

**Guidebook to the
Pathway to Chartership**

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Guidebook to the Pathway to Chartership
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About the Pathway to Chartership

The Pathway in outline

In Autumn 2006, the old format Professional Practice Examination (PPE) was replaced by the Pathway to Chartership. All Licentiate members of the Landscape Institute who wish to progress to Chartered status need to complete the Pathway.

The Pathway is about active learning and is based on a system of continual assessment. With the help of a Mentor, Candidates (Licentiates who are working towards chartership) plan, review and reflect on their learning and receive regular feedback from an LI appointed Supervisor, via the Pathway online system. When Candidates can demonstrate that they have developed sufficient knowledge and understanding to progress, and have met the requirements of the Pathway, they may register for the final stage, the Oral Examination.

Within the Pathway, Candidates are expected to take ownership of their learning and seek out opportunities for development. Candidates can learn at their own pace, and there will normally be two opportunities to sit the Oral Examination each year, in May and November.

The Guidebook

The Guidebook is in two main sections

- **Section One: The Pathway Process** looks at the processes Candidates and Mentors need to follow to progress in the system: the requirements of the Pathway, what needs to happen and when.
- **Section Two: The Pathway Toolkit** describes how Candidates and Mentors can get the most from the system: guidance on the Candidate-Mentor relationship, the responsibilities Candidates and Mentors take on when they enter the Pathway, and tips and guidance on learning and assessment

The two sections are complementary and links are indicated throughout.

The Pathway online system

The Pathway to Chartership online system enables Candidates to record their experience, make quarterly submissions, receive feedback and update their personal details online. The system is web based and has been designed to be compatible with IT systems used within the profession. It is accessed through the LI website <http://www.landscapeinstitute.org>.

Candidates and their Mentors will need to have access to the internet in order to join the Pathway.

Definitions used in the Pathway

A number of terms have been used throughout the this guidebook

- '**A professional Member of the LI**' means those who under the LI's Royal Charter are entitled to describe themselves as a Chartered Landscape Architect: Members of the LI (CMLI), Fellows (FLI), Presidents and Past Presidents (PLI or PPLI);
- A **Candidate** refers to a Licentiate member of the LI who has registered on the Pathway with the aim of achieving chartered membership of the LI;
- A **Mentor** is a qualified landscape professional nominated by the Candidate to provide them with guidance, support and feedback as they progress through the Pathway
- A **Supervisor** is a person appointed by the LI to take on the Supervisor role in the system. Supervisors monitor Candidate progress and provide support and feedback to the Mentor
- **Examiners** are professional members of the LI who conduct the Oral Examination of Candidates who have demonstrated that they are ready to progress.

Deadlines and Regulations

Like many other situations in professional life, the Pathway to Chartership requires deadlines and obligations to be met by participants in the system in order for it to be possible to move forward. In registering for the Pathway or accepting the role of the Mentor, Candidates and Mentors undertake to abide by the requirements and deadlines of the Pathway.

The Pathway online system provides users with alerts and prompts to remind them of important dates. However, it is the Candidates' and Mentors' responsibility to ensure that they meet their respective deadlines and follow the procedures specified in this Guidebook. **Failure to observe deadlines may result in Candidates and Mentors being unable to make a submission and forfeiting the opportunity to receive feedback within the system. This could delay the Candidate's progress to the Oral Examination and Chartership.**

Fees

A registration fee is payable by Candidates on joining the Pathway. Fees may be paid by telephone or by sending a cheque in the post. Candidates will not be able to access the system until their registration payment has been made.

Whilst registered on the Pathway, Candidates are also required to pay an annual retention fee. This fee will fall due on the anniversary of the Candidate joining the Pathway. The annual retention fee is payable within 28 days of the due date and contributes to the ongoing running costs of the Pathway.

Failure to pay the retention fee will result in suspension from the Pathway system. Candidates will remain ineligible to progress to the Oral Examination while their registration is suspended or while any fees are outstanding.

Maintaining Membership of the LI

Eligibility for the Pathway and to proceed to the Oral Examination is dependent on Licentiate membership of the LI being maintained. Members who are struck off from the membership for non payment of fees or for any other reason will also be suspended from the Pathway

Contact details

Candidates and Mentors must also make sure that they advise the LI of any changes in their contact details without delay. Personal details can be updated online through your 'My Details' page within the Pathway system, or by contacting the Membership Department.

Changes to the system

The Landscape Institute reserves the right to change the Pathway regulations as appropriate without notice. Changes will be announced on the LI website and in any suitable Institute publications, together with the date from which they will take effect.

Why join the Pathway?

Since Autumn 2006, the Pathway has been the route to full qualification as a landscape architect, and Chartered status.

Chartered status

Chartered status confirms that an individual has the skills, knowledge, understanding and integrity to practice as a landscape professional in the UK. It gives formal recognition of professional standing, including rights across the EU.

Most employers look for chartered status, or a commitment to achieving chartered status, as an indication of quality and professionalism when recruiting new staff, and restrict the management of larger projects and contracts to those in their practice who are fully qualified. For those who wish to develop a successful professional career, chartership is a 'must'.

Lifelong learning and CPD

Landscape architecture in the 21st century is an increasingly specialised and diverse profession, and one which is changing fast. In order to retain their claim to competence, landscape architects must be prepared to develop their knowledge and learn new skills throughout their professional careers.

All landscape architects agree to undertake Continuing Professional Development as part of the Code of Conduct when they join the LI. (Standard 6 of the code states that Landscape Architects should maintain their professional competence in areas relevant to their professional work.)

CPD and making a commitment to lifelong learning is about more than simply just waiting for the next CPD event to come along. It's about identifying what development is needed, planning how this is going to be achieved, setting goals and reviewing progress.

The Pathway lays the foundations for CPD by helping individuals develop the habits of planning, review and reflection, and taking ownership of their learning – the skills they will need throughout their professional career.

Flexibility and relevance

The approach in the Pathway means that Candidates are in the driving seat. It is flexible, so individuals can take breaks if they wish; and, through the Initial Review, it enables those who come to the Pathway with previous knowledge and experience to ensure that their career to date is acknowledged.

The Pathway focuses on the needs of the workplace, and takes account of specialisation, while ensuring that all those entering the profession gain a full and rounded understanding of what it means to be a landscape professional and the underlying concepts. It focuses not just on knowledge, but on understanding – how that knowledge is applied in real life contexts.

What do Candidates need to demonstrate on the Pathway?

Overall criteria

Within the Pathway and the Oral Examination, Supervisors and Examiners are looking to satisfy themselves that an individual has the skills, technical and professional knowledge, understanding and integrity to practice as a chartered landscape architect in the UK.

In particular, Candidates will need to demonstrate that they meet the basic criteria for professional membership of the LI; that they

- ❑ understand the legal and professional obligations of a professional member of the Landscape Institute in relationship to clients, the profession, fellow professionals and society in general;
- ❑ understand the organisation, administration and management of landscape practice including client relationships and professional charges;
- ❑ are aware of the extent and application of law and legislation relating to land and the landscape;
- ❑ have a sound knowledge of all the legal and contractual aspects of designing, managing and implementing landscape work.

The Pathway is based on the Candidate acquiring the required level of knowledge and understanding, not “experience”. It is expected that Candidates will gain personal experience of a number of syllabus areas through their day-to-day work as a Landscape Architect, but it is not expected that this will be the case for the entire syllabus. Where no personal experience has been possible. Candidates will find they can gain the minimum level of knowledge through personal study and discussions with professionals working in those areas.

Study Guidance Notes

The areas and scope of knowledge and understanding required by Candidates on the Pathway in order to meet these criteria are given in the Study Guidance Notes, available on the LI website and accessible through the Pathway system.

The Study Guidance Notes give an outline of the areas in which all professionally qualified Landscape Architects should have at least a basic working knowledge as they enter professional life.

There will be some areas where a Candidate will have a great deal of knowledge because of the specialisation of their work, and other areas to which they have had less direct exposure. Candidates are not expected to have an in depth knowledge of all areas, but they will be expected to be aware of concepts across the Study Guidance Notes, and be able to demonstrate an understanding of the underlying principles.

The practical application of knowledge

The Pathway and the Oral Examination are not memory tests. For example, Candidates are not expected to be able to recall in exhaustive detail the exact content of all the relevant laws, regulations, contract documents and their contents described in the Study Guidance Notes.

Examiners are instead looking for evidence that Candidates have the depth and breadth of understanding to be able to apply the appropriate knowledge effectively in real life situations, understand its significance and the implications of their actions and those of others.

Candidates will need to show that they have a rounded understanding of different areas related to professional knowledge, are able to successfully interpret this knowledge and have the professional maturity to know when and how to apply it; and indeed, know when to seek further advice.

Professional values and judgement

Professionalism is not only about technical competence. It also depends on other qualities, in particular trust, integrity and the ability to make sound professional judgments, especially in difficult circumstances. Candidates will be assessed on both their understanding of these professional duties and responsibilities, and ability to fulfil them in a responsible and mature manner.

Section One

The Pathway Process

Registering and nominating a Mentor

Registration onto the Pathway to Chartership is open to all Licentiate members of the LI.

The Pathway Registration Form can be found in the Pathway Resources Centre in the Member's section of the LI website at www.landscapeinstitute.org

Provided that the Pathway Registration Form is complete, the registration payment has been made and Mentoring arrangements appear appropriate (see below) the LI will normally contact Candidates within two weeks to confirm registration and give the Candidate and their nominated Mentor access to the online system.

When to register

It is open to Candidates to decide when they wish to register for the Pathway - either as soon as they become a Licentiate or later on, when they have gained more experience. The LI recommends that Candidates join as soon as possible after they have completed their studies, i.e. when they begin work.

Candidates should bear in mind that the Pathway is designed to help them to get the most out of their experience. Candidates without previous experience can expect to take two to three years to complete the Pathway and will also need to demonstrate readiness in accordance with the procedures described in this Guidebook. However, there is no minimum time a Candidate must be on the Pathway before progressing to the oral exam so those with considerable past experience may complete the Pathway in a shorter timeframe.

Finding a Mentor

As part of the Pathway registration form, Candidates will be asked to give details of the person they wish to nominate as their Mentor.

The Mentor is the qualified professional who will support the Candidate as they progress through the Pathway, providing advice and guidance and helping them to explore their understanding and reflect on what they have learned.

The Mentor is a key role within the Pathway, so Candidates should consider their choice very carefully. In particular, the Mentor should be someone who is willing to make a real commitment to supporting the Candidate in their development, who will provide open, constructive and honest feedback, and who is willing to help the Candidate explore and build on their knowledge and experience.

All Mentor nominations will be subject to ratification by the LI; where information or clarification is needed the Secretariat will contact the Candidate or nominated Mentor as appropriate.

There is more information on choosing a Mentor and the Mentor-Candidate relationship in Section Two: the Pathway Toolkit.

Who can be a Mentor?

A Mentor must be someone who has held chartered status as a Member of the Landscape Institute (CMLI) for a minimum of two years and a Mentor can not have more than two active Candidates at any one time.

For many Candidates, the most appropriate choice of Mentor is likely to be a more senior Member working within the same practice. However, an 'external' Mentor is acceptable provided that Candidates are assured that:

- the nominated Mentor is in a position to know their work well and can maintain meaningful contact, and that
- the system of Quarterly Review meetings will not be compromised by Mentoring 'at a distance.'

Within the Pathway Registration Form Candidates will be asked to briefly explain why an 'External' Mentor has been chosen.

