in Darwin. The answer to this may be in having distance education with intensive studio workshops in the local university.

Recognition of present non-accredited but relevant programs

The AILA will investigate the likelihood that programs are being presently offered that relate to the landscape architecture disciplines such as landscape management and landscape planning. Such programs have been identified as being offered by Griffith University (landscape management and landscape planning) and by Macquarie University (landscape management). The AILA will be approaching these universities to seek an application for accreditation to test whether particular programs could be fully recognised or maybe to be recognised partially whereby students undertake particular streams.



AILA POLICY DIRECTIONS 2008

CONTINUING PROFESSIONAL DEVELOPMENT

The AILA encourages continuing professional development of landscape architects as a means of maintaining and/or increasing standards and quality of service of graduate and registered members and as a means of supporting the gaining and/or maintenance of registration.

Higher Degrees

This policy recognises that some programs at postgraduate level will not be concerned with providing a professional qualification. These include both coursework and research based Masters Degrees, Professional Doctorates, Doctor of Philosophy and Post-Doctoral Degrees. As such they will be offered as post-professional programs to advance the body of knowledge of landscape architecture or place emphasis on research and development of specialist knowledge and skills with the aim of broadening or advancing the practice of landscape architecture. All such higher degree programs are valued by the AILA as an essential component of continuing education.

Professional Development

Continuing professional development of members is a priority of the AILA.

Academic institutions, in particular those offering accredited programs, are encouraged to offer professional development opportunities for practicing landscape architects. Such opportunities may include:

- *Graduate certificate and other short courses and specialist skills training.*
- *Master classes and/or workshops.*
- *Conferences and/or seminars.*
- *Access to specific sessions or subjects within accredited programs that focus on cutting edge knowledge or skills.*

It will be expected that such offerings will be made available on a user pays basis. The AILA will support such offerings. The AILA would encourage members to participate in the CPD; including the timely circulation of information prepared by the education provider in newsletters and mail-outs and by informing members of the CPD benefits to be gained.

AILA CPD Programs and annual reporting requirements.

The AILA, mainly through state groups offers a range of talk series, seminars and state based conferences. Under the present registration scheme, all registered members are being asked to ensure that they achieve a required level of CPD annually.

In 2008, registered members will be required to report on CPD activities. It anticipated that all registered members should achieve 30 points for the period 2007 – 2008.

Where practicable all CPD marketing should also include the number of points that could be earned from participation.

CPD and The Landscape Charter

From 2008, the AILA is seeking to increase the links between the CPD offered and the principles of the Landscape Charter. This should also translate to programs ensuring links to the AILA Policy Statements and to the needs of the full spectrum of the profession, being all five identified design disciplines within the profession and to those in small and large practices, those in government and those involved in landscape and environmental management and planning.



AILA POLICY DIRECTIONS 2008

POLICY

The AILA wishes to ensure that the full suite of landscape architecture disciplines are properly recognised within its Education Policy and Accreditation Procedures.

While the present policy may have historically favoured programs that have a strong focus on landscape design and construct, the AILA is now looking to ensure recognition for a broader range of entry points to the profession. The AILA wishes to ensure the implementation of the policy recognises graduates from programs relevant to this diverse profession, namely landscape management, landscape planning and urban design (with a landscape context).

Therefore the AILA is reviewing the implementation of the Education Policy and Accreditation Procedures to ensure that all relevant programs may be able to be recognised through the AILA's accreditation processes.

The initial response has been that the policy has been successful but may have been interpreted as being more limiting than was intended. It is also possible that the wording may not be clear enough to indicate that the policy should be flexible to allow for the expansion of the profession as well as identify clearly with the future and realities of the profession in Australia.

Other areas of the Education Policy that have been identified for review include:

1. Expectations for work placements.
2. Requirements for facilities.
3. Staffing ratios.
4. Core areas of the program.
5. Levels at which subjects may be taught; introductory or comprehensively.

The AILA needs to revisit the Education Policy to more clearly identify those areas that are core/mandatory and what range of subjects could be ranked as being available as electives. At another level, the Policy may also need to identify at what level areas are to be taught, that is which ones need to be covered thoroughly and which could be covered sufficiently through being treated as introductory to be built on through later employment experiences.

