

Continuing Professional Development (CPD) Policy



Australian Institute of
Landscape Architects

1. Purpose

To articulate the AILA organisational commitment and program for CPD through articulation of a CPD Framework

To clearly explain to Graduate Members, Affiliate Members and Registered Landscape Architects the annual requirements in undertaking Continuing Professional Development (CPD) in order to maintain their registration or membership with AILA as a Landscape Architect.

2. Overview and Background

AILA recognises that the strength of the profession of Landscape Architecture is founded on the ability of Landscape Architects to provide high-quality services for the long-term benefit of both the broader community and the environment in which we live. The ongoing ability to uphold high standards of service requires Landscape Architects to maintain and enhance their skills and knowledge, while keeping abreast with changes in technologies, legislation and sustainable practices, as well as new products and materials. A commitment to continuously developing professional competence through participation in professional development activities is therefore a requirement of registration as a Landscape Architect, and for ongoing membership of AILA.

The breadth of practice within Landscape Architecture is diverse, with individuals operating across a wide range of interests and disciplines. AILA recognises that because of this diversity, members should be proactive in seeking continuing professional development (CPD) opportunities through a range of activities and providers. AILA provides CPD opportunities, including events, talks, workshops, festivals and online learning. Other professional bodies – such as American Society of Landscape Architects (ASLA), New Zealand Institute of Landscape Architects (NZILA), Australian Institute of Architects (AIA), Parks and Leisure Australia (PLA), and Planning Institute of Australia (PIA) – may also provide relevant sources of opportunities for CPD.

In addition, there is scope for external training providers to provide quality professional development on a commercial basis and this should be considered relevant to a CPD program. AILA is also approached by its partners to deliver content. This content needs to be carefully considered in terms of quality and consistency with its desired CPD framework.

The CPD Framework (including Topics Schedule) closely aligns with the learning outcomes required by universities as part of the curriculum through the accreditation framework. The learning outcomes are:

Design and Methods

Process, planning/master planning, diverse cultural and environmental understanding, communication including digital applications, exploration and fabrication.

Environment

Natural, cultural, geographical, and land management systems, ecology (made/natural), constructed ecologies/green infrastructure, living landscapes, water/ecosystem services, sustainability and resilience, plant & soil science including knowledge of plant species.

History and Theory (interrogation and exploration)

Precedents, history of landscape architecture, cultural heritage, environmental history and theory, broad understanding, interrogation/critique, research and research methods, interdisciplinary studies.

Technology and Construction

Landform manipulation (grading), materials and structures, plant and soil science, site planning, contract administration.

Professional Practice and Ethics

Ethics and professionalism, legal/cultural frameworks, implementation methods, stewardship, public policy and regulation.

Communication and Collaboration

Written, verbal and visual, computer applications and other advanced technology.

AILA seeks a more robust registration process and ongoing rigorous CPD program as part of the maturity of the profession and its increasing participation in statutory processes associated with good design outcomes. Over time AILA anticipates movement from a less structured CPD program to the establishment of a comprehensive formal program aligned with other professional bodies

Who does this Policy apply to?

This CPD Policy applies to the following membership categories:

- Registered Landscape Architects (including Fellows).



3. Policy

3.1 CPD FRAMEWORK

The AILA CPD Framework is included as Attachment 1 to this Policy.

The Framework provides a suggested program for national and state chapters to deliver a collaborative CPD program over a 3 year period from 2020 to 2022.

AILA will maintain an up-to-date CPD calendar including a list of topics on aila.org.au. CPD will be recorded as part of the AILA Event registration calendar.

3.2 ANNUAL AMOUNT OF CPD required by RLA

Each Registered Landscape Architect is required to achieve an average of 30 CPD points per year over a three-year period to maintain registration (90 points in total by the end of the three-year period).

RLAs are encouraged to identify CPD activities based on their own organisational employment plans, established annually to support the development of both 'job-ready' capabilities and ongoing career directions. Professional development planning should outline CPD objectives, proposed activities, timeframes and any resourcing implications.