Where Candidates experience difficulties in finding a suitable Mentor, they should contact their local LI branch for assistance in the first instance.

Nomination of a Mentor by Candidates based outside the UK

As with UK based Candidates, those who are working outside the UK should seek to nominate a Mentor who is a Member of the Landscape Institute - ideally a more senior Member working within the same practice.

Where this is not possible, Candidates may nominate a professional member of an IFLA recognized equivalent body in the country in which the experience is being gained. Such individuals will be expected to have gained at least two years experience since qualifying for professional status. All such nominations will be subject to approval by the LI.

Candidates working overseas should be aware that the emphasis of the Pathway is on assessing an individual's ability to practice effectively as a chartered landscape architect in the UK. Candidates whose experience is entirely or predominantly overseas, or who have not worked with a UK qualified Mentor, may be advised by the Supervisor to undertake further experience in the UK, in order to be sufficiently prepared to go forward to the examination, or may be required to take specific measures to rectify any deficiency in UK knowledge or experience.

What is the role of the Mentor?

By providing advice and support, the role of the Mentor is to help Candidates develop their knowledge and understanding of the requirements of professional practice to an appropriate level to enable them to successfully progress through the Pathway.

The Mentor will be expected to give feedback to Candidates on their progress, both informally, through their regular contact, and formally, at Quarterly Review Meetings. They will also need to complete the Mentor Review each quarter, giving their assessment of the Candidate's progress in the Pathway.

The Mentor will also be responsible for flagging up to the LI when, in their view, Candidates are ready to progress to the examination, and for providing final confirmation of this.

Failure to meet the requirements of the Pathway could result in delays in the Candidate's progress, and so Candidates will need to be sure of their Mentor's commitment to the process.

More information on the role of the Mentor is given in the second section of this Guidebook, the Pathway Toolkit. Candidates should ask their chosen Mentor to read both sections of the Pathway Guidebook carefully before agreeing to take on this role.

Nominating a new Mentor

Candidates who change jobs or relocate to another area may need to change their Mentoring arrangements while they are on the Pathway. Where Candidates wish to nominate a new Mentor, they and their 'old' Mentor must ensure that all documentation is complete and up to date before the changeover takes place.

Candidates can nominate a new Mentor through the My Details section of the online Pathway system. Failure to notify the LI of the change in Mentor may result in delays in giving the new Mentor access to the Pathway, and in the Candidates' progress to the Oral Examination.

Getting started on the Pathway

The first meeting

Once the Candidate is registered on the Pathway and they and their Mentor have been given access to the Pathway online system, the first step is for the Candidate to arrange an initial meeting or meetings with their Mentor.

The purpose of this first meeting or meetings is to set the scene for the Candidate's progression through the Pathway and this is all recorded by the Mentor in their Initial Review, which is submitted on the system. At the first meeting, the Candidate and Mentor should

- discuss the way in which the Candidate and Mentor will work together while the Candidate is registered on the Pathway;
- review and assess the Candidate's existing level of knowledge and understanding in relation to the Study Guidance Notes and the overall requirements for entry to the Chartered Member grade; and
- develop an overall learning strategy which sets out how the Candidate intends to develop his or her learning.

As part of the meeting or meetings, the Mentor should test the Candidate's understanding of particular areas of the syllabus using questioning techniques and discussion. This is particularly important where Candidates enter the Pathway with considerable existing knowledge and experience.

The Candidate and Mentor should use this exploration as a basis to discuss and plan how the Candidate's learning and development can be taken forward, over time, to meet the requirements of the Pathway. They should consider what support will be needed, and the areas that the Candidate and Mentor will focus on within the next one or two quarters, and where felt appropriate, beyond.

The Candidate and Mentor may wish to identify intermediate milestones or targets to help the Candidate develop their knowledge of areas of the Study Guidance Notes in a structured way, and to help emphasise the gradual and regular accumulation of knowledge, experience and understanding.

Initial Review and the 'Stages'

During the course of the initial review meeting or meetings it should also be possible for the Mentor to gain a 'snapshot' of the Candidate's knowledge and understanding, at the start of the Pathway, in relation to the specific areas of the Study Guidance Notes.

Some Candidates will begin the Pathway having had little experience of professional practice and so may have a relatively low level of knowledge and understanding. Other Candidates, particularly those with extensive prior experience, may already be significantly advanced in terms of their coverage of the Study Guidance Notes.

Within the Pathway, a Candidate's level of knowledge and understanding, and therefore their progress, is expressed in terms of achievement of 'Stages'. The Stages are broadly defined as follows (see also page 45):

Stage 1: the Candidate is aware of particular concepts, and is able to demonstrate a general understanding of the principles behind them

Stage 2: the Candidate is able to demonstrate that they can apply their knowledge and understanding of these concepts in day to day professional situations

Stage 3: the Candidate is able to give well-reasoned advice to clients or consultants, based on an in depth appreciation of the relevant issues raised, the opportunities and potential liabilities.

During the course of the Pathway, the Candidate's achievements should move from Stage 1 to Stage 2 across most of the Study Guidance Notes and Stage 3 in some areas where the Candidate has gained particular experience and expertise during the course of their work.

The Mentor should record the Stage which they believe the Candidate to have reached at the beginning of the Pathway using the Initial Review on the online system. More information on how to complete the Initial Review is given online.

Recording qualifying experience

As part of the Pathway, Candidates are required to document their experience and their personal development using the online **Development Pack**. The Development Pack consists of two sections: the Activity Log and the Quarterly Statement.

- The **Activity Log** is an ongoing record of the Candidate's experience;
- The **Quarterly Record** is no longer used and does not have to be completed. This will be removed when the online interface is next upgraded.
- The **Quarterly Statement** asks Candidates to reflect on the experience they have gained over the last three months, what has been learned, and priorities for the coming quarter.

The Development Pack is designed to help the Candidate reflect on their progress, flag up issues which they would like to explore further, and plan next steps. Further guidance on how to complete each part of the Development Pack is given online in the Pathway system.

The Quarters

For the purposes of the Development Packs and making submissions within the Pathway, the year is divided into four quarters

Quarter 1:	1 January to 31 March
Quarter 2:	1 April to 30 June
Quarter 3:	1 July to 30 September
Quarter 4:	1 October to 31 December

Submission of the Development Pack

At the end of each quarter, Candidates are required to make a formal online submission of the Development Pack. All Development Packs must be submitted no later than 3 weeks after the end of a quarter.

	Deadline for the submission of Candidate Development Packs and Mentor Reviews
Quarter 1	21 April
Quarter 2	21 July
Quarter 3	21 October
Quarter 4	21 January

Early submissions

In agreement with the Mentor, early submissions (up to 3 weeks before the end of the quarter) may be made where the Candidate or Mentor will be away for the remainder of the quarter or to fit in with anticipated office deadlines.

Late submissions

If no submission has been made by the Candidate by the submission deadline, the Development Pack for that quarter will be frozen and the Candidate will not be able to make a submission. Quarters can not be unfrozen for any reason, however, the Candidate can continue their development as usual from the next quarter.

Mentor submissions must also be made by the deadline. The submission deadline for the Mentor is the same as that for the Candidate, shown in the previous table.

Deadline Extensions

The Pathway Coordinator will grant a deadline extension where there are extenuating circumstances. The only circumstances permitted are bereavement or a serious illness. Extensions are not possible under any other circumstances.

If you are unfortunately affected by one of these situations you should contact the Pathway Coordinator as soon as possible, either by telephone or email.

Submitting and saving

Candidates should note that once they have made a formal submission, documents for the quarter will be logged into the system and cannot be revised.

There is a 'save' option on the system to allow Candidates to review and work on the Development Pack during the quarter without making a formal submission, and also to make drafts viewable to others. Candidates must choose to 'submit' their Development Pack for a submission to be reviewed.

Candidates are advised to make their Development Pack viewable to their Mentors on a regular basis, particularly in advance of meetings with their Mentors. Once the Candidate is happy with the submission they should click 'submit' and check that the system has recorded it as submitted.

Taking a submissions 'break'

Completion of the Development Pack is essential for each quarter Candidates are registered on the Pathway.

Making registration dormant

However, Candidates may, if they wish, opt to take a break from making submissions – for example if they will be taking a period of maternity or paternity leave or travelling, provided that they notify the LI and ask for their registration to be made dormant.

Where accounts have been made dormant the annual retention fee will still be payable. Candidates will not have access to the Pathway online system, and there will be no feedback from the Supervisor, or authorisation to register for or proceed to the exam.

Failure to submit for an extended period

Where no records have been submitted by the Candidate for more than two consecutive quarters and there has been no application to make the Candidate's registration dormant, Candidates will be suspended from the Pathway and will be locked out of the online system.

The Candidate will not be eligible to take the exam until they have been reinstated and any outstanding fees have been paid.

Reviewing Progress: Meetings and the Mentor Review

Candidates and Mentors are expected to meet regularly while the Candidate is on the Pathway to ensure that the Candidate is adequately supported and has the opportunity to talk about issues they have encountered, and areas of the syllabus they would like to discuss.

Meetings will take two forms

- **Quarterly Review:** the formal meeting which takes place at the end of each quarter to review the Candidate's progress in more detail. The Mentor will complete the Mentor Review based on discussion at this meeting;
- **Informal:** regular, more informal meetings during the quarter, to discuss a Candidate's ongoing development and points which may have arisen.

It is open to the Candidate or Mentor to request a meeting at particular date or time, but it is the Candidate's responsibility to arrange these meetings.

Guidance on the purpose and content of each of these meetings is given below and there are tips on how to make the most of the interaction between the Candidate and Mentor in Section Two, The Pathway Toolkit.

Informal meetings

The Candidate and Mentor are expected to meet at least monthly for more informal meetings. Candidates and Mentors will usually develop their own patterns of meeting and working together, but it will be essential that regular, dedicated time is set aside.

The purpose of these regular meetings will be to

- discuss the Candidate's developing experience and any issues they have encountered or topics they would like to explore;
- help the Mentor to develop a rounded picture of the Candidate and their professional development;
- allow the Mentor to provide feedback to the Candidate on their progress;
- identify next steps, including opportunities for further development.

The Candidate's Development Pack will usually provide a focal point for discussion, and so the Candidate and Mentor will need to discuss how they plan to work together and agree whether the Candidate will make their Development Pack viewable to their Mentor throughout the quarter on the Pathway online system, or only at particular times.

During the meeting, the Candidate and Mentor should aim to connect theoretical knowledge to applied practice. If the Candidate has been researching a particular topic, the Mentor should encourage them to consider its application to professional practice. Similarly, if a Candidate has acquired some particular experience, discussion regarding the underlying principles will help to improve the value of the experience.

Mentors should ensure that their feedback to Candidates is

- **Positive** – identifying achievements
- **Specific** – relating to particular actions or targets
- **Constructive** – for example, identifies ways to improve performance

Quarterly Review Meeting

The Quarterly Review is a more formal meeting between Mentor and Candidate to review progress at the end of each quarter.

The guidelines given above for regular meetings also apply to the Quarterly Review. Candidates and Mentors will need to plan ahead to make sure that the Quarterly Review Meeting is held in good time to enable formal submissions deadlines to be met.

As part of the Quarterly Review Meeting the Mentor and Candidate will need to review and discuss the Development Pack completed by the Candidate and check that it accurately reflects the Candidate's developing experience during the quarter. Candidate and Mentor will need to agree a protocol as to whether the Candidate will submit the Development Pack in advance of the Quarterly Review or whether the meeting will instead look at a draft, with the Candidate making their formal submission after the Quarterly Review has taken place.

