



A Pan-European Common Training Framework for Landscape Architecture

InnoLAND

**LAUNCHING AN INNOVATION-BASED LANDSCAPE
ARCHITECTURE TRAINING FRAMEWORK IN EUROPE**

Vries, de, Jeroen & Stauskis, Gintaras – editors

Authors: Carapinha, Aurora, Conceição Martins Lopes de Castro, da, Maria; Conceição Marques Freire, da, Marina; Fekete, Albert; Stauskis, Gintaras; Trolf, Norbert; Vries, Jeroen de; Sárospataki, Máté; Stiles, Richard; Triboi, Roxana; Valánszki István; Weckman, Emilia.

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Editor

LE:NOTRE Institute, Jeroen de Vries

Main authors

Albert Fekete - Hungarian University of Agriculture and Life Sciences

Máté Sárosspataki - Hungarian University of Agriculture and Life Sciences

Gintaras Stauskis- VILNIUS TECH

Roxana Triboi – LE:NOTRE Institute

István Valánszki- Hungarian University of Agriculture and Life Sciences

Jeroen de Vries – LE:NOTRE Institute

With contributions of the InnoLAND partners:

Margarida Cancela d'Abreu – IFLA Europe

Aurora Carapinha - University of Evora

Maria da Conceição Castro - University of Evora

Maria da Conceição Marques Freire - University of Evora

Daniela Micanovic-Franckx – IFLA Europe

Richard Stiles – Technical University of Vienna

Attila Tóth – IFLA Europe / LE:NOTRE Institute

Norbert Trolf – Technical University of Vienna

Emilia Weckman - Aalto University

Advice by

Fritz Auweck – LE:NOTRE Institute

Marina Cervera Alonso de Medina – LE:NOTRE Institute

Veli Ortacesme – Akdeniz University and PEMAT



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Project co-ordinator

Gintaras Stauskis – VILNIUS TECH, Lithuania

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ACRONYMS

CPD	Continuous Professional Development
DG GROW	Directorate General for Internal Market, Industry, Entrepreneurship and Small and Medium Sized Enterprises (SMEs)
EC	European Commission
ECLAS	European Council of Landscape Architecture Schools
ECT	European Credit Transfer and Accumulation System
ELC	European Landscape Convention
EQF	European Qualification Framework
ESD	Education for Sustainable Development
EU	European Union
HE	Higher Education
HEI	Higher Education Institute
IFLA	International Federation of Landscape Architects
IFLA Europe	The European Region of IFLA
ILO	International Labour Organisation
InnoLAND	Erasmus plus project to facilitate transparency and recognition of skills and qualifications for landscape architecture professionals in the EU.
ISCO	International Standard Classification of Occupations
LA	Landscape Architect ; Landscape Architecture
NA	National Association (in general the NA of landscape architects is meant by this)
PQD	EU Directive 2005/36/EC on the recognition of professional qualifications
SDG	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Summary

The InnoLAND Erasmus + Strategic Partnership is a consortium of five higher educational institutes and two European landscape architectural organisations. It aims to facilitate transparency and recognition of skills and qualifications of landscape architecture professionals in the EU by developing a Common Training Framework (CTF) for the profession of landscape architect along with relevant tools to support its implementation.

There is a need of the discipline and profession of landscape architecture to establish a Pan-European Common Training Framework (CTF) for Landscape Architecture (LA). InnoLAND developed a draft for a CTF in close collaboration with the European Region of the International Federation of Landscape Architects (IFLA Europe) and the European Council of Landscape Architecture Schools (ECLAS). For this, InnoLAND carried out a collaborative process. The principles of the first draft were approved by ECLAS and the Executive Committee of IFLA Europe. As a next step, a pilot test was performed in a series of European countries. In a parallel process communication took place with the EU Directorate for the Internal Market (DG GROW). The process resulted in an improvement of the proposed CTF which is more concise, formulated in general terms and is complying with the national standards in the piloted countries.

The Common Training Framework consists of three parts. Firstly, an Explanatory Memorandum that presents the background and the importance of landscape architecture, the new definition of the profession, the demography of the profession and development of landscape architecture education. Secondly the Recitals that presents the European legislation and regulation for professional qualification, national regulation, the collaborative process with the main landscape architecture organisations in Europe, the communication with DG GROW and relevance of regulation on an EU level. This is followed by the core of the Common Training Framework that defines the tasks of landscape architects and set standards for professional academic qualification. The CTF contains articles on postgraduate traineeship, national registration, continuous professional development, and compliance with a code of professional standards and ethics. The Annex of the CTF gives more detailed guidance.

The agreed CTF will be used for updating the professional recognition documents of IFLA Europe and the educational guidance for landscape architecture schools of ECLAS. It will serve as a benchmark document for peer review and validation of landscape architecture programmes. The advice can assist national associations and chambers for landscape architecture to regulate the profession on a national level.

A core group of the InnoLAND partners will organise further communication with DG GROW aiming to formally establish the CTF as an EU regulation.

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PART 1 INTRODUCTION

This part presents the partners and aims of the InnoLAND project and introduces the concept of a common training framework.

1.1 The InnoLAND project

The InnoLAND Erasmus + Strategic Partnership aims to facilitate transparency and recognition of skills and qualifications of landscape architecture professionals in the EU by developing a Common Training Framework (CTF) for the profession of landscape architect along with relevant tools to support its implementation.

The consortium consists of five Higher Educational Institutions (HEIs), covering geographical Europe from the North to the South - Finland, Lithuania, Hungary, Austria, Portugal – contributing with knowledge and experience on varying landscapes, study programmes, regulation of the profession, and European mobility experience. Additionally, two landscape architects' organisations join the project, LE:NOTRE Institute and IFLA Europe, to ensure access to the most prominent landscape architecture knowledge and education, the target group of landscape architecture professionals, and access to the responsible bodies in the European Commission.

The specific objectives of the InnoLAND project include:

- implementing the requirements of the Professional Qualifications Directive to foster automatic recognition of the landscape architecture profession in Europe;
- establishing pan-European quality standards for landscape architecture study programmes and harmonising landscape architecture education in Europe;
- developing an exemplar master study programme framework in line with the European Common Training Framework.

1.2 Landscape Architecture in Europe

Landscape Architecture is concerned with planning, designing, and managing natural and built environments. For this it applies aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice.

Landscape architecture is perfectly positioned to respond to urgent issues of our time, such as adaptation and mitigation related to climate change and the stability of ecosystems, socio-economic improvements, and community health and welfare to create places that anticipate social and economic well-being.

Higher education institutions play a major role in educating landscape architects who will take leadership about our future environment. Although European regulation (e.g. concerning environment, competition in the internal EU market or professional qualifications) has an impact on the professional work of landscape architects across Europe, there are still no standards regarding the content of the European higher education of Landscape Architects, inducing barriers for lifelong learning, recognition, and mobility.

1.3 A Common Training Framework

A Common Training Framework (CTF) defines knowledge, skills, and competences necessary for the pursuit of a specific profession, defining what a person is able to know, to understand and to do. By setting common standards for the education and training requirements of landscape architecture professionals through the CTF, the EU will ensure free movement of professionals across the EU. The Directive 2013/55/EU of the European Parliament and of the Council on the Recognition of professional qualifications and Regulation (PQD) emphasises that Professional qualifications obtained under CTFs should automatically be recognised by the Member States.

The renewed EU agenda for Higher Education, adopted by the Commission in May 2017, identifies enhanced mobility and cooperation in higher education among its key goals. The Paris Communiqué (2018), highlighting priority activities in this area for the coming years, calls for securing a sustainable future through higher education. These ambitions are in line with the goal of the EU to create a European Education Area by 2025, to promote mobility and academic recognition of qualifications for all EU citizens, leading to free movement of workers - one of the four fundamental freedoms of the Union.

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IFLA World, 2018. **Definition of the profession of landscape architect**. Available at: <https://www.iflaworld.com/the-profession>

PART 2 THE PROCESS

An overview of the co-creation process, the communication and decisions of the organisations for education and professional practice for landscape architecture in Europe, the testing of the drafts of the common training framework with competent national organisations the process with DG GROW of the European Commission.

2.1 The Collaborative Process of drafting a CTF

In 2020 and the first months of 2021 IFLA Europe carried out a survey on Professional Recognition and Accreditation among the National Associations in all European countries (PRA-survey; IFLA Europe 2021). The survey aimed to identify: (1) the up-to-date problems for each country, regarding the state and procedures of LA professional recognition and regulation, (2) any good practises or procedures regarding the process of achieving the professional recognition, or any good examples which help the professional accreditation and development, (3) the future trends of the profession, and (4) the obstacles or opportunities regarding the professional mobility.

Regarding the status of mobility, in non-regulated countries, most frequent answers show that no extra procedures are required for a foreign Landscape Architect to work on public landscape architecture projects, but engineers' signature is obligatory in these types of projects and to work with a local Landscape Architect will overcome any practical obstacles and legislation issues (language, technical standards). Additionally, in countries where the profession is regulated, the recognition of the title by the Chamber of Architects and registration with a professional Order are the most frequent answers. Of course, all the professional requirements (citizenship, certificate or diploma, business permit, etc.) are also required. However, all the above obstacles are overcome by working with a National Landscape Architect (30%).

As for the obstacles or problems concerned, in countries where the profession is not regulated, a foreign Landscape Architect will encounter language problems (22%), the same problems as a landscape architect working in his/her own country (14%), insufficient knowledge of legal provision (11%). Regarding the countries where the profession is regulated, the obstacles are pretty the same, with a big percentage claiming that there are no obstacles. The above answers are almost expected, since most Landscape Architects are working in big Architecture or Planning Companies, and problems of unemployment due to difficulty in mobility do not exist.

In the box below the main problems for the mobility of landscape professionals are presented.

Croatia: *The Profession is not regulated. Experts who are already members of the chamber of architects and experts who passed the Ministry of Physical Planning, Construction and State Assets national exam are declared as associate experts in the process of landscape design, project, and planning. Ministry declares only one type of project/document reserved for landscape architects can produce on its own, an elaborate that can be made for architectural project if there is a specific need for it. The same type can be produced by architects as well. The role of LA profession is reduced to the soft scaping, making planting plans for public and private projects. Rarely as an associate in urban planning, in most cases for making environmental and spatial analysis. Hardscaping only in collaboration with architects and civil engineers. National laws that describe profession duties: on Physical Planning and Building Tasks and Activities. Also, statute of the Croatian Chamber of Architects which is in the final stages of new changes and has not implemented any change in terms of LA profession.*

Greece: *All attempts done in the past for the regulation of the Profession at a national level have failed due to strong rights of the Technical Chamber (including architects and engineers) and the Geotechnical Chamber of Greece. The strong opposition of the Chambers is enhanced by the nonexistence of undergraduate studies in Greece to secure the profession's prestige.*

Poland: *The regulation is an ongoing struggle and there's not much chance of it happening any time soon. Several professions were deregulated in recent years, including urban planners.*

Portugal: *The national landscape architects association (APAP) initiated the process to become a professional Council in 1999, still waiting for a response.*

Spain: *In public projects, the absence of professional recognition means that the presence of LA is not required even in competitions that in other countries would be led by a LA. AEP continually works to challenge contests or at least get a LA required from the start of the design process.*

Source: IFLA Europe. 2021. Report of the PRA survey.