For more and updated information please refer to the AILA Website: [About CPD](#)

3.3 APPROVED CPD

3.3.1 The core requirements of applied Continuing Professional Development should:

- relate to practice as a Landscape Architect;
- be additional to activities already undertaken in the course of a Landscape Architect's practice or employment;
- broaden a Landscape Architect's experience in practice
- maintain an understanding of all competencies applicable to Landscape Architects; and
- be consistent with the AILA Company Purpose and Objects (refer to Constitution)

3.3.2 Approved CPD activities may be either formal or informal as defined below:

- **FORMAL CPD** – a learning activity with stated outcomes that is formally assessed or has significant interaction between presenter and learner, or a specific online study module delivered by AILA or other endorsed CPD providers.
- **INFORMAL CPD** - a learning activity that may have stated outcomes and that involves no formal assessment process or significant interaction between presenter and learner.

The Framework assumes management and coordination of formal CPD by the National Office in collaboration with

the State Chapters to ensure consistency across Chapters and assist in realising the end goal of rigour and quality.

AILA will consider accessibility to CPD as part of the design, including offering learning opportunities for part-time and regional members and those in metropolitan areas and will endeavour to use accessible technologies, including captioning.

AILA will develop an endorsement program which will further guide members on preferred CPD providers. This program will include working with allied professional bodies, private providers and commercial sponsors who are looking for endorsement from AILA of their respective CPD programs.

3.4 CPD POINTS ALLOCATION

3.4.1 The points allocation system is as follows:

FORMAL CPD is worth two points per hour, and must include formal learning outcomes which might be assessed through a structured reflection, a written summary, an assessment activity or significant engagement with the facilitator.

INFORMAL CPD is worth one point per hour.

For more and updated information please refer to the AILA Website: [About CPD](#)

FORMAL CPD may include:

- structured courses with assessment activity/ies OR that include significant interaction between presenter and learner
- accredited courses at university, TAFE or other registered training organisations
- National and Chapter events which provide the possibility of formal assessment, including the national conference
- events provided by endorsed providers
- online CPD courses
- in-house courses provided by a Landscape Architecture practice
- part-time lecturing or tutoring at tertiary level
- mentoring programs
- undertaking a research piece (includes study tours) which results in published findings
- undertaking AILA organisational activities requiring writing, editing, policy development, advocacy, preparing responses to government legislation or policy, CPD planning and event delivery.

INFORMAL CPD may include:

- personal study; personal professional research
- attendance at: talks, presentations, design workshops, lectures, conferences and seminars run by AILA, endorsed providers and other organisations
- structured visits and tours
- self-directed study
- writing for professional journals



- mentoring programs and school presentations
- professional presentations
- participation in professional committees, advisory groups related to government bodies or regulatory authorities
- participation in AILA organisational activities such as: committees, working groups, award juries and visiting panels to Landscape Architecture schools.

The allocation of points for all AILA events and online seminars will be published with the advance program material. Chapter Managers and event organisers are encouraged to apply this policy to determine the points which can be allocated for each event. Clarity can be sought from the National CPD Committee as required.

4. Reporting on CPD Activity

- All AILA Registered Landscape Architects are required to report on their CPD activity as part of their annual renewals.

It is recommended that this be completed before (or as part of) the annual renewals.

- Members will use the AILA module for CPD reporting which is available on the AILA membership portal . The portal allows members to provide activity reports at any time.

Instructions on how to report on CPD activities are provided on the AILA website at [About CPD](#).

5. Auditing for Requirements

In any three - four year period members may be audited to ensure they have achieved an average of 30 CPD points per year (total 90 points over three years).

Where a member is found not to have achieved the required amount of CPD, AILA will work with the member to address the matter.

6. Review

This policy will be reviewed as required, but generally at no more than 3-yearly intervals.