During the course of discussion, the Mentor should seek to establish what the Candidate has learned, their depth of knowledge and understanding and how successfully the Candidate can apply this to real life professional scenarios.

Mentors should use a range of techniques to explore a Candidate's knowledge. This could include using open questions, and discussion of particular projects undertaken and the relevant legal, ethical and practical issues, using 'what if; questions. Further guidance is given in Section Two, the Pathway Toolkit.

The Mentor may wish to concentrate on the areas which it was agreed that the Candidate would tackle during the quarter as part of their plan, and check and consolidate previous knowledge as appropriate.

Planning Ahead

Every quarter some Candidates and Mentors struggle to meet the Pathway submission deadline. There are some simple steps Mentors and Candidates can take to avoid a last minute panic. See the 'Planning' Section of the Pathway Toolkit (page 54) for more information.

Completing the Mentor Review

At the Quarterly Review Meeting it should be possible for the Mentor to determine, from discussion with the Candidate, the Stage that the Candidate has reached in specific areas of the Study Guidance Notes, depending on the areas the Candidate has studied, revised or work on in the period under review.

This should be recorded by the Mentor using the Mentor Review on the Pathway online system. Guidance notes on how to complete the Mentor Review are also available online.

Submitting the Mentor Review

The Mentor Review must be submitted by the Mentor no later than three weeks after the end of the quarter. (This is the same submission deadline as that for the Candidate – see table below.)

Feedback from the Supervisor

The role of the Supervisor is to provide support to the Candidate and Mentor as the Candidate progresses on the Pathway.

Provided that submissions are made on time, the Supervisor will provide feedback to the Mentor on how the Candidate is progressing and highlight areas which the Candidate and Mentor should give particular attention. Where necessary, the Supervisor may also identify emerging concerns.

The Supervisor's direct relationship will normally be with the Mentor; in particular, the Supervisor will be on hand to discuss any questions the Mentor may have about the Pathway, the examination, and how best to support the Candidate and help them in developing and reflecting on their knowledge. Mentors should therefore make time to discuss the Supervisor's feedback with the Candidate at the regular and Quarterly meetings

Provided that all submissions from the Candidate and Mentor have been received on time, the Supervisor will usually comment within three weeks of the submission date for that quarter.

	Deadline for the submission of Candidate Development Packs and Mentor Reviews	Supervisor feedback will normally be given by
Quarter 1	21 April	15 May
Quarter 2	21 July	15 August
Quarter 3	21 October	15 November
Quarter 4	21 January	15 February

For full details of key dates and deadlines in the system see Appendix One.

Moving forward to the Oral Examination

Assessing readiness to proceed to the Oral Examination: The Mentor Notification

Where, in the course of a Quarterly Review Meeting, the Candidate and their Mentor conclude that the Candidate is now ready to go forward to the Oral Examination, the Mentor should notify the Supervisor by making a Mentor, or 'First', Notification as part of their Mentor Review.

In making their assessment of the Candidate's readiness, the Mentor will need to satisfy themselves that the Candidate has achieved an appropriate level of knowledge and understanding across the Study Guidance Notes, expressed in terms of achievement of the Pathway Stages:

- Candidates will be expected to have achieved a minimum of Stage 2 across the majority of the Study Guidance Notes;
- Stage 1 may have been achieved in some areas which are not directly related to the Candidate's day-to-day work;
- Stage 3 is likely to have been achieved in areas relating to the Candidates specific areas of expertise, depending on the Candidate's experience profile.

As part of their Mentor notification, the Mentor will need to comment on the time which the Candidate has spent on the Pathway, their integrity and their understanding of their professional responsibilities as a landscape architect. The basic criteria for professional membership of the LI are described in the introduction to this Guidebook.

When to make the Mentor Notification

A Mentor Notification can be made as part of the Mentor Review at the end of any quarter. Mentor notifications may not be made independently of the Mentor review or part way through a quarter.

Candidates and Mentors should note that

- where the Candidate hopes to progress to the oral interviews in May, the Mentor notification will need to be made no later than submissions deadline for the Quarter 3 (i.e. October 21) in the previous year;
- where the Candidate hopes to progress to the oral interviews in November, the Mentor notification will need to be made no later than the submissions deadline for Quarter 1 (i.e. April 21).
- Should either the mentor or candidate's submission be late (ie later than 21st of the relevant month), the notification will be disallowed. There is no appeal against late submissions.
- Mentors are required to positively select whether their candidate is ready to proceed or not at each submission. An incorrect selection cannot be amended retrospectively. There is no appeal against failure to select the notification button.

A summary of key dates and deadlines is given in Appendix One.

There will normally be two opportunities to take the Oral Examination each year. The Candidate and Mentor should not be tempted to submit a Notification before they are satisfied that the Candidate has genuinely met the requirements of the Pathway described in this Guidebook.

All Mentor notifications are subject to approval by the Supervisor.

Supervisor review of readiness to proceed

Following the Mentor Notification, the Supervisor will conduct a review of the Development Packs and Mentor Reviews submitted during the Candidate's registration on the Pathway, and will confirm whether the Candidate may register for the Oral Examination.

In reviewing a Candidate's readiness to go forward to the examination the Supervisor will take into account a range of factors, including:

- the quality, content and timeliness of the documentation the Candidate and Mentor have submitted during the course of the Pathway and the emerging profile of the Candidate's development and understanding;
- the context of the Candidate's experience;

The Supervisor will base their decision solely on the information provided within the Pathway system. It is therefore important for both the Candidate and Mentor to dedicate sufficient time to writing full and complete quarterly submissions at each stage within the process and for the Candidate to ensure their CV remains up to date.

The Supervisor will confirm either that

- the Candidate appears to be ready to proceed and may provisionally register for the examination.
- the Candidate must undertake additional development

Where the Supervisor concludes that the Candidate requires further development within the Pathway, they will provide feedback to the Candidate and Mentor on the areas to which they need to give particular attention or where the Candidate needs to undertake further learning and development.

Where the Supervisor agrees that the Candidate appears to be ready to proceed to the examination, the examination registration form will become available to the Candidate via their home page on the Pathway online system.

Candidate's registration for the examination remains provisional until the Mentor has made a second and final notification in a subsequent quarter and this has been approved by the Supervisor. The process of registration and final notification are described in the sections which follow.

Registering for the Oral Examination

Registration requirements

Candidates will need to register using the examination registration form in the Pathway to Chartership online system on each occasion they attempt the examination. A link to the registration form will appear on the Candidate's home page at the point at which they become eligible to register.

In order to be eligible to register for the Oral Examination, Candidates must have Mentor and Supervisor approval, following the process described in the preceding sections of this guidebook.

All registrations are provisional until

- a final notification has been received from the Candidate's Mentor
- the final notification has been approved by the Supervisor
- the exam registration fee has been paid

The process of final notification and confirmation of registration is described in the section, *Final Eligibility for the Oral Examination* (p 28).

Candidates retaking the Oral Examination

Candidates who have previously failed the Oral Examination and now wish to retake may register for an examination at any time, in accordance with the deadlines described in this Guidebook, using the registration form which will appear on the home page of the Pathway online system. As with other Candidates, registration will remain provisional until a final notification has been received from the Candidates' Mentor (and this has been approved by the Supervisor) and until a further exam registration fee has been paid.

Those who previously failed the old format PPE before the end of 2006 will need to meet the same requirements in the Pathway as those taking the examination for the first time.

There is no limit to the number of times a Candidate can take the exam.

Closing dates for registering for the exam

The closing date for registration for the examination is 30 June for all Candidates who wish to sit the examination in November, and 30 December for all Candidates who wish to sit the examination in May. Late applications for the examination will not be accepted. Examination places will be allocated on a first come, first served basis.

Examination fees

Candidates will be required to pay an examination fee at the time of registration. Applications submitted without the required fee will remain provisional until the fee is paid. Candidates should check the LI's website <http://www.landscapeinstitute.org> for information on the current year's fee.

Payment may be made by telephone or by cheque. Failure to pay the fee by the registration deadline will leave the Candidate ineligible to take their exam at the next session.

Eligibility for the examination is dependent on the Candidate continuing to be registered on the Pathway, and retaining Licentiate membership of the LI. Candidates who are locked out of the system for non payment of membership fees, non payment of the Pathway annual retention fee, or for any other reason, will be withdrawn from the examination and examination fees forfeited.

Special arrangements

The LI is committed to ensuring that no Candidate is disadvantaged in the examination and that all Candidates have reasonable opportunity to perform to the best of their ability. Where Candidates have special requirements, every effort will be made to ensure that reasonable and appropriate arrangements are made.

Candidates are asked to indicate whether they have particular requirements within the registration form. Candidates indicating that they have special requirements will then be responsible for providing appropriate medical certification to indicate what special arrangements they feel are appropriate in their case. In the case of dyslexia, Candidates will be asked to provide a psychological assessment report. This must have been conducted by an appropriately qualified professional since the Candidate reached the age of 16.

All requests and evidence for special arrangements need to be made at least 6 weeks before the first exam day of the relevant exam session. All applications for special arrangements will be considered on an individual basis.

Amending your Exam Registration

Candidates who register for a particular examination and then do not get their final notification approved will have their registration and payment rolled forward to the next examination session (usually 6 months later).

Candidates who need to delay taking the exam and want to move their registration to the following exam session can do so by contacting the Pathway Coordinator. If this is done more than 6 weeks before the date of the first exam in that session then no additional fee is incurred and the original exam payment and registration will be transferred to the next examination session. However, if the Candidate needs to withdraw from their registered exam session less than 6 weeks before the date of the first exam in that session, a deferral fee will be charged as a contribution towards the non-recoverable costs the LI will incur. Candidates should contact the Pathway Coordinator as soon as they know this applies to them.

Completing the Development Pack after registration

Candidates should continue to complete the Development Pack and meet with their Mentors in the way described in this guidebook until such time as they learn that they have passed the Examination.

Final eligibility for the Oral Examination

In order for the Candidates' final eligibility for the examination to be confirmed, the Mentor will be required to make a Final Notification.

A Final Notification can be made at the end of any quarter after that within which a Mentor Notification has been made, provided that the Mentor notification was approved by the Supervisor.

However, Candidates and Mentors should note that

- where the Candidate wishes to take the Oral Examination in May, the Final Mentor Notification will need to be made no later than submissions deadline for the Quarter 4 (i.e. January 21);
- where the Candidate hopes to progress to the Oral Examination in November, the Final Mentor Notification will need to be made no later than the submissions deadline for Quarter 2 (i.e. July 21).

A summary of key dates and deadlines is given in Appendix One.

Supervisor confirmation

Following the Mentor's Final Notification, the Supervisor will conduct a final review of the information submitted to LI to date, in light of any new material submitted, and will give final confirmation as to whether the Candidate may proceed to the examination.

The Supervisor will either

- give final confirmation that the Candidate may proceed to the oral exam; or
- require the Candidate to undertake additional development.

Where the Supervisor concludes that the Candidate requires further development within the Pathway, they will provide feedback to the Candidate and Mentor on the areas which they need to give particular attention or the Candidate needs to undertake further learning and development. When the Mentor is satisfied that the Candidate has met these requirements, they may make a further final notification in accordance with the procedures described above.

Where the Supervisor agrees that the Candidate may proceed to the examination, they will give final confirmation of the Candidate's registration. The Candidate will be notified separately of the time, date and venue of their examination.