The results of the PRA-survey show that in some EU member states in Central and Southern Europe landscape architects are not qualified to sign their own projects, because a signature of a registered engineer, forester or a registered architect is obligatory, so landscape architects from the home country, nor from other EU countries cannot work independently because their qualification is not recognised. For example, in Spain the profession of landscape architect is not formally recognised, legally it does not exist.

Co-creation process

From January until June 2021 a collaborative process was conducted within the framework of the InnoLAND project. Some 60 landscape architects from academia and professional practice took part, with representatives of 24 national landscape architecture organisations in the EU and of landscape architecture programmes across Europe. The participants are in 24 EU-countries, 6 other European countries, and some colleagues from outside Europe.

ECLAS discussion and decisions

In September 2021 the principles of the CTF were voted on by the ECLAS General Assembly and almost unanimously approved: 49 school representatives voted, 45 approved of the principles (90 %) and 4 (10 %) voted “abstain”.

The recommendation of one of the voters to emphasise on a common “professional register” rather than the “training framework” can not be followed up because the EU formal name is Common Training Framework. Other comments related to the importance of allowing for the local context within the requirements of the CTF. Further comments are in the box below.

1. *Landscape studies are connected to the "context", and each country faces different issues. It will be risky if the CTF does not include the contextual diversity of training in different countries.*
2. *National variations regarding the level of graduation should be considered. In Turkey, the level of graduation is bachelor level (4 years) by the law rather than master level. There are almost 700-800 graduates every year in Turkey and there is not enough place to accommodate all of them as master students.*
3. *It is important to consult neighbouring disciplines*
4. *It is not clear why not all representatives from all ECLAS member universities did take part in the development of this common training framework process.*
5. *In Denmark, we agree on the formulation of the problem, and look forward to an up-to-date description of landscape architecture education but can't see any purpose to let the government approve. So, we think that the committee-members focus on the conditions in their specific country, and we think the format rather should be heading the university leadership, who often have problems understanding landscape architecture. We further think that it seems as if the committee has been so keen to adapt to issues in the society, that landscape architecture is less clear.*
6. *There's to be taken in account that, for example, in Italy at the moment there are no Bachelor Degrees in Landscape Architecture that together with a Master LA can offer the preparation and the time necessary to offer a complete Training Professional path. Maybe in the next few years this could be possible, but not now. However, it is important to proceed on working on this kind of collaboration to prepare the CTF and when it will be possible to join into the EU CTF System.*

The CTF was updated after the pilot testing and send again for approval to ECLAS. In September 2022 the updated draft was discussed in the Heads of Schools meeting of ECLAS and with some minor adaptations the CTF was approved by voting in the ECLAS General Assembly.

IFLA Europe discussion and feedback

In the fall of 2021 the Executive Council of IFLA Europe discussed the principles of the CTF. Part of the discussion related to the 50 % of study time allocated to design studios. The contents of the draft CTF were presented to the IFLA Europe General Assembly in October 2021, and the principles were not yet submitted for voting to the General Assembly. The Executive Council states that current developments in society show that there is a need for landscape architecture graduates to be prepared to address environmental challenges, such as climate change, risks, etcetera. Another comment is that there is a need to clarify the terminology used, such as “design” and “studio”.

In March 11, October 14 and 15, and December 9 of 2022, the IFLA Europe delegates were informed further on the content of the CTF. October 15 the proposed CTF was presented at the IFLA Europe General Assembly. In December 2022 IFLA Europe delegates, often after consulting their national institutions, responded to the final draft. These comments are integrated in the proposed CTF in section 3.3 of this report.

2.2 Study by InnoLAND: Recommendations for the Design & Implementation of a CTF

In parallel to the collaborative process, partners of the InnoLAND project carried out research on European legislation and regulation, the state of the profession, relevant European policies concerning landscape, environment, and higher education. This resulted in a report by the InnoLAND project ‘Recommendations for design and implementation of European Common Training Framework (CTF) for Landscape Architecture (LA) in the EU member states (Fekete, Valánszki, De Vries; 2022) on which the first draft of the proposal for a CTF (De Vries et al. 2021) was based. The main conclusions of the report are presented hereafter.

The EU Commission can adopt a CTF by “delegated act” followed by an implementing act to list the national professional qualifications and national titles that benefit from automatic recognition under the adopted CTF. Until now, the three key pre-condition of the Professional Qualifications Directive (European Union, 2005) for being subject to a CTF are fulfilled: (1) LA can be identified as a regulated profession and/or a profession whose training is regulated in at least one third of the EU member states, since in nine Member States the profession and/or training is regulated, and their national qualification frameworks are formally linked to the European Qualifications Framework for lifelong learning; (2) landscape architects are not yet subject to automatic recognition as a sectorial profession nor to another level CTF; and (3) landscape architects would possibly have their professional mobility enhanced with the adoption of a CTF.

The report advises that the CTF should be developed together with stakeholder and should consider the impact of current European policies on professional practice and competences, The CTF should consist of the context of the profession, the demographics of the profession and a core text on the competences, professional and educational requirements.

The first draft of the proposed CTF (De Vries, et al. 2021) builds on EU guidance for a ‘bottom up’ approach in which professional organisations or competent authorities from at least one third of the Member States may submit suggestions for a framework to the Commission. Several of IFLA Europe’s affiliated national societies have been contacted (ability to meet the federation’s standards for recognition, the expected level of knowledge, skill and competence, and the code of conduct). The proposal responds to real needs felt by the profession and benefit from the in-depth knowledge and understanding of the area concerned.

The uneven scrutiny of the regulation of professions across the EU has been deemed to have a negative impact on the provision of services and the mobility of professionals in a single EU market – the need for a mutual

evaluation exercise facilitated by the Commission was identified within EC Directive 2013/55/EC to ensure greater transparency and justification.

The subsequent 2018 Proportionality Directive supplements provisions within the 2013 Directive and now requires Member States to review existing regulations of professions or when proposing new ones. Achieving recognition is an ongoing project dictated by professional organisations and competent authorities who recognise the effect the PQD brings to setting common standards the education and training that enhances the development of sustainable landscapes that support well-being, climate resilience, etcetera.

This supports the free mobility of LA professionals across country borders whilst CTFs do not replace national programmes, the updated guidelines by ECLAS and IFLA Europe will provide a solid base for recognition of programmes and qualifications.

The onus is on national societies and competent authorities to capitalise on opportunities to submit suggestions for a CTF. It supports and contributes to the Directive's enabling goals for increasing professional mobility, supporting the implementation of sustainability goals and EU-landscape policies. It also can help to ensure a more equitable distribution of skills and expertise across the Member States.

2.3 Testing the CTF in the InnoLAND Partner Countries

From December 2021 until March 2022, the partners of the InnoLAND project and a number of delegates of IFLA Europe tested to what extent the draft proposal for the CTF is complying with the standards for the qualifications of landscape architects in their countries. This was done in countries where the profession is regulated (Austria, the Netherlands, Hungary, Slovenia) and where there is no regulation (Bulgaria, Finland, Iceland, Lithuania, Portugal), and where there is neither regulation nor recognition (Spain). The conclusions for each country are presented in Appendix I of this report.

The main conclusions from the pilot testing are:

1. The standards that are presented in the first draft are generally complying with the national standards in each country.
2. The national standards, both in countries where the profession is regulated or where these are not regulated, are more generally formulated. It is better to move the more detailed aspects of the competences to an Annex to the guidance.
3. The balance between theory and practice is not mentioned in regulations, however the competences cover both. Naming the number of ECTS is too specific: when the competences are clear, there is no need to regulate this in detail.
4. Guidelines are not considered in National Regulations, but since this is only a guideline in, the CTF this may not be problematic for the compliance.
5. The competence of understanding needs and expectations of the actual and potential users and relevant actors are not specified.
6. Research is not mentioned in professional standards, but in general National Regulations for Higher Education it is required that graduates acquire research competences.
7. Productive landscapes are not mentioned, and may be too specific for the CTF, it is suggested to include these in the guidelines.

8. Transversal and transformative competences: in general, these are not mentioned in the national standards. These competences are expected to result from the Accreditation requirements set by the National Accreditation Organisations on the basis of EU Higher Education policies.
9. The compliance with a code of ethics is not well integrated in the standards.
10. In countries where the profession is not regulated, a register for landscape architects does not exist. Here landscape architects are not required to complete a post graduate traineeship nor to take part in continuous professional development. Since there is not yet a regulation in these countries, this does not affect the formulation of the CTF.

2.4 Communication with DG GROW

On May 19, 2022, partners of the InnoLAND project and IFLA Europe met with staff of DG GROW in Brussels to discuss the requirements from the EU point of view. The main advice was: (1) the CTF should be a concise description for the sectoral professions; too much detail would mean a frequent need to update the minimum training requirements as knowledge and understanding progressed, and this would not be appropriate. (2) The purpose of a CTF is not to drive reforms in education and training, nor should the adoption of one put pressure on countries to regulate a profession where this is not already the case. (3) Initiatives such as the Bologna Process, the Erasmus Programme or the European Higher Education area did not affect this as they were about academic recognition and not access to a profession.

Based on this, InnoLAND sent a draft proposal of the CTF to DG GROW which on June 20, 2022, was presented for discussion in the 'Expert Group on Professional Qualifications' in which delegates of each EU country have a seat. DG GROW reported back that the strongest reaction came from France. They oppose the initial proposal of 4 years minimum study (240 ECTS), as there is a five-year study programme (300 ECTS) in place in France. Moreover, the French member highlighted that it has not received many applications for the recognition of landscape architects. Germany and Austria both expressed interest in the letter. Germany had not yet received feedback from its regions, while Austria was still waiting for feedback from its professional association. In general, it is hard to draw any conclusions based on this small number of reactions.

The DG GROW staff emphasises that before InnoLAND would start with mapping the education and profession extensively across Member States, it would be good to concretise the mobility issues for landscape architects in the EU.

The pathway for having the CTF established as an EU regulation can be found in section 4.3.

