Entry Standards Project
Q8 What fields of landscape practice do you personally offer services in? Select all that apply.
Staying relevant to landscape practice today

Those people learning:

• Apprentices
• Students
• Recent graduates

In all areas of landscape (and place) practice
• Senior professionals
• Experienced professionals
• Technicians
• Career changers
• Public sector, private & third sectors
• More self employed
Entry standards, talent & relevance

APPRENTICESHIPS
Creating new routes into the profession to increase numbers entering profession and support diversity agenda

BROAD PROFESSION
Ensure the Landscape Institute is the professional home to a broad range of landscape professionals

EDUCATION SPREAD
Focus to ensure education routes are more evenly spread across the UK. International links will also be explored in the future

DIVERSITY AND INCLUSION
Support to ensure diversity and inclusion strategy is adopted by the profession

FUTURE PROOF
Support and develop the profession to enable it is future proofed
What we want to achieve

• Membership Entry Standards that are fit for purpose in the 21st Century.

• Entry processes that are relevant, flexible and can be easily administered.

• Preserve the identity of ‘Chartered Landscape Architect’ and set up new standards for ‘Chartered Landscape Professionals’ and others.

• Be transparent, objective, use market insight about existing roles and employer expectations

• WELCOMING AND INCLUSIVE to all landscape disciplines
Defining the future of the profession

- Education Review
- State of Landscape survey
- Landscape Management Leadership forum
- Routes to Licentiate working group
- Entry standards modernisation
Entry Standards activities

• Changes to membership grades – new Technician grade, changing Licentiate to Associate
• Working with Trailblazer Employer Group to develop Apprenticeships that lead to membership – Level 3 and Level 7
• Developing a Competency Framework to embrace the broadening the profession
• Reviewing entry standards
• Reviewing/developing assessment methods for all membership grades
• Reviewing University accreditation
How will we use the Competency Framework?

DEMONSTRATE BREADTH OF SERVICES
Will help our members show the wide range of skills they possess

PROFESSIONAL DEVELOPMENT
Will help members identify CPD needs each year

SUPPORT RECRUITMENT
Will help employers show skills needed for landscape roles in the future

LINK TO OTHER PROFESSIONS
Will enable mutual recognition of like skills and easy identification of shared interests

MEMBERSHIP ENTRY
Will be used as a benchmark for membership assessment
Structure of the competency framework

• **Landscape Professional competencies** – common to and required at some level across all landscape specialisms

• **Professional Competencies** - common across most professional sectors and required at some level for all landscape specialisms

• **Specialist competencies** - representing the different landscape specialisms – some competencies may be mandatory for specific specialisms and others can be chosen by individuals to reflect their specific knowledge and skills
## Progressive levels of competency

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TITLE</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>1</td>
<td>Understanding</td>
<td>Has knowledge and an understanding of the application of this in practice</td>
</tr>
<tr>
<td>2</td>
<td>Able</td>
<td>Has experience of applying knowledge and understanding in practice.</td>
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<tr>
<td>3</td>
<td>Accomplished</td>
<td>Consistently applies knowledge and understanding in practice and confidently makes decisions, provides professional advice and makes recommendations</td>
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<tr>
<td>4</td>
<td>Expert</td>
<td>Has expert knowledge, extensive experience and is widely recognised as an authority by others within and outside the organisation</td>
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Consultation

• During March
• 163 responses
• Diverse range of specialisms and employer types represented
• Member support for the Framework
• Urgent need to define the levels for each competency
• Support for the general structure of the framework and the three types of competency
• Support for four levels of competency
• The feedback did not indicate a need to make substantial changes to the landscape or professional competencies
• There is a need to check for overlap across the framework
• Additional focus needed on creativity, visual communication and community engagement
### Professional Competencies

- Communication, negotiation and influencing
- Data management
- Digital practice
- Economic systems and context
- Equality and diversity
- Health and safety
- Management organisations and services
- People management and leadership
- Governance of societies (legal and political)
- Professional judgement, ethics and values
- Project management
- Team working and collaboration

### Landscape Professional Competencies

- Community engagement
- Creative problem solving
- Healthy places
- Inclusive environments
- Landscapes as systems
- Landscape quality
- Landscape specialisms and industry structure
- Physical and social context of sites/places/landscapes
- Planning, legal and regulatory framework
- Research and analysis
- Sustainability and resilience
### Specialist Competencies (to be chosen relevant to landscape specialism) – shown here in alphabetical order

<table>
<thead>
<tr>
<th>Arboriculture and woodland</th>
<th>Landscape planning and/or policy</th>
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<tbody>
<tr>
<td>Contract administration</td>
<td>Landscapes/places and people (including tourism)</td>
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<tr>
<td>Design – Garden</td>
<td>Management of landscapes</td>
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<tr>
<td>Design – Landscape</td>
<td>Master planning</td>
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<tr>
<td>Design - Play and/or recreation</td>
<td>Natural capital and ecosystem services</td>
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<tr>
<td>Design - Public realm</td>
<td>Place management</td>
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<tr>
<td>Digital technology and photography</td>
<td>Planting</td>
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<tr>
<td>Education and knowledge exchange</td>
<td>Protected landscapes/places</td>
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<tr>
<td>Grants and funding</td>
<td>Soil management, conservation and improvement</td>
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<tr>
<td>Habitats and species</td>
<td>Visualisation</td>
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<tr>
<td>Heritage landscapes/places</td>
<td>Water management</td>
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<tr>
<td>Landscape assessment</td>
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<tr>
<td>Landscape construction (materials and systems)</td>
<td></td>
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<tr>
<td>Landscape ecology</td>
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<tr>
<td>Landscape engineering</td>
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QUESTIONS
Groups 1 and 2
Please consider each of the Landscape competencies and identify which level of competence you feel would be relevant for qualification as a Chartered Member of the Landscape Institute in your specialism.

Groups 3 and 4
Please consider each of the Professional competencies and identify which level of competence you feel would be relevant for qualification as a Chartered Member of the Landscape Institute in your specialism.

Groups 5 and 6
Please identify which of the Specialist competencies you would select for qualification as a Chartered Member of the Landscape Institute for your specialism.
FEEDBACK AND QUESTIONS