7. Related Policies

This policy should be read in conjunction with the:

- AILA Constitution
- Membership Policy
- AILA Landscape Architects Code of Conduct
- AILA Access and Equity Policy
- AILA Gender Equity Policy



Attachment 1 | CPD Framework and Topic Schedule

CPD Content Framework for AILA Members.

The following table provides a suggested program for national and state chapters to deliver a collaborative CPD program over a 3 year period from 2020 to 2022.

The themes are aligned with the curriculum content of the current National Accreditation Policy for universities delivering landscape architecture programs. The CPD program is designed to provide our members with a full curriculum over the 3 years, to ensure CPD content is delivered on each of the 6 themes.

It is hoped that this program will assist national office and state chapters in co-ordinating joint content, particularly when content can be captured for on- line distribution and access.

In addition it is hoped that this will assist in guiding sponsors presentations.

Themes	Content <i>(Comment issues/subject to be covered, potential speakers, learning outcomes)</i>	Ideas for Method of Presentation <i>(Comment on preferred method which could include F2F, webinar, eLearning, podcast. Comment on potential commercial partners)</i>
Design and Methods Process, planning/master planning, diverse cultural and environmental understanding, communication including digital applications, exploration and fabrication.	Exemplar design in Landscape Architecture particularly focusing on award winning work (Note: could be repeated each Award year)	Presented by Landscape Architects showcasing their design. Could be in formal setting, or more creatively could be a site visit
	Masterclass in Design (design tune up). Particularly focus on future landscapes	Capture talent presenting at the Festival of Landscape Architecture to run all or part day studio master class in a design challenge <ul style="list-style-type: none"> - Overall pitch to the client <ul style="list-style-type: none"> o Graphic presentation o Enhancing presentation of a particular design. - Civic Spaces - Parks - Schools - Design for active transport - Greenfield development - Hospital / civic infrastructure - Wetland design (not scientific – learn from Landscape Architect)
	Site Analysis Methodology and Landscape Planning	AILA partner with an academic institution to deliver on-line content aimed at post graduate audience

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Design and Methods Process, planning/masterplanning, diverse cultural and environmental understanding, communication including digital applications, exploration and fabrication	Collaborative Design and Community Consultation Theory in modern Australia	<ul style="list-style-type: none"> - How to collaborate with Local Government through listening to the community. - Collaborate with peers, clients and the community to create industry leading designs. Crosbie Lorimer
	Urban Waterway Management	<ul style="list-style-type: none"> - Inland water management - Sea levels - Climate change adaptation - Storm surges Stormwater detention basin
Professional Practice and Ethics Ethics and professionalism, legal/cultural frameworks, accessibility.	Achieving Reconciliation in Your Practice Building off the RAP – how to apply it to your workplace? 1 hour video session	Module developed by National Office and then rolled out as face to face program across state chapter 1 hour video session
implementation methods, stewardship, public policy and regulation.	Landscape Architecture and Town Planning – How do town plans govern landscape architecture – both the strategy and the regulation	Presented in formal setting <u>jointly with</u> PIACould be filmed for online
	Liability of Landscapes Build on the existing liability session being co-ordinated by legal partner	Presented in formal setting <u>jointly with</u> legal partner Could be filmed for online
	Equity and Fairness in the Workplace Session – including Code of Conduct and Gender Diversity Study	Module developed by National Office and then rolled out as on line program across membership and state chapters
	Accessibility of built and sensory environments.	Module to be developed.
	Achieving Staff Productivity and Satisfaction <ul style="list-style-type: none"> - Planning for performance - Satisfaction in landscape careers - Collaborative design - Poor performance management 	Presented in formal setting <u>by</u> organisational psychologist / human resources specialist. Could be filmed for online