2.5 Conclusions from the process

Starting from the advice in Output 1 of the InnoLAND project and the process carried out after the this the following conclusions can be made:

- a. in some EU member states in Central and Southern Europe, landscape architects are not qualified to sign their own projects, because a signature of a registered engineer, forester or a registered architect is obligatory, so landscape architects from the home country, nor from other EU countries cannot work independently because their qualification is not recognised. For example, in Spain the profession of landscape architect is not formally recognised, legally it does not exist (IFLA Europe, 2021).

- b. The principles of the first draft of the CTF (De Vries et al, 2021) are accepted by ECLAS and IFLA Europe. On September 13, 2022, the version of July 2022 was approved by voting in the ECLAS General Assembly, this updated version was communicated with the IFLA Europe delegates on October, November and December. The IFLA Europe delegates have sent their responses in December 2022.
- c. The first draft in general complies with the national standards both in countries where the profession is regulated and in countries where the profession is not regulated.
- d. The CTF should be a concise description for the sectoral professions; too much detail would mean a frequent need to update the minimum training requirements as knowledge and understanding progressed, and this would not be appropriate.
- e. The firsts draft was for part of the competences too specific: the CTF should be more general in describing the themes, the tools and methods and current subjects in society.
- f. Transversal and transformative competences are not mentioned in the professional standards. These competences are expected to result from the Accreditation requirements set by the National Accreditation Organisations on the basis of EU Higher Education policies.
- g. The compliance with a code of ethics is not well integrated in the current national standards.
- h. In countries where the profession is not regulated, there does not exist a register. Here landscape architects are not required to complete a postgraduate traineeship nor to take part in continuous professional development. Since there is not yet a regulation in these countries, this does not affect the formulation of the CTF.
- i. The formal establishment of the CTF might be feasible but will take a longer process that exceeds the timeline of the InnoLAND project. DG GROW might give priority to professions that are regulated in more countries than landscape architecture currently is.

The updated CTF for Landscape Architecture, with integration of the feedback of the ECLAS Heads of Schools meeting, the ECLAS General Assembly and the IFLA Europe delegates, is presented in Part 3 of this report. Further guidance on the implementation can be found in Part 4.

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Part 3 - THE COMMON TRAINING FRAMEWORK

This chapter presents an explanatory memorandum on the background of the CTF, a recital that introduces the CTF, and the core CTF with the articles that define the standards for the profession of landscape architecture and the required competences, followed by an annex that gives more guidance on how the articles should be elaborated.

3.1 Explanatory memorandum of the common training framework

In its modern form, LA is a relatively young profession, but one which has been undergoing a process of rapid development. Although its origins can be traced back to a long tradition of garden and landscape design, today it focuses increasingly on public open spaces and broader environmental and social issues. Many of these correspond closely to contemporary societal challenges and thereby to current European Union policy issues, including the climate and biodiversity crises, heritage and identity and social inclusion, not to mention many of the United Nations Sustainable Development Goals (UN 2015).

The growing importance of LA reflects the generally increased awareness of the importance of landscape, as embodied in the Council of Europe’s European Landscape Convention (2000), which has already been ratified by 24 of the 27 EU member states. Thus, the preamble to the Landscape Convention notes that “...the landscape has an important public interest role in the cultural, ecological, environmental and social fields, and constitutes a resource favourable to economic activity and whose protection, management and planning can contribute to job creation.”

Similarly, the European Science Foundation’s Science Policy Briefing “Landscape in a Changing World’ (2010) observes that “Many of the social, economic, and environmental decisions facing Europe and the wider world concern the cultural uses and meanings of land. Their spatial dimensions can be addressed through the idea of landscape, which comes into being wherever land and people come together.”

The International Labour Organisation’s International Standard Classification of Occupations (ISCO) describes the profession of LA within ISCO 08 Code 216 ‘Occupations in Design’, alongside, but distinct from, building architecture. However, the recent evolution of the profession is reflected in the fact that the definition in the 2008 edition of ISCO is due to be superseded by an updated one, already agreed between the ILO and the International Federation of Landscape Architects, and which more accurately describes the contemporary profession:

Landscape Architects plan, design and manage natural and built environments, applying aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. By leading and coordinating other disciplines, landscape architects deal with the interactions between natural and cultural ecosystems, such as adaptation and mitigation related to climate change and the stability of ecosystems, socio-economic improvements, and community health and welfare to create places that anticipate social and economic well-being. (IFLA, 2020)

LA has its roots in Europe, where the International Federation of Landscape Architects (IFLA) was founded in 1948, although the first university degree programme was established at Harvard in the USA, where the profession is now regulated (licensed) in all 50 states and Washington DC. IFLA Europe, the largest of IFLA’s five regions, is made up of 34 national organisations and represents some 20,000 members, although the actual number of qualified landscape architects is considerably larger. In the wider international context, the discipline is growing rapidly in China, while South Korea has the largest number of LA schools worldwide relative to its population.

University education in the discipline in Europe began in Norway in 1919, spreading slowly at first, then expanding in the decades of reconstruction following the Second World War and gathering pace with the environmental revolution. There are now some 71 higher education institutions offering degrees in LA in the EU,

organised under the umbrella of the European Council of Landscape Architecture Schools (ECLAS). In the EU there are 76 master programmes and 54 bachelor programmes.

LA programmes exist in all EU and EEA countries with the exception of Liechtenstein, Luxembourg and Malta (an overview of institutes of higher education and programmes in the EU can be found in Appendix IV). An overview of LA programmes in non-EU countries who are members of ECLAS or listed with IFLA Europe is presented in Appendix V.

Mobility of LA students and educators has been supported by many EU co-funded Erasmus projects over recent years, including: the EU-wide Thematic Network, LE:NOTRE, as well as InnoLAND; EU-Teach, EULand21, CO-LAND, Learning Landscapes, Eduscape and Landscape Education for Democracy. This has led to a high degree of developing common standards in the field of education and training.

At its 10th Council in May 2019, the Europe Conference of the member states to the European Landscape Convention adopted a statement encouraging the State Parties to the European Landscape Convention (which include 24 of the 27 EU member states) to formally recognise the profession of landscape architects at national and international level.

Higher education institutions (HEIs) play a major role in educating landscape architects who will make decisions about our future environment. Although European regulation (e.g. concerning environment, competition in the internal EU market, or professional qualifications) has an impact on the professional work of landscape architects across Europe, there are still no standards regarding the content of the European higher education of landscape architects, inducing barriers for lifelong learning, recognition, and mobility.

A Common Training Framework (CTF) defines the knowledge, skills, and competences necessary for the pursuit of a specific profession, defining what a person is able to know, to understand and to do. By setting common standards the education and training requirements of LA professionals through the CTF, the EU will ensure free movement of professionals across the EU. The Directive 2013/55/EU of the European Parliament and of the Council on the Recognition of professional qualifications and Regulation (PQD) emphasises that Professional qualifications obtained under CTFs should automatically be recognised by the Member States.

Such actions are highly supported by the EU. The renewed EU agenda for HE, adopted by the Commission in May 2017, identifies enhanced mobility and cooperation in HE among its key goals. The Paris Communiqué (2018), highlighting priority activities in this area for the coming years, calls for securing a sustainable future through HE. These ambitions are in line with the goal of the EU to create a European Education Area by 2025, to promote mobility and academic recognition of qualifications for all EU citizens, leading to free movement of workers - one of the four fundamental freedoms of the Union.

Herewith, InnoLAND aims to facilitate transparency and recognition of skills and qualifications of LA professionals in the EU by developing the Common Training Framework for the Profession along with relevant tools to support its implementation. The specific objectives include: (1) implementing PQD requirements to foster automatic recognition of LA profession in Europe; (2) establishing pan-European quality standards for LA study programmes and homogenising LA education in Europe; and (3) developing an exemplar master study programme framework in line with the European CTF.

To set common standards for higher education of landscape architecture professionals, InnoLAND targets HEIs and LA schools in the EU. Additionally, practising landscape architects, European and national LA associations and regulatory bodies will be involved to achieve the aims and objectives of the project.

The key strength of the InnoLAND project is the high pan-European ambition and the strong consortium endowed with means to achieve it. The consortium consists of 5 HEIs, covering geographical Europe from the North to the South - Finland, Lithuania, Hungary, Austria, Portugal – contributing with knowledge and experience on varying landscapes, study programmes, regulation of the profession, and European mobility experience. Additionally, two landscape architects' associations join the project to ensure access to the most prominent LA knowledge and education (LE:NOTRE, the Netherlands), the target group of LA professionals, and access to the responsible bodies in the European Commission (IFLA Europe, Belgium).

The project carried out expert workshops, analysis, and stakeholder involvement to develop CTF for the profession of landscape architects in Europe. To secure the implementation of CTF, the consortium provides national regulatory bodies with recommendations and a module-based advanced exemplary master study programme.

The CTF will finally fulfil the requirement imposed by Art. 49a of the PQD and serve as the most important instrument for quality and competitiveness of HE with regard to the profession of LA in the EU. InnoLAND will also result in a developed basis for recognition of LA study programmes by IFLA Europe and ECLAS, leading to increased advanced learning and study opportunities for LA. Fulfilment of an important precondition for automatic recognition of LA professional qualification based on Art. 49a of the PQD will contribute to increased mobility of high-level LA professionals across the EU; it will improve the quality and global competitiveness of the European HE. It will also affect reaching Sustainable Development Goals and SDG Agenda 2030 as adopted by the UN (2015), the Paris Agreement on Climate Change (2016) and the European Green Deal (2019).

3.2 Recitals

Whereas:

- 1) The European Union (EU) Directive 2013/55/EC amends Directive 2005/36/EC on the recognition of professional qualifications (PQD). The 2013 amendment allows Member States to decide on a common set of minimum knowledge, skills and competences required to pursue a given profession through a CTF.
- 2) The profession of landscape architect is regulated in more than one third of Member States and therefore the requirements under Article 49b(2) of Directive 2005/36/EC are fulfilled.
- 3) In the 2021 the InnoLAND project carried out a collaborative process that included the delegates of IFLA Europe and representatives of LA schools in the EU and beyond. In 2021 the principles of a draft Common Training Framework were accepted by the European Council of Landscape Architecture Schools in its general assembly on September 14, 2021, and presented to the delegates of the European Region of the International Federation of Landscape Architects (IFLA Europe) in its general assembly on 23rd October 2021.
- 4) On May 19, 2022, partners of the InnoLAND project and IFLA Europe met with staff of DG GROW in Brussels to discuss the requirements from the EU point of view. On June 20, 2022, a draft proposal of the CTF was presented to DG GROW for discussion in the 'Expert Group on Professional Qualifications' in which delegates of each EU country have a seat.
- 5) Any landscape architect covered by this Regulation should be capable of ensuring that the planning, design and management of landscapes are carried out according to the standards.
- 6) In several EU member states in Central and Southern Europe landscape architects are not qualified to sign their own projects, because a signature of a registered engineer, forester or a registered architect

is obligatory, so landscape architects from the home country, nor from other EU countries cannot work independently because their qualification is not recognised. In one member state (Spain) the profession of landscape architect is not formally recognised, legally it does not exist.