Please see page 26 for information about exam fees – Candidates can not progress to the examination without having paid their examination fee by the relevant deadline.

About the Oral Examination

The scope of the examination

The knowledge and understanding and personal attributes which must be demonstrated by the Candidate in order to complete the Pathway and progress to chartership are described in the introduction to this Guidebook.

Candidates should remember that the Oral stage of the Pathway is just one of many important interviews that they will face in professional life and they should prepare for it thoroughly. Professional interviews are often pressurised situations; the Examiners understand that Candidates may be inexperienced in such interviews and may feel nervous but will always endeavour to put Candidates at ease.

The format of the examination

The Oral Examination will usually be of around 40-45 minutes in duration and will be conducted by two professional members of the Institute.

Prior to the examination, Examiners will have access to the Development Packs submitted by the Candidate during the course of the Pathway, as well as the Mentor Reviews and any feedback given by the Supervisor.

The examination will begin with a discussion of the Candidate's developing experience as they have progressed through the Pathway. Discussion may focus on projects the Candidate has been involved in, and how they have developed and applied their knowledge as they have progressed through the Pathway, before expanding to wider aspects of the Study Guidance Notes. Questions will range over the Candidate's practical experience, their knowledge of professional practice and the application of it. Individual questions in the Oral Examination may touch on several areas.

More guidance about the examination is available in the document "*Pathway to Chartership Examination – Notes to Candidates*" (this can be downloaded from the Pathway section of the Members' website).

Typical Examination Questions

Candidates frequently ask for a list of typical or standard questions to use to prepare for the exam.

The Examination is based on each Candidate's own experiences, so there is no typical exam question and questions are not typically asked in any particular order. In the second part of this Guidebook, the Toolkit, we look at different types of questions, and all of these could be used by the Examiners during your exam.

For example, an Examiner may ask the following 'closed' question.

- "What form of practice is (*name of your organisation*)?"

This question has a right or wrong answer and will usually be very briefly answered. The Examiner may then follow on with a 'hypothetical' question.

- "What would be different if it was a partnership or a LLP?"

This might then lead into a discussion of PII, liability or the code of conduct. They will also ask other questions based on your experience. For example, an 'open' question:

- "I see you worked on (name of project) which involved a visual assessment. How did you carry that out?"

Or possibly a 'discovery' question,

- "You have worked on a number of wetland projects. How has this contributed to your knowledge of conservation designations?"

All of these questions could be asked at an Exam but none of them are typical or guaranteed to come up. The questions you are asked will depend entirely on your own career to date and the style of questioning will be a mixture of all those described in the later sections of this Guidebook.

Preparing

The exam is part of the Candidate's ongoing preparation for becoming a Chartered professional and as such, it needs to be approached in a professional manner.

The Examiners are not there to interrogate and the Candidate should aim to discuss things openly and honestly. The Examiners will not be trying to trick or set traps to demonstrate gaps in the Candidate's knowledge; they are interested in helping them display the depth and breadth of their knowledge and understanding. The examination is an opportunity for the Candidate to demonstrate to the Examiners the extent of their knowledge and experience, their understanding of what it means to be a professional and their ability to deal with situations in a professional manner.

As in Candidate/Mentor meetings, the candidate should not be afraid to admit when they don't know something but they should be prepared to talk clearly and professionally about how they would approach an unfamiliar situation.

The general structure of the Oral Examination will be in two parts:

- *The Candidate's experience*

This will be a discussion of the work experience, knowledge and understanding the Candidate has gained while on the Pathway (and prior to joining, where relevant), focusing on the information submitted on the Pathway. Areas such as experience with projects, working with clients, co-professionals and so on will all form part of this discussion. The important thing is that the Examiner will want to discuss the Candidate's own experiences so they should be prepared to use this as an opportunity to demonstrate what they know and talk about the ways in which they have learned and developed their knowledge and understanding throughout the Pathway. This should in some ways be similar to the format of Mentor/Candidate meetings. Candidates should apply the same criteria of openness and honesty and resist any temptation to embroider or embellish their experiences for the benefit of the examiners.

- *General Interview*

This part of the Oral Examination will be more theoretical and may involve hypothetical situations, issues or discussions.

On the basis of what the Examiners already know about the Candidate from the information submitted during the Pathway, and topics already discussed during the exam, the Candidate will be encouraged to discuss a range of issues across the Study Guidance Notes. The aim of this is to allow the candidate to expand the discussion beyond their direct experiences and for the Examiners to get an idea of how they might behave in certain professional circumstances. Once again, there will be no tricks or traps from the Examiners. They will be seeking to have a discussion with the Candidate as a professional. The Candidate should treat them as they would a client or co-professional and try to give clear, concise and full answers, using the depth and breadth of knowledge and understanding.

In practice, the two parts of the oral exam will not be totally distinct. In discussing an aspect of a Candidate's experience, the Candidate may be given opportunities by the Examiners to move on in their answer towards a more theoretical or hypothetical discussion or to give advice or comment in a way which expands upon that experience and demonstrates their ability to behave as a professional landscape architect.

Examination results

Results of the oral interview will normally be sent to Candidates within three weeks of the oral interviews taking place. They will also be released to Candidates online. Results will be released to Mentors at the same time.

Candidates passing the Oral Examination

Those who are successful in the Oral Examination will be put forward to the LI's Council for election to chartership as a Member of the LI (CMLI). The names of successful Candidates and their Mentors will be published and all new CMLIs will receive a certificate attesting to their status as a chartered landscape architect.

Candidates failing the Oral Examination

Candidates who fail the Oral Examination will receive brief comments on the reasons for failure and if appropriate, an indication of the areas in which examiners feel that they should undertake further development.

It will be important for Candidates to take the time to review Examiner feedback and to plan their next steps carefully with their Mentor. Candidates may register to retake the examination at any time, but final eligibility to go forward to a future examination will be dependent on a further final notification being made by their Mentor and approved by their Supervisor.

There is no limit on the number of times a Candidate can take the exam.

Appeals

The Pathway works on the basis of continual assessment; Candidates should be receiving regular and ongoing feedback from their Mentors and both Candidate and Mentor will receive feedback each quarter from the Supervisor, provided that submissions deadlines have been met.

There should therefore be no surprises at any point in the Pathway in terms of whether the Candidate's progress is likely to be such that a Mentor Notification or Final Notification will be made and will in turn be accepted by a Supervisor.

Mentor decisions

Where a Candidate is unhappy with the Mentor's assessment of their readiness to go forward to the examination, they are expected to work together to reach a resolution.

- Candidate and Mentor should arrange a time to meet with their Mentor to discuss their concerns.
- Where the Candidate and Mentor are unable to reach a satisfactory resolution, guidance should be sought from the Supervisor. Where appropriate the Supervisor may intervene to adjudicate.

In disputes between the Candidate and the Mentor, the Supervisor's decision will be final.

Supervisor's decisions

Where a Mentor is unhappy with the Supervisor's decision about their Candidate's readiness to proceed to the examination, it is open to them to write to the Chair of the Pathway Steering Group, c/o the LI, requesting that a Senior Supervisor be nominated to review their case.

Such reviews must be requested without delay to allow reasonable time for documentation to be reviewed and for any salient points to be investigated, and in any event no later than 10 days after the Supervisor's feedback deadline. The Mentor must describe fully the circumstances of their request for review. No new information (concerning the Candidate's development during the relevant quarter) can be submitted as part of the appeal as the appeal is solely based on the information provided in the original submission and the feedback the Supervisor made in relation to that submission.

In carrying out the review, the Senior Supervisor will take into account a number of factors, including

- the specific issues raised;
- the quality, content and timeliness of the documentation the Candidate and Mentor have submitted during the course of the programme and the emerging profile of the Candidate's development and understanding;
- the context of the Candidate's experience;
- the Supervisor's comments on each submission

The Senior Supervisor will respond to the appeal within 28 days. The decision of the Senior Supervisor will be final.

Exam Appeals

Where a Candidate is unhappy with the way in which their exam has been conducted it is open to them to write to the Chief Examiner(s), c/o the LI, requesting that they review their case.

Such reviews must be requested without delay to allow reasonable time for documentation to be reviewed and for any salient points to be investigated, and in any event no later than 20 days after the Exam feedback has been released. The Candidate must describe their objections to the exam process and outcome in their appeal letter.

The Chief Examiner(s) will respond to the appeal within 28 days of receipt. The decision of the Chief Examiner will be final.

Section Two

The Pathway Toolkit

Introduction

The first section of this Guidebook focuses on the Pathway itself: what Candidates need to demonstrate to be successful, the stages in the Pathway, what needs to be done, when and by whom and the rules governing eligibility to move forward through each stage.

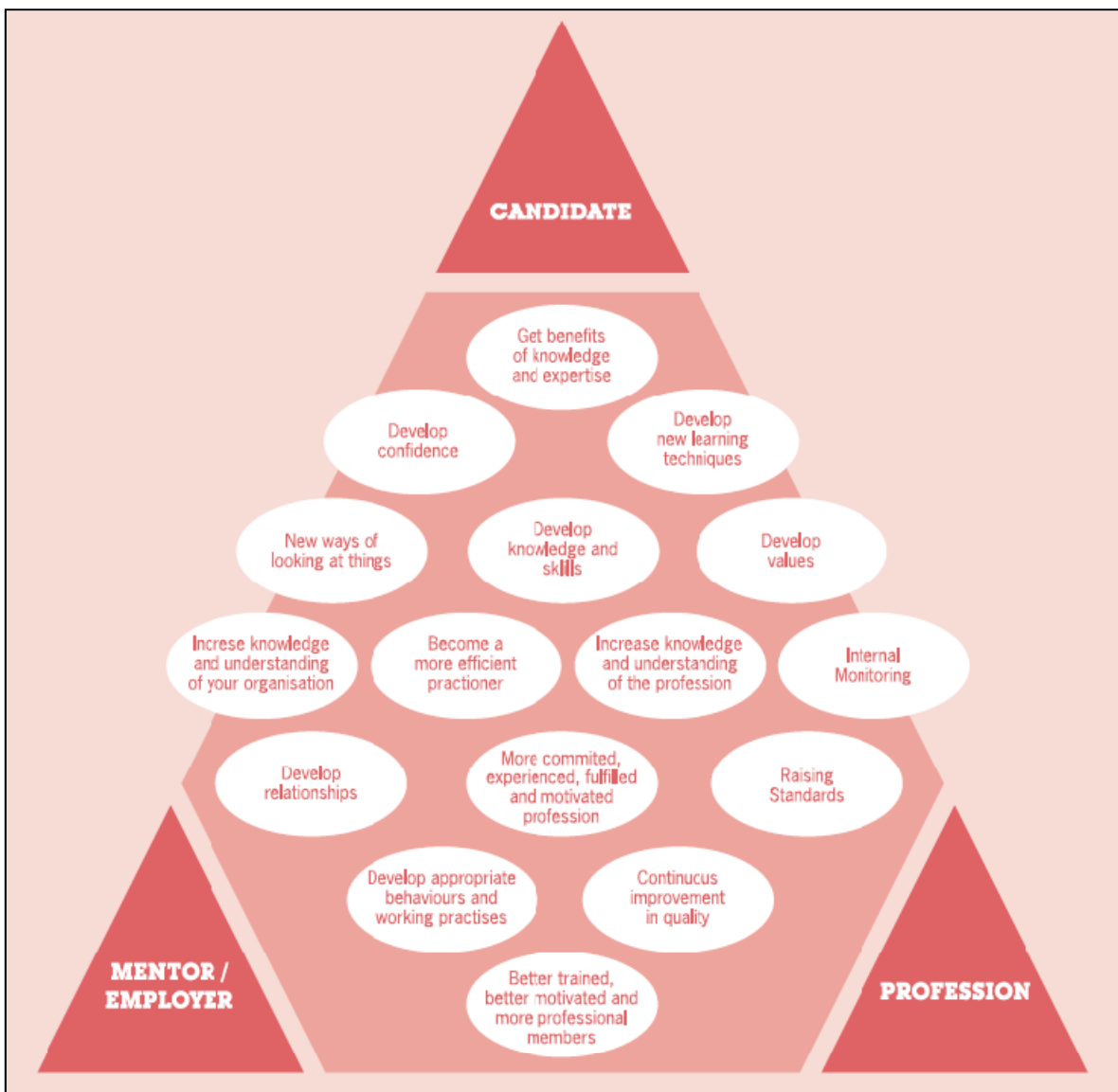
This second section, the Pathway Toolkit, focuses on the people who make the Pathway work: the Candidate working towards Chartership and the Mentor, who has a key role in helping them to develop (although it is important to note that the Mentor is by no means the only person who can help the Candidate in their progress along the Pathway).