The AILA education policy needs to be revisited to state more clearly the profession's expectations for work experience placement; how long, how often and how diverse.

The AILA needs to revisit the Policy to ensure that it clearly states the level of requirement for facilities, rather than using terms such as adequate.

Along with other suggested changes to the AILA policy, the AILA should revisit the Policy to ensure that annual reporting follows an agreed template across all accredited programs.

AILA ACCREDITATION

AILA's Professional Accreditation is the process of review designed to evaluate a program in the light of its educational objectives and the minimum standards and core competencies as defined in the Education Policy.

AILA Accreditation is achieved when the AILA concludes, after review of performance indicators or any other evidence as required that the educational objectives, minimum standards and core competencies have been and/or are likely to be substantially met and that accreditation should be accorded to the program.

AILA's processes rely heavily on the volunteer time of the members to serve on panels and committees as well as the commitment from the program staff to fulfil the requirements.

The Council has appointed a National Education Committee to assist to guide the process. In turn this committee appoints National Accreditation Panels from its membership to visit programs and to make recommendations on the accreditation.

Locally each program and the AILA State Group Executive establish a formal Program Advisory Committee to assist with the on-going discussions and monitoring of the program's progress.

The AILA Executive Director on behalf of the AILA National Council oversees the AILA National Education and Accreditation processes.



AILA POLICY DIRECTIONS 2008

ACCREDITATION CONTINUED

Applying for AILA Professional Accreditation (new programs)

Where a new program is being planned, or a substantial restructure of an existing program or programs is to be undertaken, the School needs to formally apply for AILA accreditation, well in advance of offering the program to students.

Key Submission Stages:

1. Notify the AILA Executive Director of the intention to alter the program or to introduce a new program – supply proposed timelines.
2. Contact the AILA State Group Executive and/or through the local education advisory committee to establish a period of consultation on the proposed changes or new program.
3. Submit the final document to the National Education Committee, via the Executive Director.

In relation to new programs, accreditation will be granted subject to the evidence available before the program is implemented.

The AILA requires programs/schools to give ample notice to the AILA Executive Director of the implementation of a new program or a substantial restructure of an existing program in order that the local advisory committee will have satisfactory time to advise on and respond to the new program content or the restructured program.

The AILA takes no responsibility if this development process cannot be completed in time for the program's introduction if information is not supplied and responded to in a timely manner that allows for the volunteer nature of the local advisory committee.

The School should supply the National Education Committee (via the National Office) with the final documentation clearly demonstrating the objectives and standards as set out in the Education Policy. This is to be done in an accessible form, preferably some form of matrix, so that the assessment can be carried out easily.

A similar matrix is to be presented for dual or double degrees, demonstrating how all students will satisfy all criteria under AILA's Education Policy and that appropriately experienced full time landscape architecture staff are available to oversee, coordinate and teach relevant landscape architecture components of the program.

Once the National Committee has made an assessment on the application, a recommendation will be made to the National Council on the granting of the AILA Accreditation. The National Education Committee, on behalf of the National Council, makes the final recommendation on whether Accreditation is to be granted to the new program or altered program.

While the program is still being considered for AILA Accreditation, the School is advised not to make any statements to students or potential students about the likelihood of the success of the application for AILA Accreditation, such as that the "AILA Professional Accreditation is pending".

By agreeing to accept the AILA's professional accreditation for the new program, the program/school would be agreeing to the necessary performance reviews, such as annual reporting, required over the period of the accreditation period that allows the AILA to validate the accreditation thus given in advance.