- 7) In the interests of legal certainty, it is necessary to recognise the acquired rights of both landscape architects who are formally registered under the CTF as well as those who hold a qualification listed in the CTF in a Member State, which is not a signatory to the Memorandum on the CTF, where they can demonstrate the required competences (knowledge, skills and understanding) as a landscape architect.
- 8) Contemporary landscape architecture (LAR) can range from carrying out large scale landscape planning or design projects, such as developing landscape proposals for the future of whole regions or integrating infrastructure projects into the landscape and ameliorating their impacts on the environment, through the formulation of strategies for the provision of green space structures and nature conservation areas, to the detailed design of new housing or commercial areas, individual parks, urban public spaces and gardens. Equally landscape architects may be involved in the development of concepts for the long-term management of historic gardens and landscapes, recreation areas in the urban fringe or of national parks and protected landscapes (Sarlöv Herlin, 2009).
- 9) The European policies for which landscape architects have a role in the implementation cover a wide range of themes. A holistic, systemic, and transdisciplinary approach is essential. In order to address complex challenges there is a trend for a harmonisation of policies and objectives (such as the integration of environmental and climate legislation between the Common Agricultural Policy (CAP) and the integration by the Green Deal and local policies). Landscape architects work together with other disciplines on the implementation of these policies by addressing the corresponding challenges in a holistic way, linking the ecological, social, economic, and aesthetic aspects. For instance, by fostering global health, strengthening ecosystem services, enhancing climate resilience, local and circular economy by inclusive and participatory approaches.
- 10) The estimated number of landscape architects across the EU that are members of national associations and/or chambers adds up to 14,000. This includes researchers, practitioners, and civil servants, while many of these combine academic work (teaching and research) with professional practice. Their contribution continues to develop through research (including research by design, planning and participatory action research) and addressing the current needs of society for climate resilience, risk prevention (floods, draught, fire, erosion, etc.), enhancing biodiversity, food security and inclusiveness of all members of the society. The competences of landscape are growing by technical advances, like developing nature-based solutions and technical solutions for green infrastructure, and the increasing knowledge and skills of the practitioners.

3.3 The Common Training Framework for Landscape Architecture

Definitions

For the purposes of this Common Training Framework for Landscape Architecture, the following definitions apply:

- (a) 'EQF': European Qualifications Framework for Life Long Learning, with the descriptors of 8 levels of competences: knowledge, skills and Responsibility and autonomy (see: <https://ec.europa.eu/ploteus/content/descriptors-page>).
- (b) 'Common Training Test': A standardised aptitude test available across participating Member States and reserved to holders of a particular professional qualification. Passing such a test in a Member State shall entitle the holder of a particular professional qualification to pursue the profession in any host Member State concerned under the same conditions as the holders of professional qualifications acquired in that Member State (PQD, Article 49b, 1).
- (c) 'Competent Authority': Any authority or body empowered by a Member State specifically to issue or receive training diplomas and other documents or information and to receive the applications, and take the decisions, referred to in the Professional Qualifications Directive (PQD, Article 3, 1d).
- (d) 'CPD': Continuous Professional Development. The activities of professionals to update their competences.
- (e) 'Design' (noun): The design process in which a product (that is, the design) is projected and sometimes also implemented. The design can take the form of a plan of multiple geographic scales ranging from regions to site projects, it can be a regional plan, a strategy, open space design, garden design. Design here also implies the technical design.
- (f) 'Design' (verb): The act of projecting future environments or objects, for instance through drawings or other representations. In landscape architecture the verb 'design' means giving four-dimensional form and function to landscapes at multiple geographic scales and the development of landscapes in time.
- (g) 'ECT': European Credit Transfer and Accumulation System or ECTS credits: The credit system for higher education used in the European Higher Education (PQD, Article 3, 1n).
- (h) 'European Professional Card': An electronic certificate proving either that the professional has met all the necessary conditions to provide services in a host Member State on a temporary and occasional basis or the recognition of professional qualifications for establishment in a host Member State (PQD, Article 3, 1k).
- (i) 'Evidence of formal qualifications': Diplomas, certificates and other evidence issued by an authority in a Member State designated pursuant to legislative, regulatory or administrative provisions of that Member State and certifying successful completion of professional training obtained mainly in the Community. Where the first sentence of this definition does not apply, evidence of formal qualifications referred to in paragraph 3 shall be treated as evidence of formal qualifications (PQD, Article 3, 1c).
- (j) 'Full landscape education': Education that is focused on the discipline of landscape architecture and includes learning activities where the graduate acquires the competences listed in 'Article 5. Fields of knowledge, understanding and skills' of this CTF, while allowing for elective subjects. A full landscape education is completed by graduation on EQF level 7.
- (k) 'Internship': Extended period of supervised residency on the part of the student in a design or planning office or in a nursery or contracting firm to gain practical work experience. Frequently accompanied by the keeping of a diary and/or the preparation of a report.
- (l) 'Landscape': an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors. It covers natural, urban and peri-urban areas, whether on land, water or sea. It concerns not just remarkable landscapes but also ordinary or everyday landscapes and degraded areas (European Landscape Convention). Landscape includes amongst other things, rural and peri-urban regions, cultural landscapes, infrastructure in the landscape, green and

blue infrastructure, green spaces, nature conservation areas, recreation areas, public and semi-public open space, individual parks, squares, and (historic) gardens.

- (m) 'Landscape architect': The professional who plans, designs and manages natural and built environments, applying aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. (Based on IFLA, 2020).
- (n) 'Landscape Architecture Research': The type of research that is carried out by and for the discipline of landscape architecture which can be categories in (1) Research for design: Research is used to inform or validate the design. In other words, knowledge is acquired in a targeted manner as input for the design (2) Research on design: Plan analyses are used to study and organize operational design. It involves finding specific design concepts, principles, precedents, or types as a foundation for future design. (3) Research through design: A form of research where designing and designs are applied as a research strategy to explore, identify, and map possibilities. (4) Research about design: This primarily concerns understanding and identifying design processes through the observations, interviews, and other activities of designers (Nijhuis en De Vries, 2018).
- (o) 'PQD': Professional Directive Qualification Directive.
- (p) 'Professional qualifications': Qualifications attested by evidence of formal qualifications, an attestation of competence referred to in Article 11, point (a) and/or professional experience;(PQD, Article 3, 1b).
- (q) 'Professional training': Activities of professional practice, either during, in between or after landscape architecture education. For learners this take the form of an internship or a professional traineeship.
- (r) 'Professional traineeship': A period of professional practice carried out under supervision provided it constitutes a condition for access to a regulated profession, and which can take place either during or after completion of an education leading to a diploma (PQD, Article 3, 1j).
- (s) 'Professional Recognition': The way a profession is regulated on a European or a national level according to a set of standards of the recognizing organisation. The effect of this recognition varies, depending on the legal authorization of the recognizing body. On a national level it may result in the right to use the title of landscape architect, the right to work as a landscape architect or to work a specified type of commissions or to be allowed to formally "sign" a plan.
- (t) 'Project implementation': The process of putting a plan or design into effect. This includes preparing technical drawings and specifications, putting the project out to tender, evaluating the bids and selecting a contractor as well as supervising and overseeing the progress of the works on site and finally certifying that they have been satisfactorily completed.
- (u) 'Regulated education and training': any training which is specifically geared to the pursuit of a given profession and which comprises a course or courses complemented, where appropriate, by professional training, or probationary or professional practice (PQD, Article 3, 1d).
- (v) 'Regulated profession': A professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications; in particular, the use of a professional title limited by legislative, regulatory or administrative provisions to holders of a given professional qualification shall constitute a mode of pursuit. Where the first sentence of this definition does not apply, a profession referred to in paragraph 2 shall be treated as a regulated profession (PQD, Article 3, 1a).
- (w) 'Studio': Form of teaching in which students are involved in the development of design or planning proposals working to a given brief or one which they develop themselves, either individually or in small groups. Supervision, involving consultations and intermediate presentations, takes place on a regular but flexible basis by one or more staff.

Article 1. Scope

This Common Training Framework (CTF) refers to the profession of Landscape Architect working within the European Union and sets the minimum standard of requirements for the professional recognition of landscape architect within the EU. The CTF promotes common standards for landscape architects and supports mobility of professionals. Besides this the standards as set out here aim to act as a benchmark for professional landscape architects in Europe and beyond. The CTF covers education, professional practice and continuous professional development requirements for landscape architects to have a smooth and barrier-free access to practicing the profession within the EU.

Article 2. The task of landscape architects

Landscape architects plan, design and manage natural and built environments, applying aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. By leading and coordinating other disciplines, landscape architects deal with the interactions between natural and cultural ecosystems, such as adaptation and mitigation related to climate change and the stability of ecosystems, socio-economic improvements, and community health and welfare to create places that anticipate social and economic well-being (IFLA World, 2020).

Article 3. Academic and practice requirements

To meet the requirements of national or state recognition for the professional qualification of landscape architects, the level of graduation must be at least level seven of the European Qualification Framework, a master diploma or equivalent in the field of landscape architecture. For professional qualification as a landscape architect, candidates must complete a post graduate professional traineeship.

Article 4. The core areas of landscape architecture education

To be recognised as a component of professional qualification recognition, landscape architecture programmes must be delivered by university-level institutions and teach competences in the core areas of the discipline, which are landscape planning, landscape design, and landscape management. This is carried out through the conception, development, communication and implementation of landscape projects, programmes and policies, involving intervention in the landscape at different scales of time and space. It requires the acquisition of a range of transversal and transformative competences for sustainable development of landscapes.

Article 5. Fields of knowledge, understanding and skills

Landscape architecture projects, programmes and strategies need to be both feasible and sustainable. They should grow out of and fit into their social, environmental, economic and cultural context, with the participation of all relevant actors. For this, landscape architecture study programmes must result in acquiring competences in landscape planning, landscape design and construction, and landscape management as established by the guidance documents of the European landscape architecture organisations for higher education and professional practice:

- a. Landscape Planning for developing plans, policies, strategies, scenarios, and visions for sustainable urban and rural landscapes;
- b. Landscape Design for the creation of sustainable, functional, meaningful landscapes of an outstanding design quality;
- c. Landscape Management for developing ecological-based tactical, strategic, and operational landscape management plans.