It looks at the concept of active learning which underpins the Pathway, and the practical ways in which Candidates and Mentors can establish and then maintain an effective working relationship throughout the Pathway and on into professional life.

Active Learning and the Pathway

The Pathway to Chartership and the Oral Examination are about more than simply acquiring specific knowledge in relation to a syllabus.

The process of active learning within the Pathway gives Candidates the tools they will need for professional life – a framework for lifelong learning. The skills and knowledge learned on the Pathway bring benefits to individuals, employers and the profession as a whole.



Becoming a Candidate

First steps

By choosing to follow the Pathway, you are embarking upon a process which will shape and set the scene for the rest of your professional life.

From the moment you take the decision to begin on the Pathway, you will be personally responsible for your progress, development and learning. Others will help you along the way, in particular your Mentor, but full ownership of the process and the outcomes rests with you.

WHAT DO CANDIDATES NEED TO DO?

There are no hard and fast rules about being a Candidate. You really will learn 'on the job' - how to work most effectively on your own, as part of a team and with your Mentor. The process should be ongoing and develop all the time. Neither you nor your Mentor should be afraid of change as you learn new ways of working together.

As a Candidate

- you need to develop clear and distinct ownership of your learning and development;
- you must be active in bringing new ideas and ways to develop to the relationship and to your progress;
- being a Pathway Candidate will involve many new challenges, both personal and professional. You need to be open to these challenges and committed to the idea and practice of being Mentored;
- you will need to work hard with your Mentor from the outset to develop and maintain a relationship based on trust, confidence, honesty and most of all, openness;
- you and your Mentor will need to work together to ensure that you are both open to new ideas and, at times, not afraid to take risks;
- you need to realise and accept that there are many ways of learning and that it is your job as well as your Mentor's to see learning as a process of continuous development, one in which you need to be creative and willing to look for opportunities;
- practical, day-to-day experience of the working environment, if approached in a thoughtful and considered way, is your best learning opportunity.

Choosing your Mentor

Your choice of Mentor is a very important decision.

If you think back through your life thus far, you will already have had experiences which have involved Mentors. If at any point anyone has helped you to develop by sharing their experience and knowledge with you, then they have been a Mentor. You might well have found that these relationships have had a profound effect on your personal or professional development. These Mentors may have been role models, coaches, teachers or anyone who has helped you to develop skills and talents or face challenges. It is important to remember that the Mentor you choose must be appropriately qualified, according to the procedures and guidelines set out in Section One, the Pathway Process.

Remember that your Mentor will be the main person with whom you will discuss areas for professional and personal development. You will spend a great deal of time on the Pathway and they will be the person who reviews your progress and later on will be making recommendations about whether you are ready to go forward to the Oral Examination. This means that at the very beginning of the Pathway, you will need to think very carefully and responsibly about your choice of Mentor.

Who should I choose?

Many people will tend to choose a Mentor who is either their manager or, in smaller practices, their employer. The benefits of this include the following:

- your Mentor has an interest in furthering your professional development as a member of their organisation.
- you will naturally be in regular contact with your Mentor as part of your work.
- you may already have a working relationship with your Mentor and know them well.
- because you are part of the same organisation as your Mentor, issues of business confidentiality should not arise.

CANDIDATES, MENTORS AND ACTIVE LEARNING

How can a Mentor help me?

As a Candidate, you will need to take responsibility for and assume ownership of your learning process and professional development. Mentoring can help you to develop professionally and personally because you will be in regular, open contact with an experienced member of the profession, whose role is to guide you towards the Pathway and becoming a qualified and rounded professional person.

You might look for help from a Mentor in the following ways:

- they can help you to develop confidence in situations which might at first seem intimidating or overwhelming;
- they can help you to develop new learning techniques;
- they can help you to become a more effective practitioner;
- they can help you to see things in different ways;
- they can help you to develop appropriate behaviours and working practices;
- they can help increase your knowledge and understanding of your organisation and of the profession;
- they can help you to develop your understanding of ethical issues and values associated with working as a professional;
- they can help you to develop knowledge and skills;
- they can pass on the benefit of their knowledge and experience.

There are other factors to consider when choosing a Manager as your Mentor:

- the role of a manager or employer involves being primarily concerned with the organisation, its objectives and interests;
- managers may have responsibility for targets, planning and policy for a team or for the organisation as a whole;
- managers may already be familiar with procedures such as appraisal, coaching and training within their organisation or in the context of other professional bodies;
- managers may not be readily available, may be closer to strategic issues and not the detailed knowledge.

All these factors will mean that, when you are choosing a Mentor, you will need to bear in mind that you will be looking to establish a different kind of relationship to that you may already have with your Mentor as a manager or an employer.

If you work in a larger practice with several qualified practitioners you may get many of the benefits listed above by choosing another more senior colleague. The choice is yours (though all Mentor nominations are subject to ratification by the LI), so you need to consider the pros and cons.

Candidates may prefer to ask someone who is 'removed' from their immediate work context. Within the Pathway, this is described as an external Mentor. If you decide to choose an external Mentor, you will need to explain the reason for this at the time you make your Mentor nomination. Again, there is more information in Section One, the Pathway Process

There are a number of considerations involved in choosing a Mentor:

Practicality – How far away is your Mentor? Obviously you can keep in touch but you need to organise regular face-to-face meetings so consider the costs and benefits of a Mentor who is at a distance.

Personality – How do you relate to your potential Mentor? You will spend a great deal of time with your Mentor at a time of significant change, development and opportunity in your life. You need to be able to have an open relationship, based on trust and being able to say what you think you need to develop.

Confidentiality – If you choose a Mentor who is not within the organisation for whom you work, you need to consider the implications for employee confidentiality. Your employers may not be comfortable with the idea that you are discussing issues which may be professionally sensitive with someone outside their organisation and you may need to reach an agreement about how this would be handled.

You are responsible for your choice of Mentor as part of the active learning process. Carefully weigh up the options and make an informed decision because your relationship with your Mentor will help you throughout the Pathway and on into your professional life.

Becoming a Mentor

It is not only Candidates who need to make decisions about the Mentoring relationship and its implications. Potential Mentors also need to consider whether they are able to take on the role and what it will mean for them.

The criteria for eligibility to be a Mentor and the procedure for acceptance by the Institute have already been discussed in Section One, the Pathway Process. There are however other factors to consider such as your interests, your other commitments, your aptitude and your existing relationship with the Candidate. (**See box 'Mentors and Managers'**). Reading these guidelines should help you decide if you have the qualities needed to be a Mentor: patience, experience, knowledge and most importantly a desire to help younger or less experienced practitioners learn and develop.

It is worth remembering here that Standard 6 of the Landscape Institute Code of Conduct places an obligation on Members of the LI to support less experienced members of the profession over which they have a professional or employment responsibility. Even if you choose not to Mentor a particular Candidate, playing a part in developing others in some way, according to your abilities and expertise, is a professional obligation, as well as contributing to your CPD.

Don't forget that there are direct benefits to Mentoring, not least of which is the opportunity to look again at your own learning, knowledge and experience and to learn new things.

WHAT IS A MENTOR?

A Mentor is someone who helps others to develop personally and professionally. Using their experience a Mentor guides others forward while helping to develop their potential and equip them for the future. Within the Pathway, a Mentor will be responsible for guiding a Candidate or Candidates through a very important period in their development and also for helping them develop attitudes, strategies and skills which will shape their futures as professionals. Mentors will help Candidates deal with new challenges, provide a role model, discover and develop their abilities, help them negotiate difficult situations and steer them towards ways of working which will be the foundation of a successful career.

In the context of the Pathway, the Mentoring role is key. Please bear in mind though that you are not responsible for the success or failure of the Candidate. Your responsibility lies in facilitating the Candidate's ownership of and responsibility for their own active learning on the Pathway, and pointing them in the right direction, when required.

MENTORS AND MANAGERS

It is likely that many Mentors may also be managers. Candidates will naturally seek a senior member of the profession as their Mentor, often a line manager or manager within their company. As a Mentor your responsibility is to guide your Candidate towards ownership of and responsibility for their learning and progress as part of an ongoing and supportive relationship. This may not always fit exactly with your management role.

The following are all areas which have something in common with Mentoring but which nonetheless differ from it in key respects:

Appraisal is a system of assessing change in a work context, and can be used to determine a rating or eligibility for pay enhancement. It is concerned with specific targets and goals over a fixed period of time and may be linked to processes such as disciplinary procedures.

Coaching often involves preparing a Candidate for certain specific and usually short-term goals such as a meeting with a particular client or the delivery of a presentation.

Training is usually related exclusively to the workplace and managers may have a role in deciding what training employees receive or in the delivery of parts of that training.

Mentoring involves a wider responsibility to the Candidate. You will deal with both professional and personal issues. Candidates may ask you for advice or help in all sorts of areas. As a Mentor, you can help them either directly from the benefit of your own experience or by guiding them towards help, advice and support from other sources.

First Meetings: setting the scene

Once a Candidate is registered on the Pathway, the first milestone is the initial meeting.

At the first meeting or meetings the Candidate and Mentor establish the starting point for the Pathway – what knowledge and understanding the Candidate already has, at what level and how the Candidate is going to move forward. The first meetings set the tone for the ongoing relationship so it is therefore important to consider your aims and expectations, your responsibilities and the practicalities of the relationship

There is more information about the first meeting in Section One, the Pathway Process (p 16).

Candidate responsibilities and expectations

In the first meeting, as in all that will follow, it is important to develop an understanding of what both parties – Candidates and Mentors – will need to bring to the process.