Please note that the full guides to the AILA Education Policy and the Accreditation Procedures are available on the AILA web site: www.aila.org.au/education



AILA POLICY DIRECTIONS 2008

ACTIONS BY THE AILA

1. Increased marketing of the AILA to the full spectrum of the profession.
2. Increased attention to professional needs of all disciplines of landscape architecture to be reflected in CPD programs; including links to the Landscape Charter.
3. The AILA is identifying programs presently on offer that could be accredited by the AILA. This requires approaching a range of programs and discussing possibilities while ensuring the proposed content includes design education relevant to landscape architecture.
4. The present suite of seven program are to be encouraged to increase their student numbers to assist the profession to meet the on-going demands for landscape architects.
5. The AILA will be seeking program structures that could offer distance learning to potential Australian students of landscape architecture.
6. Investigate the possibilities of a new program at Newcastle University (or elsewhere in Northern NSW).
7. Investigate options for landscape architecture for Darwin.
8. Develop a brief for a new flexible model to be discussed with the University of Tasmania, the focus being on landscape management and cultural heritage.
9. Continue discussions with Griffith, Bond and Macquarie Universities to have their present programs recognised.
10. Approaches may also be made to other universities not presently offering a program linked to landscape architecture if the possibility exists for a totally new program.
11. As a result of the above consultations, the AILA is reviewing the Education Policy criteria to have it reflect outcomes that match the broad spectrum of disciplines within landscape architecture. Other implementation issues have been identified and need attention. Such policy changes would have to come back to full AILA National Council for final decisions.

AILA POLICY DIRECTIONS 2008

ATTACHMENT ONE

A DEFINITION OF THE PROFESSION OF LANDSCAPE ARCHITECT

Landscape architects research, plan, design and advise on the stewardship, conservation and sustainability of development of the environment and spaces, both within and beyond the built environment.

This definition of the profession of landscape architect is based on the International Standard Classification of Occupations, International Labour Office, Geneva.

To become a recognised professional landscape architect in Australia, the normal requirement is to obtain a degree in landscape architecture accredited by the Australian Institute of Landscape Architects (AILA).

After at least two years of recognised professional practice, graduates may submit for assessment to obtain full professional recognition by the AILA.

Scope of work includes:

1. Developing new or improved theories, policy and methods for landscape planning, design and management at local, regional, national and multinational levels.
2. Developing policies and plans and implementing and monitoring proposals for conservation and recreation areas such as national parks.
3. Developing new or improved theories and methods to promote environmental awareness and undertaking planning, design, restoration, management and maintenance of cultural and/or historic landscapes, parks, sites and gardens.
4. Planning, design, management, maintenance and monitoring functional and aesthetic layouts of built environment in urban, suburban, and rural areas including private and public open spaces, parks, gardens, streetscapes, plazas, housing developments, burial grounds, memorials; tourist, commercial, industrial and educational complexes; sports grounds, zoos, botanic gardens, recreation areas and farms.
5. Contributing to the planning, aesthetic and functional design, location, management and maintenance of infrastructure such as roads, dams, wind farms and other energy and major development projects.
6. Undertaking landscape assessments including environmental and visual impact assessments to prepare policies or inform new developments.
7. Inspecting sites, analysing factors such as climate, soil, flora, fauna, surface and subsurface water and drainage; and consulting with clients and making recommendations regarding methods of work and sequences of operations for projects related to the landscape and built environment.
8. Identifying and developing appropriate solutions regarding the quality and use of the built environment in urban, suburban and rural areas and making designs, plans and working drawings, specifications of work, cost estimates and time schedules.
9. Monitoring the realisation and inspecting the construction of proposals to ensure compliance with plans, specifications of work, cost estimates and time schedules.
10. Conducting research, preparing scientific papers and technical reports, developing policy, teaching, and advising on aspects regarding landscape architecture such as the application of geographic information systems, remote sensing, law, landscape communication, interpretation and landscape ecology.
11. Project management of large scale landscape planning and design projects including management of other consultants such as engineers, architects and planners.
12. Acting as an expert witness in Development and Environment Courts

Australian Institute of Landscape Architects: March 2005

ATTACHMENT TWO DEFINITIONS OF THE FIVE DISCIPLINES

Landscape Design

Landscape Design is concerned with the design, documentation and implementation of private and public spaces.

Project work undertaken by landscape designers could include: Civic Design and Design of Urban Space (streetscapes, plazas, urban renewal); Residential (single/multi-dwelling/estate); Landscape with Buildings and Infrastructure (landscape of any nature around or within non residential buildings; e.g. institutional, commercial, industrial, resorts); Public Open Space and Recreational Facilities ; Heritage Landscapes (conservation, management and interpretation); Transport and Infrastructure (road, cycle and rail corridors, civil works); Landscape Art (permanent or temporary works, memorials, sculptures, lighting)

Urban Design

Urban Design involves the design and management of urban public spaces.