To meet these needs the study programmes shall provide the learners with opportunity to acquire knowledge, skills and understanding in the following areas:

1. The structure of the physical landscape as well as the natural systems and processes operating to shape and influence it.
2. The historical development and the land use and management systems that have led to today's landscapes systems and patterns .
3. The development, morphology, and function of human settlements, including their characteristic built form, types and structures.
4. The ways in which individuals, social groups, and society as a whole, both past and present, have perceived, and continue to perceive, value, and interact with their landscapes.
5. The legal, political, institutional and policy frameworks which influence the process of conservation, consumption and sustainable development of landscape resources.

6. Approaches, methods, and techniques for representations during the design process, for presenting the analysis and forecast of the structure, systems and processes of the landscape, including its relevant actors and stakeholders.
7. The precedents of historic and contemporary parks, gardens, planned and designed cultural landscapes, landscape designs and plans.
8. Planning, management and design principles and skills for intervening in landscapes, at different scales of time and space to achieve specific restoration, protection, conservation of development objectives as well as for the wider benefit of the environment, society and economy as a whole.
9. Project implementation, both for management and design, including the materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for contracting, realisation, in accordance with the applicable building regulations, and aftercare.
10. The professional practice of landscape architecture, including the professional ethics, the stages of the planning, design process, construction, and technics as well as the practices of project management.
11. Strategies, methodology and tools for research in landscape architecture on planning, design and management.
12. Transversal and transformative competences of landscape architects to contribute to sustainable landscapes and addressing environmental and societal challenges.

Article 6. Balance between practical and theoretical aspects of education

The study programmes should maintain a balance between practical and theoretical aspects of landscape architectural education. The definition of the learning aims and outcomes of the study programme shall clarify this balance between theoretical aspects and the practical part that concerns the core competences for planning, design, and management of landscapes.

Article 7. Common Training Test and recognition of professional qualification

Professionals complying with the requirements of this CTF are entitled to apply for recognition of their professional qualification by taking a Common Training Test according to Article 49b in the Professional Qualifications Directive (2005/36/EC).

Article 8. National and international registration

Landscape architects that meet the requirements of Articles 3 - 7 of this CTF, shall be included in a professional landscape architects register in the country where they usually practise. Registered Landscape Architects are eligible to receive the Landscape Architect's European Professional Card.

Article 9. Continuous Professional Development

Registered landscape architects are required to maintain and update their competence and knowledge base through participation in Continuous Professional Development courses and have these registered according to the national regulations.

Article 10. Compliance with code of professional standards and ethics

Registered landscape architects are required to comply with the internationally recognised [code of professional standards and ethics that is in force and provided by IFLA Europe](#).

Annex 1. Guidance on the implementation and the details of the CTF for LA

Ad Article 1. IFLA Europe has published a procedure to facilitate the mobility of landscape architects within Europe (IFLA Europe 2015).

Ad Article 2. The IFLA World 2020 definition will act as a basis for the next definition by the International Labour Organisation (ILO) which is revising the current definition.

Ad Article 3. A minimum of 300 ECTS for a full landscape architecture education is advised. Depending on the national context level 7 is a master, but can also be a postgraduate degree or diploma. The professional training, both as part of the curriculum and the post-graduate traineeship should be supervised by a landscape architect and include a final test/exam. A period of two years is advised for the professional traineeship.

Ad Article 4. While the regular landscape architecture programmes should be delivered by university-level institutes, the post graduate traineeship and continuous professional development can also be delivered by professional and other organisations.

Ad Article 5. The elaboration of the areas is presented in the following entries:

1. The structure of the physical landscape as well as the natural systems and processes operating to shape and influence it (analysing landscape systems, processes, patterns with their characteristics, meaning and challenges).
2. The historical development and the land use and management systems that have led to today's patterns of vernacular and cultural landscapes. Taking into account the material and immaterial cultural heritage and how landscape character arises from the local interaction between natural and cultural factors.
3. The development, morphology, and function of human settlements, including their characteristic built form and building types, built structures and forms of infrastructure, and in particular their associated open space structures.
4. The ways in which individuals, social groups, and society as a whole, both past and present, have perceived, and continue to perceive, value, and interact with their landscapes, and imbue them with diverse meanings and values.
5. The legal, political, institutional and policy frameworks which influence the process of conservation and development of the landscape and its resources. The way these frameworks come into being and are applied, as well as the contemporary discourse relating to environmental planning, design, and management.
6. Approaches, methods, and techniques for (1) representing, analysing and forecasting the structure, systems and processes of the landscape, including the services it provides; (2) reflective practice using representations in an iterative way during the design and planning process; (3) assessing possible impacts on the landscape; and (4) for understanding the needs and expectations of its actual and potential users and other relevant actors and stakeholders, both human and non-human.
7. The precedents of historic and contemporary parks, gardens, planned and designed landscapes, landscape designs and plans together with the ideas and individuals behind them, and the wider cultural and intellectual context in which they have developed.
8. Planning, management and design principles and skills for intervening in landscapes, at different scales of time and space, to achieve specific restoration and maintenance, protection, conservation or development objectives as well as for the wider benefit of environment, society and economy as a whole, by integrating the relevant characteristics of people and place in an innovative manner on the basis of the appropriate theoretical underpinning.
9. Project implementation, both for management and design, including the materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for contracting, realisation, and aftercare.
10. The professional practice of landscape architecture, including the development and role of the profession, professional ethics, the stages of the planning and design process and the practices of project management and interdisciplinary collaboration, while taking account of the wider considerations of public and environmental health, and safety and consumer protection.
11. An appropriate set of methods and tools for landscape architecture research, including 'research for design', 'research on design', and 'research through design' which can be applied both on planning, design and management of landscapes.
12. Transformative competences of landscape architects practiced in a transversal way: systems thinking, anticipatory competence, normative competence, strategic competence, collaboration competence, critical thinking, self-awareness, and integral problem-solving in order to contribute to sustainable landscapes that help to face current challenges interactions between natural and cultural ecosystems, such as adaptation and mitigation related to climate change and the stability of ecosystems, socio-economic improvements, and community health and welfare to create places that anticipate social and economic well-being. The transformative and transversal competences are based on the GreenComp of the EU.

Ad Article 6. As a guidance the practical and theoretical forms of learning should be balanced. The practical aspects should comprise at least 50% of the ECTS of the whole landscape architecture programme, either in the integrated master or in the combination of a bachelor and master programme. The practical aspects of landscape architecture are taught in studios. Studios are a form of teaching in which students are involved in the development of design or planning proposals working to a given brief or one which they develop themselves, either individually or in small groups. Supervision, involving consultations and intermediate presentations, takes place on a regular but flexible basis by one or more staff.

Ad Article 7. The common training test shall be organised by the competent national body. It will take place according to the necessity but should be offered at least once per calendar year. The contents of the test shall allow verifying all theoretical and practical competences of the landscape architect's profession as laid down in Articles 4 and 5.

Ad Article 9. Per year a minimum of 8 hours of continuous professional development is advised, for which the registered landscape architect needs to collect and provide proof in the form of certificates or other relevant documents. The providers of continuous professional development should meet the standards set by the national competent regulatory body. The national organisation for this vary, can be the chamber, a national registration organisation, the national association of landscape architecture, or other bodies.

Ad Article 10. It is advised that the national codes of conducts refer to and comply with the [IFLA Europe code of Ethics and Professional Conduct](#).

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Part 4 -IMPLEMENTATION GUIDELINES for the CTF

This part presents the establishment of the CTF by ECLAS and IFLA Europe, an outlook on the process with DG GROW for formally establishing it as an EU delegated act and further guidance for registration of landscape architects in EU Member States.

4.1 Agreement of an ECLAS / IFLA Europe CTF

The next step in the process is that ECLAS and IFLA Europe formally agree on the proposed CTF. This should be done by signing a document called ECLAS / IFLA Europe Common Training Framework that consists of the texts that are presented in Part 3 of this report.

The implementation of the draft CTF and this advisory report can take place in four realms: (1) in landscape architecture education as a basis for the updated ECLAS guidance and a benchmark for peer-review of landscape architecture programmes, (2) in the professional recognition of landscape architecture schools by IFLA Europe, (3) in national regulation of the profession landscape architecture where national associations or chambers can comply with the standards and approach of the draft, and (4) in EU regulation for the profession of landscape architects by integrating it in a delegated act.

4.2 Implementation in landscape architecture education

On September 14, 2022, the draft CTF was approved by the ECLAS General Assembly, consisting mainly of Heads of Schools and School Contact persons of ECLAS.

The innovative aspect of the output lies in the fact that the group of HEIs from all EU regions, the European and national professional associations of landscape architects worked alongside in a bottom-up approach to achieve the common goal of linking education to practice through the European level regulation of the CTF.

Institutes of higher education can use the CTF as a benchmark for reviewing their study programmes in landscape architecture. ECLAS has installed a committee that will update its guidance of landscape education (ECLAS 2010) using the CTF as a basis.

Peer-review committees which have the task of internationally benchmarking landscape architecture programmes can compare the learning aims and learning objectives of the programme with the standards described in Articles 1 to 6 of chapter 3.3 of this report.

4.3 Implementation in professional recognition of landscape architecture programmes

IFLA Europe members discussed the successive drafts of the CTF during several events. In October 2022 the proposed CTF was presented to the IFLA Europe General Assembly 2022 where delegates of national associations of landscape architects met in Helsinki. An additional online seminar was held on December 9, 2022. Until mid December 2022 the delegates of each country gave feedback on the draft proposal.

In parallel, IFLA Europe's Education Committee is preparing an update of the School Recognition standards and procedure. After approval, the School Recognition procedure will be linked to the CTF. The National Organisations for Landscape Architecture in each country are invited to adapt their regulations regarding professional recognition concerning the level of education, postgraduate traineeship, code of conduct, and continuous professional development to the articles in the CTF.

4.4 Registration of landscape architects, continuous professional development and post graduate professional traineeship.

Registration of landscape architects

Article 8 states: “landscape architects that meet the requirements of Articles 3 - 7 of this CTF, shall be included in a professional landscape architects register in the country where they usually practise.” The standard path for registration is as follows: (1) graduating from a programme for landscape architecture that is formally recognised by the national competent body and (2) successfully completing the post-graduate traineeship.

When in a country the regulation of the profession has recently been established, a transitional arrangement for those who already practise as a landscape architect should be provided.

Apart from this, there should be a possibility for individuals to pass an exam (in the Professional Qualification Directive and in Article 7 of the proposed CTF this is called a ‘Common Training Test’). National organisations can set requirements for this exam, which can consist of a required number of years of professional practice as a landscape architect, submitting a portfolio with landscape architecture projects and plans, passing a written exam (e.g. by writing a thesis on a landscape architectural project and subject), and an oral examination.