Responsibilities

- Start from the assumption that you are responsible for your own learning and professional development.
- You need to think about an agenda for the first meeting. What do you want to talk about the first time you meet officially with your Mentor?
- You will need to prepare in advance to discuss your current knowledge and experience in relation to the Pathway.
- You will need to think about what the next step(s) might be for you.
- Think about what you want, need and expect from the Mentoring relationship.
- Developing a relationship with your Mentor starts here so make sure that there is time to talk about experiences and things in common.
- Consider how long your meetings should be. You may want a fixed amount of time for quarterly meetings but be more flexible at other times.
- Give some thought to what to do if problems arise. You will need to develop an approach which is open and direct so that if there are difficulties, you can deal with them clearly.
- Don't be afraid to ask questions and seek clarification.
- Answer questions fully but don't feel you have to waffle or try to impress. If you don't know something, be honest and say so.
- Decide how you wish to use the online system. The Pathway system allows you to save private drafts of your Development Pack, or make your current draft viewable to your Mentor. Your Mentor will need to see your Development Pack on a regular basis in order to review your progress and provide you with support. Make sure you discuss how you are going to work together

Expectations

- You should expect to own and be responsible for your active learning from the outset.
- You should expect support and encouragement.
- You should expect to develop professionally and personally.
- You should expect to benefit from the knowledge and experience of your Mentor.

- You should expect to make mistakes and learn from them.
- You should expect to listen.
- You should expect your Mentor to listen to you.
- You should expect to become aware of and work hard on developing your strengths and addressing your weaknesses.

What you shouldn't expect

If you're not used to being in a Mentoring situation then you might well expect that your Mentor will simply put you on the path to successfully completing the Pathway, solve any problems you might have along the way and shake you by the hand once you've finished. This is not the point of Mentoring. Before you start, take time to think about your role and try to identify what your expectations are.

- Don't expect to be given any easy answers to problems – expect to be helped to discover the means to solve them.
- Don't expect to be told what to do – expect to work out a course of action together with your Mentor.
- Don't expect a free ride – expect your Mentor to challenge you and have realistically high aims and objectives.
- Don't expect just to chat – expect to work hard on making your time together useful.

Mentor responsibilities and expectations

Responsibilities

To get the most out of the relationship, Mentors also need to consider their responsibilities while preparing for the first meeting. You may find the following checklist useful (there is also further information on the first meeting in Section One, the Pathway Process).

- You will need to establish the current situation of your Candidate in terms of their knowledge and experience in relation to the Pathway.
- You will need to start thinking about how best to help the Candidate take responsibility for and ownership of their active learning process.
- You will need to think about targets and objectives for subsequent meetings.
- Reflect on your own Mentoring style and be prepared to be flexible.
- Get to know your Candidate. This meeting is about more than just finding out what they need to know in order to progress through the Pathway.
- Allow enough time. Initial meetings may be quite lengthy. As the relationship continues some meetings may vary in length, depending on the topics being discussed.
- Be prepared to let the Candidate ask questions.
- Be open and honest in your answers.
- Be prepared to brush up on your own knowledge. It will help your Candidate and can count towards your own CPD, as part of a balanced programme of activities.
- Address difficulties clearly if they arise.
- Make sure the Candidate knows they can trust you.
- Use open questions to allow the Candidate to give a full picture of their knowledge and experience. (See Box – 'Asking Effective Questions')
- Create a relaxed and informal atmosphere so that the Candidate feels comfortable.

Mentor Expectations

- To use OPEN QUESTIONS rather than CLOSED QUESTIONS wherever possible.
- To ACTIVELY LISTEN to Candidates' responses.
- To see your Candidate on a regular basis, both formally and informally.
- To be honest and open with your Candidate and for them to behave likewise.
- To guide your Candidate in their progression on the Pathway towards the Oral Examination.
- To provide your Candidate with clear aims, targets and boundaries.
- To maintain a confidential relationship.
- To deal regularly with your Mentor Supervisor.

What you shouldn't expect

- To provide your Candidate with answers all the time.
- No problems.
- An easy ride while the Candidate gets on with it.

Assessing knowledge and understanding at the beginning of the Pathway

This is an extremely important stage at the beginning of the Pathway. Both Mentor and Candidate have a responsibility to be as thorough and honest as possible about the level of knowledge and experience a Candidate has in relation to the Pathway syllabus, (the Study Guidance Notes) right at the beginning of the process.

Candidates must be assessed as to their current levels of knowledge and understanding of the various areas described in the Study Guidance Notes.

There are 3 Stages:

- **Stage 1:** the Candidate is aware of particular concepts and is able to demonstrate a general theoretical or practical understanding of the principles behind them. *For example: you can have a sensible and interesting discussion about the issues.*
- **Stage 2:** the Candidate is able to demonstrate that they can apply their knowledge and understanding of these concepts in day-to-day professional situations. *For example; the Candidate could independently prepare material for issue to a client or other professionals subject to checking and sign off, or you would be happy for the Candidate to present on the subject to the client or other professionals with or without supervision, in appropriate circumstances.*
- **Stage 3:** the Candidate is able to give well-reasoned, strategic and high-level advice to clients or co-consultants, based on an in-depth appreciation of the relevant issues raised, the opportunities and potential liabilities. *For example: on the basis of a Candidate having significant and direct experience (e.g. by working on a number of similar projects) you would be happy for the Candidate to represent you or your organisation at a meeting with a client or other professionals without supervision.*

You will be able to view these Stage descriptions online when you click on the Mentor Review in the Pathway online system and there is also information on how to complete the Mentor Review.

In making an assessment of a Candidate's position the Mentor should:

- be careful and considered;
- review all areas of experience thoroughly with the Candidate;
- be objective about the standards you expect from the Candidate in relation to the 3 Stages. It is better to be cautious than generous in relation to standards;
- seek advice from the Supervisor if unsure – they will be in regular contact with other Mentors and will have a wider view;
- talk to other Mentors about how they assess standards;
- use a variety of questions and allow the Candidate to discuss and describe their experience as freely and fully as possible.

The aim is to assess, as fully as possible, the strengths and weaknesses of the Candidate in relation to the Study Guidance Notes so the more you can get from them, the more fully you can work out what needs to be done. As a Mentor, you have a responsibility to guide the Candidate through this process and establish the picture of ways to progress on the Pathway.

Remember, landscape architecture is an evolving profession and one which is becoming both increasingly diverse and specialised. Candidates do not need to achieve Stage 3 in all areas to be successful in the Pathway. There may be some areas in which a basic understanding at Stage 1 is all they need for their current specialisation or orientation of work. Candidates should be aiming to achieve, by the end of the Pathway, a profile in which they have perhaps reached Stage 1 in a few areas, Stage 2 in the majority of areas, and Stage 3 in some key areas.

If you are unsure about a Candidate's progress or readiness, you can contact your Supervisor for further guidance.

ASKING EFFECTIVE QUESTIONS

1. Open and Closed Questions

As a Mentor, your role in getting information out of the Candidate is vital. You will need to establish their starting point in terms of knowledge, understanding and experience and then, as time goes by, to assess on a continuous basis their progress towards readiness to go forward to the Oral Examination. Essentially, your role as a questioner is to use OPEN rather than CLOSED questions whenever you can.

Open questions

These are often the most effective way of ensuring that your relationship with the Candidate and their learning development remains positive. For example, if we asked:

'What do you think might be a few basic ground rules for dealing with clients?' or
'Tell me about your experience of dealing with clients.'

we will open up the answer and hopefully elicit much more information on which to base further questions and stimulate thought and learning.

Closed questions

These usually begin with a verb 'Did you..? Can you..? Have you ever..?' and can be answered 'yes' or 'no'.

'From what you've said, you've had plenty of experience of dealing directly with clients. Is that correct?'

These can be useful questions if the meeting has begun to drift or the point at issue is in danger of being lost. Questions like this can clarify a situation and check mutual understanding.

However they should generally be avoided when trying to elicit information or encourage thought and discussion for example:

'Have you ever had to deal directly with a client?'

'Yes.'

'Was it a success?'

'Yes.'

'Did you work with them again after that?'

'No.'

Part of the problem here is that the Candidate may have dealt with one client or 100, they may have been successful from their point of view but a disaster from the client's, but this line of closed questioning is not as effective in finding this out as the open questions in the first example.

Some useful hints

In terms of open questions, here are one or two more things you might find it useful to think about. Using 'why' in a question could sometimes be interpreted as aggressive by the Candidate, especially if you happen to be asking about a situation where they might feel they under performed or if you are asking about areas where their knowledge is sketchy.

'Why did you send a copy of that letter to the client?'

The key with this type of question is to make sure the tone in which the question is asked is positive.

Try to avoid asking an open question then closing it with a subsidiary question.

'What do you think about dealing with subcontractors? Is it always a problem?'

ASKING EFFECTIVE QUESTIONS

2. Discovery Questions

These are open questions which require answers based on the actual experience or knowledge of the Candidate. They allow Mentors to actively listen to Candidates. Candidates will find it difficult to speculate or invent knowledge. These questions provide a springboard for further investigation.

'When did you prepare your first planning application?' (Candidate responds)

'Tell me about anything you feel you learned from your experience.' (Candidate responds)

'What problems did you encounter?' (Candidate responds)

'How did you solve them?'

This series of questions will provide the Mentor with a great deal of food for thought and an insight into how the Candidate dealt with a particular experience. If the aim of the session is to look at preparing to make a planning application then by actively listening and using open questions, the Mentor has a great deal of information on which to base an assessment of any areas the Candidate might need to consider.

Discovery questions can slip into cliché. Unsure or unconfident Candidates may respond in the abstract:

'Tell me about how you prepare for a meeting with a Planning Officer.'

I think being organised is the key. If you're not organised then nothing really gets decided.'

However, if you then add: 'Give me an example of how you organise yourself prior to a Design Team meeting.' you have given the Candidate the chance to tell you something about their experience.

The tendency to cliché is also present for the Mentor:

'How do you deal with clients?'

The temptation for the Candidate to answer in an abstract way is obvious. If you change the question however, you have an excellent opportunity for the Candidate to open up and tell you about their experience without feeling judged:

'Which client did you find the most satisfying to deal with?' (Candidate answers)

'What did they do that made you so positive about them?' (Candidate answers)

'Why was that such an important factor?'

Effective open questions avoid cliché and any need to speculate or invent. They will enable both the Candidate and the Mentor to fully examine issues through exploration and active listening. They are non-judgemental and should allow both Candidates and Mentors to get the most out of a discussion.

Ground rules, boundaries and working practices

During the first meeting, you are going to make a positive start on a relationship between Mentor and Candidate. As well as establishing levels of Candidate experience and generally getting to know more about Mentor and Candidate, it is important to set out a few ground rules for the ongoing Mentor/Candidate relationship.

Trust and Confidentiality

This is vital to the ongoing good nature of the relationship. Always make sure that you are completely clear about your responsibilities and roles with everyone concerned.

As part of the process, Mentors will need to share information about a Candidate with their Supervisor and at times with the LI but other than that, care should be taken when discussing anything from within a Mentoring meeting with anyone outside that relationship. Before the first meeting, Candidates should take time to think about what the boundaries of the relationship should be and then discuss those limits in the initial meeting. In general, if you are in any doubt about whether or not to discuss something, ask first. In situations where a Mentor is a line-manager or an external Mentor, it is essential that both Mentor and Candidate fully understand the implications of confidentiality. **See box 'Mentors and Managers'.**

If you choose an external Mentor, be aware that there will be issues of business confidentiality, competition or sensitivity in discussing the business in which you are placed with someone outside that business.

Time

Your Mentor's time is valuable. The responsibility for managing time effectively and efficiently lies with the Candidate.

Certain meetings such as the Initial Meeting(s), Quarterly Reviews and so on will require more time in order that all the issues involved can be fully explored. The Mentor has a responsibility to ensure that they give adequate time to these meetings but it is the Candidate who should be responsible for arranging meetings, organising a venue, getting the most from the time available and so on.