Urban designers influence the arrangement, appearance and functionality of cities and towns, and the manner in which public spaces within these environments are experienced and used.

The discipline of Urban Design may involve expertise in related disciplines such as urban economics, political economy and social theory. Other aspects of Urban Design are aligned closer to Planning and Architecture.

Landscape Planning

Landscape planners are concerned with broad scale and strategic landscape planning and policy development for aspects of urban, rural and coastal land use.

Project work undertaken by Landscape planners could include: Master Planning (landscape /site planning); Policy and Legislation; Infrastructure Planning; Visual Assessment and Analysis; Landscape Assessment and Analysis (environmental assessments, suitability studies, natural and visual resource inventories, and post-construction evaluations); Conservation Planning (heritage related); Consultation, Mediation and Facilitation; Urban Design/Public Domain.

Landscape Management

Landscape managers use their knowledge of the natural environment and human impact to advise on the long-term care and development of the landscape.

Project work undertaken by Landscape manager could include: brown field rehabilitation; stream rehabilitation; heritage landscape preservation; maintenance or management guidelines; cultural landscape management, preservation and interpretation; conservation, landscape, biodiversity preservation and management; development projects which demonstrate the use and success of integrated land management practices and techniques.

Academic Landscape Architect

The applicant for recognition as a Registered Landscape Architect in the discipline of academic landscape architect should have a AILA recognised landscape architecture degree and at least two years full time (or equivalent) academic experience teaching in the field of Landscape Architecture in an AILA accredited program.



ATTACHMENT THREE

STUDENT MENTORSHIPS

AILA regards students as the basis of the future and growth of the Institute and the profession. There is an on-going need for the Institute and its members to provide appropriate support for students attending accredited courses in landscape architecture.

AILA is seeking to establish and maintain meaningful liaisons between the Institute and the student body. To assist this process National Council has encouraged state groups to assist with or initiate mentor schemes that introduce students to landscape architectural practices as early as practicable in their academic careers.

Objectives

Mentor schemes should provide a forum for practising landscape architects and students:

- *To meet regularly and discuss matters relating to the field.*
- *To facilitate transitions in knowledge, work or thinking in relationship to landscape architecture practice.*
- *To develop an on-going relationship between the mentor and student group that enables professional growth within an organised and supportive framework*

For professionals, involvement in the program provides:

- *Contact with students.*
- *A chance to become aware of current educational directions in the field.*
- *Opportunities to participate in guiding the next generation of practitioners.*
- *An opportunity to reflect on their current projects and office practice.*

For students, the program provides:

- *A forum to discuss theoretical and practical issues with a practitioner.*
- *A window into contemporary Australian landscape architectural practice.*
- *A chance to interact informally with professionals.*

While a mentor program is not work experience, per se, there are a number of significant roles the mentor can play, namely:

- *Coaching – demonstrating how to do a task or activity*
- *Facilitating – creating opportunities for learners to use new skills*
- *Counselling – helping students to explore the consequences of potential decisions*
- *Networking – referring students to others with additional knowledge or expertise.*

Mentors are encouraged to challenge the students' assumptions about issues related to landscape architecture, environmental planning and sustainable development and encourage the students to explore new ideas and different ways of thinking about the issues related to landscape architecture. Ideally, through this process students are exposed to aspects of professional practice they may have not considered previously.

Student Mentorship Guidelines

It is recommended that student mentor programs be imbedded within a program's coursework structure, eg in the Professional Practice subject(s). AILA will assist the schools/programs to establish contact with practices through membership information supplied by the National Office and/or the state group.

The AILA may assist in the process of contacting through an email request for participation by practices. The school/program should issue guidelines for participating practices outlining expectations and commitments for both the practices and the students.

Schools/programs and AILA State Group should hold annual sessions with current and prospective mentors to provide a forum for review and comment on the mentor program's outcomes, and make adjustments as necessary.