Continuous Professional Development (CPD)

The current regulations for CPD greatly vary from country to country. The content and processes for this are in development. Questions are: Should the content be pre-defined by the national competent body, or can professionals decide for themselves? Should the content be certified or not? How many hours per year are required? Who should organise the registration platform?

Some regulations state that this is mainly the responsibility of the individual registered landscape architect, who needs to decide what the content should be in relation to his or her practice. Other regulations call for defining specific content that relates to current developments in legislations, societal challenges, new tasks and roles for the profession.

The advice by InnoLAND is:

- a. There should be a minimum number of hours per year and in order to have any impact we have set the required period at 8 hours per year.
- b. Registered landscape architects should decide for themselves what the content is in relation to their tasks and the portfolio of their office.
- c. The national competent body should organise a platform where registered landscape architects can administer their completed CPD. This platform should be open for consultation on demand.
- d. The national competent body should not have the task to assess or validate the content.

Post graduate professional traineeship

Article 3 states: “For professional qualification as a landscape architect, candidates must complete a post graduate professional traineeship”. Many competences for landscape architecture can be acquired by academic education, but some need to be learned in a professional setting. The whole process of projects often exceeds the period planning of semesters. Competences such as entrepreneurship, participation of the public, tendering, and supervising project implementation can only be experienced and incorporated in a real-life setting.

InnoLAND advises a two-year post graduate traineeship, supervised by a registered landscape architect and concluded by an oral exam. The content of the work during the traineeship should comprise the various stages and aspects of planning, design, project implementation and management: such as strategic design, preliminary design, final design, technical design, and briefs of specification. The trainee should take part in specific courses that are related to professional practice, e.g. on project management, office management, public procurement, briefs of specification, etcetera. An example of the competences for professional traineeships in the Netherlands is presented in the box below.

Aspect or Phase	Competence
Organisation	<i>Is able to adopt a professional position through an exploratory, reflective and conscious approach, within the relevant historical, cultural, social and ecological contexts, now and in the future.</i>
Office management	<i>Understands the long-term sustainability of a company or organisation.</i>
Communication	<i>Possesses social, verbal and non-verbal, written and audio-visual skills to communicate effectively and convincingly.</i>
Phase 00 Commission	<i>E1. Possesses strategic and communicative skills and tools needed to build up a reputation and to convincingly articulate a vision and opinion, with the aim of securing a commission. E2. Is familiar with contract agreements and selection and tender procedures as a designer or advisor.</i>
Phase 01 Initiative / feasibility	<i>E3. Is able to analyse and assess the feasibility of the ambitions and wishes of the client within their historical, social, spatial, ecological, technical, aesthetic and financial contexts in order to offer effective advice.</i>
Phase 02 Project definition	<i>E4. Understands how to evaluate (performance) requirements, wishes, expectations and conditions in relation to the design and/or spatial advice and to incorporate these into a design brief; E5. Is capable of drawing up a plan to execute the project in terms of products, time, financing and organization;</i>
Phase 03 Sketch design	<i>E6. Is able to explore and communicate an integral sketch design or spatial-functional concept in its context.</i>
Phase 04 Preliminary design	<i>E7. Is able to prepare, define and communicate a preliminary design and/or spatial advice, in which all aspects are integrated E8. Is able to make proposals concerning materials and technology for the preliminary design and/or spatial advice. E9. Understands the relevant regulations and permits and can incorporate them into the preliminary design and/or spatial advice E10. Is able to produce an integrated and global design and advising on all relevant aspects related to physics, technology and safety.</i>
Phase 05 Definitive design	<i>E11. Is able to prepare, define and communicate a detailed design and/or spatial advice in which all aspects are integrated; E12. Is able to make proposals concerning materials and technology for the detailed design and/or spatial advice E13. Understands the relevant regulations and permits and how to incorporate them into the detailed design and/or spatial advice; E14. Is able to produce an integrated and detailed design and/or advising on all relevant aspects related to physics, technology and safety.</i>
Phase 06 Technical design	<i>E15. Is able to elaborate and define all technical aspects of the definitive design and/or specified spatial advice, and understands how to draw up technical specifications to enable construction. E16. Understands the procedures for applying for the required permits.</i>
Phase 07 Price and contract negotiation	<i>E17. Understands all relevant cost structures and can ensure the feasibility of the design and/or spatial advice throughout all phases, and is capable of advising the client about costs. E18. Understands relevant forms of contracts and tenders with executing parties, including laws and regulations, and able to advise the client on such matters.</i>
Phase 08 Construction – the construction drawings	<i>E19. Is able to elaborate the design and/or spatial advice to such an extent that they form the basis for the production of construction and installation components, as well as the actual execution and assembly on the construction E20. Is able to develop and/or supervise and aesthetically control the detailed development of components in relation to the entire design.</i>
Phase 09 Construction supervision	<i>E21. Understands construction techniques, protocols and processes. E22. Understands construction management E23. Is able to supervise and control the construction process.</i>
Phase 10 Use / operation	<i>E24. Understands management and maintenance aspects in relation to the development and upkeep of a sustainable design.</i>
<i>Source: End terms for all professions, https://www.architectenregister.nl/en/bep/general-information/</i>	

4.5 Organising regulation on a national level

The European Union is in favour of regulating professions where this contributes to promoting productivity and ensuring an attractive climate for investment and innovation (see box)

A deeper and fairer internal market is one of the 10 priorities of the Commission. The European Council considers that 'delivering a deeper and fairer Single Market will be instrumental in creating new jobs, promoting productivity and ensuring an attractive climate for investment and innovation'.

In its Single Market Strategy for goods and services of 28 October 2015, the Commission announced that it would issue guidance to Member States on reform needs in professional services. This measure is one of the actions and strategies on the Single Market for which the European Council has called for speedy implementation by 2018. The European Parliament endorsed the Commission's initiative in its Report on the Single Market Strategy.

The regulation of professional services is a prerogative of the Member States. It aims at ensuring the protection of general interest objectives. The particular way Member States regulate a profession stems from a number of factors such as: the importance that society puts on specific general interest objectives to be protected; the efficiency of different administrative and judicial supervisory arrangements; economic situations; the relative economic importance of the sector for the country in question and the strength of vested interests.

A combination of these factors and the resulting policy assessments has led to the adoption of different regulatory models. The existence of various models is not an issue. The aim, therefore, is not to impose directly or indirectly any particular regulatory model throughout the EU

Source EU, 2017.

National Associations who aim to regulate the profession of landscape architecture on a national level may use the draft CTF and the advice in this report as a basis. EU Member States have different regulatory models with variety in exercise requirements, entry requirements, qualification requirements and regulatory approach. In some countries there is only the protection of the title, other countries have a restriction for specific tasks or commissions, while other restrict the capacity to formally sign for a project, plan or design.

In 2017 the EU Commission published a communication on reform recommendations for regulation in professional services (EU, 2017). Relevant for landscape architects are the recommendations for the profession of architects (II.1, page 9-12) because this profession is one of the closest neighbouring disciplines and already has a status of automatic recognition of the profession.

National Associations are advised to base the national model for regulation of landscape architects on the existing model for building architects, while taking into account the articles that are presented in the draft CTF in part 3 of this report.

4.6 The process of establishing the CTF as an EU regulation

A working party of InnoLAND, in which representatives of the InnoLAND higher education partners and IFLA Europe take part, has met with staff of DG GROW to discuss the procedure and content of the CTF. Based on this, InnoLAND sent a draft proposal of the CTF to DG GROW which on June 20, 2022, was presented for discussion in the 'Expert Group on Professional Qualifications' in which delegates of each EU country have a seat. While the Commission has delegated authority to adopt legislation to establish Common Training Frameworks, it was stressed that it cannot easily do this against the will of member states. A CTF will be the result of a 'political process' in the form of a 'negotiation' in which the 'political will' of the member states was critical. The respective roles of the Parliament and the Council in the adoption of CTFs is clarified by the Commission on the webpage on implementing and delegated acts. See also the box below.

The Commission prepares and adopts delegated acts after consulting expert groups, composed of representatives from each EU country, which meet on a regular or occasional basis.

As part of the Commission's better regulation agenda, citizens and other stakeholders can provide feedback on the draft text of a delegated act during a four-week period. There are some exceptions, for example, in case of emergency or when citizens and stakeholders have already contributed.

Once the Commission has adopted the act, Parliament and Council generally have two months to formulate any objections. If they do not, the delegated act enters into force.

Adopted acts contain an 'explanatory memorandum' summarising the feedback received and how it was used.

Commission expert groups and other similar entities

A Commission expert group is a consultative body set up by the Commission or its departments to provide them with advice and expertise; composed of public and/or private sector members; which meets more than once.

Gathering expertise from various sources may include gathering the views of various stakeholders.

A new Interinstitutional Register of Delegated Acts was launched in December 2017. It provides a complete view of the lifecycle of delegated acts and allows users to subscribe in order to receive notifications about the files of their interest. The Register is available in all the EU languages.

Source: https://ec.europa.eu/info/law/law-making-process/adopting-eu-law/implementing-and-delegated-acts_en

DG GROW reported back and gave advice on the content and the pathway:

- a. The Commission views the future of the CTF as a mechanism to further professional mobility, in view of the problems and obstacles outlined, the instrument is indeed being actively considered and that the Commission plans to make some progress with CTF after nine years.
- b. The intention was to identify those interested cases which 'ticked most of the boxes'. Key to this is the 'economic importance' of the profession concerned: including the number of people affected.
- c. The Directive sets out that for a CTF a minimum of 1/3 of member states must regulate access to the profession concerned or the education must be regulated. This threshold has been reached by landscape architecture (but only just). It was made clear by the Commission representatives that the more states in which a profession was regulated, the better the chances of achieving a CTF. (Other interested professions, such as Civil Engineering or Physiotherapy are regulated in almost all of the member states.)
- d. Given that the purpose of a CTF is to enhance professional mobility, it is emphasised that there need to be well documented mobility issues for a CTF to succeed. It was also pointed out that the Commission had not registered any complaints regarding mobility from landscape architects in the past year.
- e. The DG GROW staff emphasises that before InnoLAND would start with mapping the education and profession extensively across Member States, according to the format that was sent to the working party of InnoLAND.
- f. The mobility issues for landscape architects in the EU need to be made more concrete.
- g. The Committee member of France informed that their competent authorities are in touch with IFLA Europe, to work on a project to identify the various European training courses that award a Master's degree (after 300 ECTS) in landscape design. According to France, the aim of this project is to make applications more fluid. It would be interesting to hear more about this project from you and about any other possible communication with the French on IFLA Europe's CTF proposal.