In practice, the number of meetings and the length of time involved is likely to vary from Candidate to Candidate and Mentor to Mentor and also according to the stage of the process, the experience of the Candidate, the nature of the meeting and so on. Some Candidates and Mentors may feel that a regular meeting of a fixed duration is the best way to proceed while others may want a less formal arrangement. In practice, both Candidates and Mentors will need to be creative and flexible in managing time as effectively as possible.

Place

Where do you think you should meet? Obviously Quarterly meetings will need a setting which gives you enough time and space for an in-depth conversation with documents and so on. However,

more informal meetings might be almost anywhere. Once again, agree a few basic principles and then be flexible as the relationship progresses.

Recording

There are certain formal procedures to do with recording achievement and outcomes. Quarterly meetings, for example, will need to be formally recorded and documented using the Mentor Review in the way described in Section One of this Guidebook. However, you will also meet more informally as part of the Mentoring relationship and you will need to develop a system for documenting these informal meetings. The Activity Log might be used or you might choose to keep a diary. Whatever happens, you will need to agree how to minute the meetings so that you can effectively keep track of progress. Agree who will do this and how.

Change

The Pathway will take different amounts of time for different Candidates. It is a flexible system in terms of learning, development and progression. Candidates take responsibility for developing innovative and flexible ways to learn. This system makes allowance for career breaks and maternity leave and allows Candidates to deal with personal or domestic issues without jeopardising their professional future.

During the Pathway there will be both planned and unplanned changes. Don't forget that if you need to take a break from the Pathway for an extended period of time you will need to let the LI know, or you may find yourself suspended from the system. There is more information in Recording Qualifying Experience in Section One

You can make sure that you are prepared for changes by thinking ahead right at the beginning of the Candidate – Mentor relationship.

- Unplanned changes.

Think about how you will deal with these when they occur. What will you do if one of you changes jobs for example? Or if you are not able to communicate as effectively as you had hoped? Or if you find you have other commitments which are causing problems? It can be difficult to deal with change but establishing some ground rules may make it easier to raise and discuss these issues. Perhaps you will agree to include an opportunity to suggest improvements or raise concerns in every meeting agenda.

- Planned changes.

The point of the Pathway is to move Candidates from one stage of their professional career to the next. Once you achieve this the Mentor/ Candidate relationship may finish, or it may continue on a different basis. Either way, you should take time at this stage to discuss your expectations.

ASKING EFFECTIVE QUESTIONS

3. Some more open questioning techniques

Reflective questions

'I'm having trouble advising the client about this claim; on the one hand I can see what is in their best interest but on the other hand I have a contract to run and I have to be fair to the contractor'

'Right. So you can see two sides to the issue?'

By responding in this way you are inviting the Candidate to expand on what they feel is a negative experience. This type of question can help to prevent a situation from becoming negative or confrontational. Rather than feel that you as Mentor need to respond personally and immediately solve this perceived difficulty, you have invited the Candidate to say more about their situation. This might encourage the Candidate to think of ways in which the problem might be solved and thereby further their ownership of their own progress and learning.

Probing questions

'When the Habitat Survey found Great Crested Newts, what did you do?' (Candidate answers)

'When you did that, what specifically happened?'

Checking questions

Minimise misunderstanding and potential disagreement. Particularly useful in terms of recording meetings and agreeing targets or objectives for discussion at the next meeting.

'Is it OK if we say that you will contact the Planning Officer personally and arrange a date and time for a meeting?'

Behavioural questions

Based on previous behaviour. You can get an idea of how a Candidate might behave in the future by assessing together some past experience.

'During your MA, you were asked to design a garden for nudists. How did you respond to their request for Berberis hedging?'

Hypothetical questions

On the basis of a response to a behavioural question you might want to get a Candidate to expand hypothetically.

'If you received a complaint about injuries caused by a casual encounter between a nudist and a Berberis hedge, what would you do?'

The Ongoing Relationship

Expectations and responsibilities

As your relationship progresses you will develop ways of working which suit both of you. There are however certain things which need to be given careful consideration in order for the relationship to continue effectively:

Candidates

- Be responsible for your own Active Learning.
- Claim ownership of your progress towards the Pathway. You have to assume responsibility with your Mentor as your guide.
- Be open, honest and realistic about your progress, the Mentoring relationship, aims and objectives.
- Make sure you are pro-active in arranging, preparing for and attending meetings with your Mentor, whether formal or informal.
- Value the time your Mentor gives you, and use it wisely.
- Be clear about what you need to do before your next meeting.
- Be open-minded about new challenges, ways of learning and working practices.
- Work hard on developing and maintaining a trusting relationship with your Mentor.
- Don't expect your Mentor to come up with all the answers. If there is a problem, take risks, think imaginatively and be creative when it comes to seeking a solution. Be prepared to offer your Mentor alternatives.
- Actively seek out ways of learning and find what works for you; arrange study groups with your peers; visit other practices; attend study courses; set up a routine of planned study/ reading; visit other projects; ask questions of other professionals with whom you come into contact; arrange seminars with people with specific expertise for your colleagues.
- Let your Mentor know if you have any concerns about the way things are going.
- Be active in managing your own learning. The processes and habits you establish during this relationship will equip you for continuing professional life.

Mentors

- Work with the Candidate to ensure that they are responsible for their own learning.
- You need be aware of the importance of the Mentoring role. Reflect on the benefits of what you are doing for you, your organisation, the profession and your Candidate.
- Remember you are a Mentor, not (just) a manager. Your role is to help the Candidate gain the skills and knowledge to work out the professional way to do things for themselves, not only to learn how you do it.
- Continue to be open and approachable.
- Ask open questions and listen actively to the answers.
- Avoid being judgemental. This can occur either negatively in terms of deciding a Candidate has done something wrong or positively in terms of a 'halo effect' where because a Candidate has shown strength in certain areas, you assume strength in other areas.
- Be clear and honest about progress and problems. Try to be realistic about how things are going. Get into the habit of discussing any concerns you may have and make it as easy as possible for the Candidate to be honest with you about their concerns.

- Retain an objective standpoint on your Candidate's progress. Resist the urge to simply solve problems for a Candidate. Develop ways of guiding Candidates and working together with them on finding solutions.
- Make sure you maintain regular contact, both formally and informally with your Candidate.
- Ensure that you set aside quality time for meetings.
- Be prepared to seek help and support from your Supervisor, the LI, your branch or other Mentors if you need it.
- Encourage Candidates to think creatively and to innovate in order to broaden their knowledge and experience. Don't simply expect them to do what you did.
- Try to maintain perspective; with your greater experience, you will probably have a bigger picture of your Candidate's development. They will be immersed in the detail of their particular experience or project.
- Help your Candidate to prioritise effectively. Deciding what is most important can be extremely difficult so use the benefit of your experience to guide choices and progress.

ASKING EFFECTIVE QUESTIONS

4. Some further techniques

Specific questions

Asking questions to which there is a certain, specific answer can be a way either to stop someone talking or to give them something concrete to talk about.

'What day did you send the letter to the Designer?'

Leading questions

If you lead a Candidate then they are not being self-reliant and the amount to be learnt in these situations is reduced:

'Would you send a copy of that email to the Designer, the Planning Office and the Architect?'

To use a question like this to confirm an agreed course of action is fine but to simply present the answer is pointless.

Multiple questions

'How did you establish the connection with the environmental assessor, why did you agree to that system and what were the outcomes?'

This is simply bewildering. Decide what you want to know and the order in which you want to know it. Then ask.

Reviewing progress and moving forward

As a Candidate moves forward in the Pathway, there will be an ongoing process of review and reflection involving the Candidate and the Mentor. This review process should be regular, open and honest and be centred around the regular and quarterly meetings.

Over time, Candidates will build up a core of knowledge in all areas of the Study Guidance Notes. There will probably be some areas where they will develop a greater depth of knowledge and understanding by virtue of the kinds of experience undertaken in their immediate work environment, and others in which they will need to actively seek opportunities for learning and development.

The Mentor and Candidate will need to set targets as part of the ongoing process of development and review. Targets should be clear and attainable. Some might be relatively narrow in scope such as being aware of a specific piece of legislation or be much broader such as dealing effectively with clients.

Planning Ahead

Every quarter some Candidates and Mentors struggle to meet the Pathway submission deadline. Use this simple checklist to make sure this doesn't happen to you.

Candidates

1. Mark the submission deadlines in your diary.
2. Regularly update your Activity Log during the quarter. Weekly is a good idea.
3. Aim to have completed the Activity Log by the last day of the quarter.
4. Arrange dates and times to meet your Mentor as far in advance as possible. Remember to book a longer review meeting just after the quarter ends to go over your progress during those 3 months.
5. Agree a date with your Mentor when you will have submitted your Development Pack. Make this at least a week before the submission deadline so your Mentor has that week to review what you have written and submit their Mentor Review.
6. Make sure you submit your Development Pack by this agreed date. Discuss any potential delay with your Mentor in advance.

Mentors

1. Mark the submission deadlines in your diary.
2. Let your Candidate know when you need them to submit their Development Pack to give you time to review it to do your Mentor Review.
3. It is your Candidate's responsibility to 'drive' the process by arranging to meet with you, but you can remind them to do this if they are occasionally forgetful.
4. Hold update meetings with your Candidate during the quarter.
5. Review your workload as the deadline approaches – will your Candidate need to complete their Development Pack earlier than planned so that you have time to submit?
6. Submit your Mentor Review by the deadline.

You can download a cut-out-and-keep checklist and time planner from the Pathway section of the Members' website.

Regular meetings and quarterly reviews

Both Candidate and Mentor will need to make sure that progress towards the Pathway is accurately recorded using the online system. In order to do this, you should have regular meetings to check interim progress and then Quarterly Meetings to officially review and record your status in the Mentor Review.

Taking it forward - Candidates

The Candidate needs to drive and own these processes, recording experience and making sure they are prepared for meetings and have done some thinking in advance.

Once again, the emphasis for the Candidate should be on preparation and clarity. Make sure that you are clear in your own mind about exactly how and where you have fulfilled the targets you agreed with your Mentor the last time you met. Be honest with yourself about this. If you can, put yourself in the position of the Mentor and ask whether or not they should accept your evidence. The Activity Log will be an excellent way of keeping track of evidence and experience so make sure you keep it fully up to date by giving it time and attention.

When talking with your Mentor, be clear, open and honest about what you think you have achieved, experienced and learned. Try to be specific and avoid the hypothetical and if you don't feel confident about any aspect, say so. Ask questions if anything is unclear and don't be afraid to say if you feel your Mentor has missed something. The aim of the review process is to agree, as clearly as possible, an outline of your progress to date and whatever next steps are appropriate. Both Candidate and Mentor have responsibility for this but the greater your ownership of the process, the better.

Taking it forward - Mentors

These are processes which are owned and driven by the Candidate. Your role is to act as an objective partner in the continuous learning process.

You are not simply marking their homework. During any session, your Candidate will need someone to use as a sounding board, someone to encourage them, an honest critic, someone whose knowledge and experience they can use and respect and a guide to help them develop their own learning and working processes.

Again, you should use open questions wherever possible to encourage the Candidate to open up about what they think they have experienced, known or learned since you last met. If you feel a Candidate is sketchy on any point, ask more specific questions and if they are waffling, ask a closed, direct question to bring them back to the point. Listen as actively as possible to your Candidate so that you can identify areas of strength and weakness.

You have to agree progress, achievement and the next step(s) with the Candidate as a cooperative process so be prepared for discussion and disagreement. When discussing next steps, make sure that they are clear and attainable and that both you and the Candidate fully understand what is required before you finish the meeting.