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Environment Natural, cultural, geographical, and land management systems, ecology (made/natural),	Contemporary Management and Reuse of Stormwater in Landscapes	Presented in formal setting <u>jointly with</u> Stormwater Associations / Healthy Waterways. Could be sponsored / jointly presented by Stormwater product suppliers
constructed ecologies/green infrastructure, living landscapes, water/ecosystem services, sustainability and resilience, plant & soil science including knowledge of plant species.	Contemporary Plant selection and Specifications in Landscapes <ul style="list-style-type: none"> - Plant selection - Tree protection - Installation specifications including structural cells and soils - Maintenance and husbandry. - Urban Forestry 	Presented jointly with Horticultural Industry, Arboricultural Industry and Nursery industry Partners. Could in formal setting, but ideally could be site visit of project with large planting component / or nursery / or active tree protection and replanting site Could be sponsored / jointly presented by Horticultural Industry, Arboricultural Industry and Nursery industry Partners.
	Exemplar Design in Green Infrastructure and Future Change <ul style="list-style-type: none"> - what is Green Infrastructure? - Designing for the environment now and in the future - Adapting to Climate Change 	Presented in formal setting <u>jointly with</u> Engineers / Infrastructure Australia and Environmental Consultants
History and Theory (interrogation and exploration) Precedents, history of landscape architecture, cultural heritage, environmental history and theory, broad understanding, interrogation/critique,	History of Landscape Architecture in Australia and other parts of the world,	Partner with an academic institution to deliver on-line content aimed at post graduate audience
	Best Practice Landscape Architecture around the World	Partner with IFLA to undertake presentation program, perhaps aligned with any conferences planned in Asia pacific

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research and research methods, interdisciplinary studies.	Research Linking Landscapes to Public Health Outcomes <ul style="list-style-type: none"> - Benefits of public opens space - Proactive versus reactive health budget expenditure 	Presented in formal setting with research and public health partners. Partner with State Health Departments, Heart Foundation, Mental Health Organisations and Medical Professional Organisations
	The Future of Landscapes Nanotechnology, Genetic Modification, Climate change and Automation	Proactive futurist guest speakers in formal setting speculating about the future. Filmed in central setting and then available on line for across Australian.
Technology and Construction Landform manipulation (grading), materials and structures, plant and soil science, site planning.	Construction in Practice The Search for Landscape Success and Learnings from Defects	Site tour of projects constructed 5- 10 years ago and discussion lead critique of success and failure of design in particular settings. Works with Fellows to deliver technical tours "projects that worked and those that didn't"
	Grading and Drainage <ul style="list-style-type: none"> - topography, slope, standards - How to calculate cut and fill, water volume, size retention... 	Presented in formal setting jointly with Engineers / Australia or academic intuitions. Could be developed as online module.
	Construction methodologies Structures, concrete, timber, retaining walls, etc.	A structural engineer provides a workshop or class where a design is created and the participants need to size the members, ensure the footings are sound, etc. from normal engineering standards. Another option could be inspection

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	<p>Construction Documentation and Specifications Learning how to set out drawings, draw sections, construction notes, scale, schedules, etc. This should also include specifications, how to write them and ensure that the quality of product is what is specified.</p>	<p>of a larger construction project underway by large landscape or building contractor.</p> <p>Partner with the Construction Specification Institute which includes special Landscape Construction Specifications around planting, staking, retaining walls, irrigation, etc.</p>
<p>Communication and Collaboration Written, verbal and visual, computer applications and other advanced technology</p>	<p>Presentation Skills</p> <ul style="list-style-type: none"> - Masterclass in presenting - Making your pitch to clients - Active listening <p>Master Class in advocacy within local government – designing upwards</p> <p>Graphic production Both manual and digital production optimal drawing Skills – Masterclass in Drawing (It is never out of date!) Designing and drawing by hand first...then put it in the computer.</p> <p>Effective Communication and Having Difficult Conversations</p> <ul style="list-style-type: none"> - With Clients, consultants and staff - communicating variations, programs, increases in budget and professional fees. <p>Effective communication techniques.</p>	<p>Product developed with expert trainer. In class setting – could be over a number of weeks.</p> <p>Provided by external expert trainer company which could be face to face workshops or on-line course</p> <p>Presented in formal setting <u>jointly with</u> communication specialist. Could be filmed for online</p>