The working party of InnoLAND keeps the communication on the establishment of the CTF as an EU regulation going. The pathway depends on the outcomes of the discussions. Relevant parties for this process are:

- The staff of DG GROW;
- The Expert Group on Professional Qualifications;
- The national coordinators for the Internal Market for each Member State;
- The national competent bodies for regulation of the professions.

The next steps are:

- a. Continuing the communication with DG GROW staff and receiving advice on the pathway.
- b. Using the case in France as an example of how it can influence the establishment of the CTF for LA.
- c. Make a more detailed overview of the number of landscape architects in each member state and their contributions to society.
- d. Increase the number of member states where the profession of landscape architect is regulated to have a stronger argument for establishing a CTF.
- e. Support the reporting of mobility issues in each member state by the competent national authorities.

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EU Website on procedure of delegated acts:

https://ec.europa.eu/info/law/law-making-process/adopting-eu-law/implementing-and-delegated-acts_en

Website on the structure and competences of the Dutch Post-Graduate Traineeship

<https://www.architectenregister.nl/en/bep/general-information>

DEFINITIONS

EQF: European Qualifications Framework for Life Long Learning, with the descriptors of 8 levels of competences: knowledge, skills and Responsibility and autonomy (See: <https://ec.europa.eu/ploteus/content/descriptors-page>)

Common Training Test: A standardised aptitude test available across participating Member States and reserved to holders of a particular professional qualification. Passing such a test in a Member State shall entitle the holder of a particular professional qualification to pursue the profession in any host Member State concerned under the same conditions as the holders of professional qualifications acquired in that Member State. (PQD, Article 49b, 1)

Competent Authority: Any authority or body empowered by a Member State specifically to issue or receive training diplomas and other documents or information and to receive the applications, and take the decisions, referred to in the Professional Qualifications Directive (PQD, Article 3, 1d)

CPD: Continuous Professional Development

Design (noun): The design process in which a product (that is, the design) is projected and sometimes also implemented. The design can take the form of a plan of multiple geographic scales ranging from regions to site projects, it can be a regional plan, a strategy, open space design, garden design. Design here also implies the technical design.

Design (verb): The act of projecting future environments or objects, for instance through drawings or other representations. In landscape architecture the verb ‘design’ means giving four-dimensional form and function to landscapes at multiple geographic scales and the development of landscapes in time.

ECT: European Credit Transfer and Accumulation System or ECTS credits’: The credit system for higher education used in the European Higher Education (PQD, Article 3, 1n)

European Professional Card: An electronic certificate proving either that the professional has met all the necessary conditions to provide services in a host Member State on a temporary and occasional basis or the recognition of professional qualifications for establishment in a host Member State (PQD, Article 3, 1k).

Evidence of formal qualifications: Diplomas, certificates and other evidence issued by an authority in a Member State designated pursuant to legislative, regulatory or administrative provisions of that Member State and certifying successful completion of professional training obtained mainly in the Community. Where the first sentence of this definition does not apply, evidence of formal qualifications referred to in paragraph 3 shall be treated as evidence of formal qualifications (PQD, Article 3, 1c);

Full landscape education: Education that is focused on the discipline of landscape architecture and includes learning activities that aim to acquire the competences listed in Article 5. Fields of knowledge, understanding and skills of this CTF, while allowing for elective subjects. . A full landscape education is completed by graduation on EQF level 7.

Internship: Extended period of supervised residency on the part of the student in a design or planning office or in a nursery or contracting firm to gain practical work experience. Frequently accompanied by the keeping of a diary and/or the preparation of a report.

Landscape: an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors. It covers natural, urban and peri-urban areas, whether on land, water or sea. It concerns not just remarkable landscapes but also ordinary or everyday landscapes and degraded areas (European Landscape Convention). Landscape includes amongst other things, rural and peri-urban regions, cultural landscapes, infrastructure in the landscape, green and blue infrastructure, green spaces, nature conservation areas, recreation areas, public and semi-public open space, individual parks, squares, and (historic) gardens.

Landscape architect: The professional who plans, designs and manages natural and built environments, applying aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. (Based on IFLA, 2020).

Landscape Architecture Research: The type of research that is carried out by and for the discipline of landscape architecture which can be categorised in (1) Research for design: Research is used to inform or validate the design. In other words, knowledge is acquired in a targeted manner as input for the design (2) Research on design: Plan analyses are used to study and organize operational design. It involves finding specific design concepts, principles, precedents, or types as a foundation for future design. (3) Research through design: A form of research where designing and designs are applied as a research strategy to explore, identify, and map possibilities. (4) Research about design: This primarily concerns understanding and identifying design processes through the observations, interviews, and other activities of designers. (Nijhuis en De Vries, 2018).

‘PQD’: Professional Directive Qualification Directive.

Professional qualifications: Qualifications attested by evidence of formal qualifications, an attestation of competence referred to in Article 11, point (a) and/or professional experience;(PQD, Article 3, 1b);

Professional traineeship: A period of professional practice carried out under supervision provided it constitutes a condition for access to a regulated profession, and which can take place either during or after completion of an education leading to a diploma (PQD, Article 3, 1j).

Professional Recognition: The way a profession is regulated on a European or a national level according to a set of standards of the recognizing organisation. The effect of this recognition varies, depending on the legal authorization of the recognizing body. On a national level it may result in the right to use the title of landscape architect, the right to work as a landscape architect or to work a specified type of commissions or to be allowed to formally “sign” a plan.

Project implementation: The process of putting a plan or design into effect. This includes preparing technical drawings and specifications, putting the project out to tender, evaluating the bids and selecting a contractor as well as supervising and overseeing the progress of the works on site and finally certifying that they have been satisfactorily completed.

Regulated education and training: Any training which is specifically geared to the pursuit of a given profession and which comprises a course or courses complemented, where appropriate, by professional training, or probationary or professional practice. PQD, Article 3, 1d)

Regulated profession: A professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional

qualifications; in particular, the use of a professional title limited by legislative, regulatory or administrative provisions to holders of a given professional qualification shall constitute a mode of pursuit. Where the first sentence of this definition does not apply, a profession referred to in paragraph 2 shall be treated as a regulated profession (PQD, Article 3, 1a).

Studio: Form of teaching in which students are involved in the development of design or planning proposals working to a given brief or one which they develop themselves, either individually or in small groups. Supervision, involving consultations and intermediate presentations, takes place on a regular but flexible basis by one or more staff.

APPENDICES

Appendix I Results of the pilot testing of the draft proposal of the CTF

From December 2021 until March 2022 the partners of the InnoLAND project and a number of delegates of IFLA Europe tested to what extent the draft proposal for the CTF is complying with the standards for the qualifications of landscape architects in their countries. This was done in countries where the profession is regulated (Austria, the Netherlands, Hungary, Slovenia) and where there is no regulation (Bulgaria, Finland, Iceland, Lithuania, Portugal), and where there is neither regulation nor recognition (Spain).

Table I.1. The conclusions of the pilot testing in each country	
Country	Conclusions on the compliance of the draft proposed CTF with the National Standards
Austria	<p>There is no regulation or legal act regulating landscape architect's professional activity and recognition of professional qualification in Austria. Landscape Architect as a title is not protected. There are no regulations for Continuous Professional Development.</p> <p>The content of the proposed draft are generally complying with the national standards for LA education.</p>
Hungary	<p>The LA profession is regulated in Hungary at national level. The continuous improvement of the activities done by Landscape Architects is expected by the professionals and it is a main goal of the Hungarian Association of Landscape Architects as well.</p> <p>The approval of the CTF on LA by the European Commission would be a great support for developing and setting standards for the content of regulated activities with other EU countries. We do not foresee any major problems in fully implementing the CTF requirements in Hungary rather consider it as a great stimulus for the development and strengthening of the profession in the country and increasing quality of landscape architecture and all other projects at the same time.</p>
Portugal	<p>The profession currently is not regulated in Portugal. There is no chamber system.</p> <p>In the general the qualifications are defined by Portuguese Professional Landscape Architecture Association (APAP)</p> <p>The landscape architecture education follows the guidelines of IFLA World 2018 and the ECLAS guidance on Landscape Architecture Education (2010)</p> <p>Some parts of the proposed draft of the CTF are not mentioned in the Associations guidelines but are defined by regulations for Higher Education which are implemented by the National Agency of Accreditations (A3ES).</p> <p>The questions included in core competences for landscape architecture education are presents in the core competences because they are high lines of Portuguese school of landscape architecture.</p>
Iceland	<p>The profession is not regulated in Iceland and an official national register does not exist. The content of the proposed draft are generally complying with the national standards for LA education. There are no requirements for the Code of Ethics, Continuous Professional Development, Post graduate traineeship.</p>
Finland	<p>The standards proposed in the draft CTF generally comply with the Finnish educational standards.</p> <p>As in almost all Nordic countries, the title is not protected nor regulated in Finland. There is no regulation of the profession. There is no chamber system.</p> <p>LA has a separate degree title of its own (MSc in Landscape Architecture). Aalto University LA Degree Programme has the authority (given by the Ministry of Culture and Education) to provide the title.</p> <p>Even if the LA association has recognition requirement regarding education and/or practice to accept members, the NA title is not a legal requirement for practicing in the field. Architects and engineers can in principle work as LA too. In Finland some municipalities require courtyard realization plans to be made by a professional (landscape architect or landscape designer which is a bachelor level degree).</p> <p>The emphasis is in good quality education. As all five Nordic associations, also the Finnish National Association (MARK) requires a master's degree in LA to become a full member of the national association. Higher education is seen as a guarantee of quality of practice in all five countries, especially in the public sector. The high degree of complexity in the projects and high expectation of professional may be one reason for this: it's difficult to practice without a five-year education.</p>
Bulgaria	<p>The summarized opinion presented by Union of Landscape Architects in Bulgaria (ULAB - with participation of ULAB members, Chamber of Architects /LA Div. member and University teachers) concludes that the situation in Bulgaria compared to suggested competences in CTF are for a large part in compliance.</p>