REVIEWING CANDIDATE PROGRESS

This is an extremely important role for the Mentor, but one which can only be fully realised once the Candidate is fully responsible for their own Active Learning. The role of the Mentor is, by using open questions and actively listening, to objectively assess the attainment and progress of the Candidate against the criteria set out in the Study Guidance Notes in terms of level achieved.

- **Co-operation:** Yes, you must work with the Candidate - but it is not your responsibility to lead them towards effective answers.
- **Standards:** The danger is setting standards which are too low, rather than too high. Be rigorous and make sure that the Candidate fully satisfies any criteria you may have before moving on to the next stage. You are not helping the Candidate if your standards are low.
- **Care and Consideration:** Take your time when assessing a Candidate's experiences and achievement. Beware of the 'Halo Effect', both positive and negative so that if a Candidate has previously performed well, don't take further positive performance for granted and vice-versa.
- **Ask Questions:** If you are unsure of how to proceed in a particular instance, seek help and advice. Your Mentor Supervisor will be happy to discuss issues with you if you aren't sure and don't forget that other Mentors may be happy to talk in general about their methods. You can also share ideas through the Pathway discussion forum on the LI website.

The Active Learning Process

The Candidate is responsible for the development and management of their active learning. The Mentor can assist and guide the Candidate towards good practice but it is the Candidate who owns the process.

From the outset, the Mentor should focus on helping the Candidate to foster the habit of active learning. There are essentially three stages to the process:

- **Exploration**

Look at the experience and analyse it.

'What do you think are your strengths in terms of knowledge and experience for the Pathway?'

'Tell me about your Stage 2 HLF application. What did you experience in terms of dealing with the Conservation Architects?'

- **Agreeing understanding**

Agree clearly what conclusions Mentor and Candidate might draw from this experience.

'I can see that you're strong on planning applications so let's talk about moving on the next stage with it.'

'I can see why you might feel like that about engineers. I had a very similar experience ..'

- **Action Planning**

Decide together on a next step.

'I understand where you want to go with this so let's assess the potential benefits and drawbacks.'
'Can you suggest any ways that I might help next time you have to agree a Valuation and draft a Payment Certificate?'

As they work together to put this into practice, the Candidate and Mentor will need to develop a way of discussing experiences, learning from them and using them to improve the Candidate's skills as a professional. What ever way you chose to do this, it needs to be comfortable and not threatening. You may find it helps to have a loose structure in mind. **See box 'The Learning Cycle'.**

THE LEARNING CYCLE

One model of how you use experience to develop the Candidate as a professional could work like this. (This is a guide so feel free to experiment and find what works for you.)

1 – Have an Experience – *'Let's talk about working with Hardhat Bros'*

2 – Consider the Experience – *'How did this affect your overview of the project?'*

3 – Draw General Conclusions – *'What other areas of your work might be affected by this experience?'*

4 – Apply the Experience – *'You're back on site with the Hardhats next week. What are your thoughts about preparing to meet them?'*

5 – Start Again!

Remember that if you can develop an effective way of learning on the Pathway, you will be able to apply that throughout your career

Changes to the Mentoring Relationship

There may be circumstances in which it is necessary to change Mentors, such as sickness or other changes of circumstance, an irretrievable breakdown in the Mentoring relationship or a Candidate or Mentor moving away. Section One, the Pathway Process, sets out the procedures for dealing with changes to the Mentoring relationship. Candidates and Mentors should have set out ground-rules for discussing change.

Candidate. Be clear about what you are entitled to expect from a Mentor, and remember that this is a professional relationship with a specific purpose and objective. Use this as an opportunity to develop your standards of professional behaviour.

Mentor. Be honest with yourself and with the Candidate about the situation and try to give objective, professional advice to the Candidate on the best course of action from their point of view. Do not be afraid to refer the matter to your Mentor Supervisor or to ask for advice or support from a more experienced Mentor.

REMINDERS

Candidates:

- Own their learning and development.
- Are not afraid of new challenges.
- Are prepared to learn from the experience of their Mentor.
- Are not afraid to make mistakes and then learn from them.
- Are active in seeking to develop personally and professionally.
- Are prepared to deal with problems or conflict in a mature, open and honest way.
- Are prepared to work to maintain a positive relationship with their Mentor.

Mentors:

- Are Active Listeners who ask Open Questions.
- Are enthusiasts who take a real interest in the personal and professional progress of their Candidate.
- Are not afraid of innovation and change and prepared to think creatively to help a Candidate progress.
- Are prepared to keep working on their relationship with the Candidate to ensure long-term success.
- Are happy to accept that there may be problems and that they should be dealt with professionally, openly and honestly.
- Are not afraid to seek help and advice in relation to their Mentoring.

ACTIVE LEARNING AND INNOVATION

As a Candidate on the Pathway, as in your professional life, you are responsible for your own progress.

During your normal day to day work you will probably not have direct exposure to every aspect of the Study Guidance Notes. This will be particularly true if your practice specialises in a particular type of work. You will need to be prepared to look beyond your immediate environment, and make contact with other professionals who can help you widen your knowledge and understanding.

A major factor in effective progress and also in managing the time you will need to spend with your Mentor is your ability to be innovative and think creatively about ways to gain further knowledge and experience. The following are a few ideas for gaining the necessary skills, knowledge and experience but this is by no means an exhaustive list:

Branch Events	The LI's branches run a range of events and activities. Stay in touch or offer to help. Make the most of the networking opportunities available to you through your branch.
LI Pathway Discussion Forum	Exchange ideas and tips with other Candidates, Mentors and Supervisors
Study Groups	Arrange to meet other Pathway Candidates and discuss your experience.
Study Courses	Find practices or organisations who arrange formal or informal courses.
Government Websites	For example their website carry updates on planning legislation and guidelines.
Practice Swaps	Arrange to spend time in another practice with different specialisms.
Work Experience	Go and work for a subcontractor or specialist firm.
Visits	Museums, The National Trust, new cities etc.
Structured reading	Use the Pathway Reading List for recommended texts.
Peer Group Contacts	Keep in touch with your fellow graduates or student group.
Email Forums/ Discussion Groups	Find or set up your own Group.
Conferences and CPD events	Either run by the Landscape Institute or other organisations
Sister Organisations	RTPI, RIBA, ICE, RICS etc.
Journals and Publications	'Landscape' etc
Other Mentoring Resources	Don't just rely on your 'official' Mentor, ask other people in the office or experts in other fields.

Continuing Professional Development

There is no reason why the Candidate/Mentor relationship has to end once the Candidate has successfully completed the Pathway and become a Charter Member of the Landscape Institute (CMLI). Obviously the nature of the relationship will change but the value of having an experienced reference point or Mentor within the profession remains. The Candidate and Mentor should consider the benefits and opportunities involved in carrying the relationship forward into the Candidate's professional future.

Once the Candidate has achieved CMLI status, it will be useful to set aside time for both Mentor and Candidate to reflect on the relationship. This will be useful for the Mentor if you intend to continue as a Mentor to other Candidates, or if you already have other Candidates, it will inform your relationship with them. For the Candidate, reflecting on the relationship will help you think about your attitudes to professional life and learning processes, and give you an insight into the Mentoring role should you wish to consider becoming a Mentor at some point in the future.

Review your progress and achievement in terms of the Pathway but also try to discuss wider issues. Did your aims and objects change throughout the process? Did you find yourself taking more responsibility for your progress and if so, at what point? Did you have problems or conflicts? If you did, how were they resolved?

Carrying forward best practice into your professional life

Successfully completing the Pathway is a significant achievement. By electing you as a Member, the Institute has put its trust in you to be a credit to the Profession and to advance the status of Landscape Architecture.

In doing so, you will have broadened your knowledge and experience both professionally and personally. You will have looked hard at what you know and how you learn. You will have had a fruitful relationship with a Mentor who is an experienced member of the profession. Ultimately you will be ready to join the LI as a Member and continue to develop and learn.

However the Pathway is just one part of the process of becoming a useful and productive professional Landscape Architect. This is a process which you will continue to work at for the rest of your professional life. You will use the skills you have learned to keep up to date with developing best practice, legislation and Institute procedures; to increase your knowledge and expertise in your chosen specialities; to become a more rounded professional and to become someone to whom others will look for advice and guidance. You may one day take on formal or informal Mentoring roles yourself to help guide the next generation of landscape professionals.

Appendix One:

A summary of key dates and deadlines

The quarterly cycle

The deadlines for the submission of Development Packs and Mentor Reviews are summarised in the table below, with an indication of when Candidates and Mentors can expect to receive feedback from the Supervisor.

	Deadline for the submission of Candidate Development Packs and Mentor Reviews	Supervisor feedback will normally be given by
Quarter 1 – January to March	21 April	15 May
Quarter 2 – April to June	21 July	15 August
Quarter 3 – July to September	21 October	15 November
Quarter 4 – October to December	21 January	15 February

The Oral Examination

Examination dates

Oral Examinations are held twice a year, in May and November. Provisional examination dates and venues will be published on the LI website.

The final date, time and venue of the examination will be confirmed to Candidates once a final Mentor Notification has been made and this has been accepted by the Supervisor. More information is given in Section One, The Pathway Process.

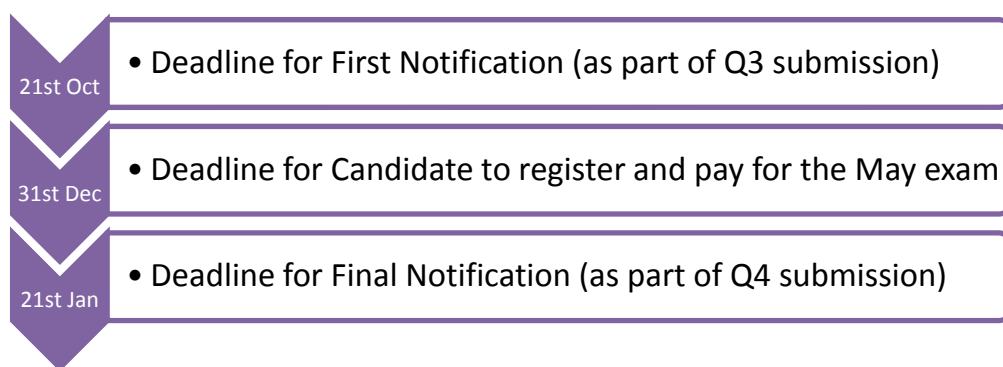
The timetables for notifications and registration are detailed on the following page.

Mentor notifications and deadlines for registration

Candidates are eligible to register for the examination where their Mentor has made a Mentor notification and this has been accepted by the Supervisor. A Mentor notification can be made at the end of any quarter as part of the Mentor Review. More information is given in Section One, The Pathway Process.

May examination

Candidates who wish to register for a May examination must complete and submit the Examination Registration form by 31 December. They will need to have received a Mentor Notification no later than the end of quarter 3 to be eligible to register. Final confirmation of registration will be subject to receipt of a final notification at the end of quarter 4 and this being accepted by the Supervisor. This is summarised in the diagram below.



November examination

Candidates who wish to register for a November examination must complete and submit the Examination Registration form by 30 June. They will need to have received a Mentor Notification no later than the end of quarter 1 to be eligible to register. Final confirmation of registration will be subject to receipt of a final notification at the end of quarter 2 and this being accepted by the Supervisor. This is summarised in the diagram below.