Table I.1. The conclusions of the pilot testing in each country	
Country	Conclusions on the compliance of the draft proposed CTF with the National Standards
Netherlands	<p>In the general the qualifications that are defined in the Dutch Architects' Title Act and the Further Regulations are complying with the CTF. Some parts of the proposed draft of the CTF are not mentioned in the Act, but are defined by regulations for Higher Education which are implemented by the NVAO (Netherlands Flemish Accreditation Organisation (such as the Competences on Research). The Code of Ethics is only related to membership of the National Association (NVTL), and is not required for admission to the Architects' Register.</p> <p>Some specifications in the draft such as climate change, health, stability of ecosystems, territorial justice, productive landscapes, and tools such as GIS are not mentioned, however these may follow from the more general wording. The Dutch wording is more neutral, while the CTF makes a stronger proposal for aspects of sustainability that follow from the Strategic Sustainable Development Goals of the UN. However the EU policies for Higher Education will result in universities to address the development.</p>
Lithuania	<p>As the LA profession currently is not regulated in Lithuania many requirements are met de facto. For regulation de jure the association is engaged in the consultation procedure with the Ministry of Environment. The big opposition comes from the chamber of architects, as its members have taken over some positions and jobs that should be done by landscape architects.</p> <p>If the CTF on LA is approved by the European Commission this would be great support for refining national regulation. We do not foresee any substantial problems in fully implementing the CTF requirements in Lithuania rather consider it as a great stimulus for the development and strengthening of the profession in the country and increasing quality of LA and all other projects at the same time.</p>
Slovenia	<p>The profession of LA is in Slovenia already regulated at the national level, as certified landscape architects are members of the Chamber of Architecture and Spatial Planning of Slovenia and must have two years of work experience and a professional exam in addition to the relevant education (MLA). Therefore, we do not see any problems in achieving additional requirements (if any) in case the profession will be regulated at European level.</p> <p>The current BLA and MLA study programs have been prepared and accredited at the national level. There is a continuing elaboration and diverse set of knowledge from the LA program as it was developed at the University of Ljubljana since the programme origins 50 years ago, and also in accordance with the proposals of the ECLAS organisation ("Tuning Document") when so called Bologna programmes were introduced in 2007. Therefore, we are of the opinion that they fully achieve required competencies as envisaged by the CTF. IFLA Europe recognition of BLA and MLA study programmes additionally support this opinion.</p> <p>Therefore, we can conclude that CTF for landscape architects and Slovene national requirements are complying with each other.</p>
Spain	<p>Even if Spain has not developed yet a National Standard for Landscape Architects, we sustain that the comparison of the draft proposal of the CTF for LA could be made against the compendium of the three Bachelors in LA and their consistent study Programs. The harmonious, yet distinguishable personalities if the three recently approved Bachelors in three cities in Spain (Madrid, A Coruña and Barcelona) detailed in the charts above, reveal how the competences approved by the National Education Qualifications Agency in Spain (ANECA) would be close to the drafted CTF.</p>

Appendix II Comparison of areas of knowledge, skills and understanding

This Appendix presents an overview of the blocks of competences and fields of knowledge that are defined by IFLA Europe, ECLAS and the InnoLAND project with the additions by the collaborative process for drafting a CTF for LA, version June 15, 2021.

IFLA EUROPE INTERNATIONAL FEDERATION OF LANDSCAPE ARCHITECTS	ECLAS EUROPEAN COLLEGE OF LANDSCAPE ARCHITECTURE	IFLA EUROPE INTERNATIONAL FEDERATION OF LANDSCAPE ARCHITECTS	ECLAS EUROPEAN COLLEGE OF LANDSCAPE ARCHITECTURE	INNO LAND
IFLA Europe Areas of knowledge for recognition	Areas of knowledge, skills and understanding Birmingham&Warsaw documents	Blocks of competences ECLAS 2010 / EULAND21 / new InnoLAND		Proposal of subject specific competences in the CTF
Cultural and natural systems	1. physical landscape as well as the natural systems and processes	G1 Landscape architecture foundation, background and supporting competences		G1 Analysing landscape systems, processes, patterns with their characteristics, meaning and challenges
Theory and methodologies in design and planning		A1 Research, Theory and Methodology in Landscape Architecture		A1 Carrying out research for, on and through design and participatory action research
Landscape design, management, planning and science at all scales and applications Public policy and regulation	5. The legal, political, institutional and policy frameworks 6. Approaches, methods and techniques for representing and analysing the landscape 8. Practical planning, management and design principles and skills for landscapes	B1 Landscape Design B2 Landscape Planning B3 Landscape Management		B1 Landscape design: Designing aesthetic, functional and meaningful landscapes. B2 Landscape planning: developing plans, strategies, scenarios and visions for sustainable urban and rural landscapes with application GIS and Geodesign B3 Landscape Management: Developing strategic, tactical and operational landscape management plans
Landscape design, management, planning and science at all scales and applications	3. development, morphology and function of urban settlements, in particular related open space structures	C1 Urban Open Space Planning (and Policy)		C1 Creating and developing policies for sustainable urban open spaces and systems
	2. typical patterns of vernacular cultural landscapes	C2 Interpretation and Conservation/Management of Cultural Landscapes		C2 Conserving and developing cultural and heritage landscapes
	7. historic and contemporary parks, gardens, planned and designed landscapes, landscape	C3 Conservation/ Management of Parks and Gardens		C3 Conservation and management of parks and gardens
		C4 Planning/Design for Infrastructure Projects (and Landscape Impacts)		C4 Planning and design for infrastructure and other development projects taking into account their landscape impacts
Site engineering including materials, methods, technologies, construction docs	9. The materials, both living and inert, and techniques relevant for landscape projects	D1 Materials and Construction Techniques		D1 Implementing landscape designs projects by construction techniques of hard landscaping and planting
Plant material and horticultural applications		D2 Vegetation Establishment and Plant Materials		D2 Restoring habitats and vegetation establishment
Information technology and computer applications		Integrated in G1, B1, B2, B3		
Ethics and values related to the profession	10. The professional practice of landscape architecture, including the development & role of the professions, professional ethics	F1 Professional Practice of Landscape Architecture & Entrepreneurship		F1 Acting as a professional landscape architect: entrepreneurship and ethics.
Communications and public facilitation		INNO-1 Landscape Democracy		I-1 Organising participation and co-creating inclusive, democratic landscapes.
	4. perception of individuals, social groups and society as a whole and how they value and interact with their landscapes	INNO-2 People in space		I-2 Including the perception, values and interaction of individuals, social groups and society as a whole with their landscapes.
		INNO-3 Productive landscapes		I-3 Creating productive landscapes with sustainable food production and renewable energy.
Ethics and values related to the profession		INNO-4 Landscape ethics and sustainability		Goes to the professional aspect and is further included in the transversal competences.
History of cultural form and an understanding of design as a social art				is related to B1

Appendix III Code of Ethics and Professional Conduct

This code of Ethics and Professional Conduct will not be included in the CTF and will serve as a reference to Article 10. The actual code can be found on the [website of IFLA Europe](#):

GENERAL

- a) IFLA EUROPE, the *European Region of the International Federation of Landscape Architects* (IFLA) is a not-for-profit international organisation constituted by the national/multi-national associations of landscape architects and the individual landscape architects of member countries of the European Union, the European Economic Area, and the Council of Europe. IFLA EUROPE advocates and pursues, through the promotion of landscape architecture, the highest standards on landscape professions, and seeks to protect, conserve, and enhance the natural and built environment for the benefit of the public.
- b) IFLA EUROPE places a strong emphasis on the integrity, competence, and professionalism of its members, and therefore encourages the member associations to adopt this '*Code of Ethics and Professional Conduct*' and requires all IFLA EUROPE members to conduct themselves in accordance with this Code within their professional and business life.
- c) This Code of Ethics and Professional Conduct should be considered central to the professional life of any IFLA EUROPE landscape professional not only as a source of ethical guidance, but also as a common-sense indicator to principles of good practice.

1. THE CODE

- 1.1 This Code lays down standards of professional conduct and practice expected of all landscape professionals of IFLA EUROPE, whatever their category of membership. Members are expected to be guided in their professional conduct and work as much by the spirit of the Code as by its express terms. The purpose of the Code is to promote the highest professional standards, rather than constitute a basis for undertaking disciplinary actions.
- 1.2 The fact that a course of conduct is not specifically referred to in this Code does not mean that it cannot form the basis of disciplinary proceedings for the guilty professional(s) by the respective member association(s) or, where appropriate, IFLA EUROPE.
- 1.3 Disciplinary proceedings may be brought in respect of the professional conduct or competence of any IFLA EUROPE member whether or not practicing or carrying on business under any name, style or title containing the words *landscape architect, landscape manager, landscape scientist, etc.*
- 1.4 Members guilty of any incorrect/unfair use of public media or social networks shall be reported to the respective member association(s) for possible disciplinary proceedings in accordance with their own professional conduct and practice criteria.
- 1.5 Members guilty of any incorrect/unfair use of IFLA EUROPE social networks shall be immediately expelled from these facilities and reported to the respective member association(s) for further possible disciplinary actions in accordance with their own professional conduct and practice criteria.

2. THE LIMITS OF THE CODE

- 2.1 Not every lack of compliance with the Code or shortcoming on the part of an IFLA EUROPE member will necessarily constitute grounds for disciplinary proceedings, but a failure to follow the guidance of this Code will be considered should it be necessary to examine the conduct or competence of a landscape professional.
- 2.2 Disciplinary proceedings may arise if a member of IFLA EUROPE has been convicted of a criminal offence other than an offence which has no material relevance to their fitness to practise as a landscape professional. Such proceedings are outside the scope of this Code.
- 2.3 The private life of any IFLA EUROPE member cannot be the subject of disciplinary action unless it affects their professional work or brings the profession into disrepute.
- 2.4 A minor transgression of this Code is unlikely to give rise to grounds for disciplinary proceedings unless it forms part of a pattern of unacceptable professional conduct or professional incompetence.

II. THE STANDARDS

- a) The landscape architects members of IFLA EUROPE - through their national or multi-national associations or as individual professionals – recognize the following ethical and behavioural standards towards society, clients, colleagues, and the profession, as well as towards the landscape and environment.
- b) This Code of Ethics and Professional Conduct applies within IFLA EUROPE, and its member associations and all individual members are invited to adopt it. In case an IFLA EUROPE member association is already provided with

its own Code of Conduct, this IFLA EUROPE Code of Ethics and Professional Conduct shall be considered as an extension/ integration, with the same effectiveness, of its existing professional Code.

PROFESSIONAL ATTITUDES

Standard 1. To promote the highest standard of professional services, and conduct professional duties with honesty and integrity, having regard to the interest of those who may be reasonably expected to use or enjoy the products of their work.

Standard 2. To support continuing professional development.

Standard 3. To uphold the reputation and dignity of profession, IFLA/IFLA EUROPE and their own professional organisations, respecting the resolutions of the respective General Assemblies, Executive Councils, Boards, Committees and Working Groups, as well as their external communications events and social networks.

Standard 4. To actively and positively promote the standards set out in this Code of Ethics and Professional Conduct.

Standard 5. To be fully acquainted with the Statutes and Regulations of IFLA EUROPE and their own professional association(s), and be willing to cooperate – in any possible way and with the due dedication and independence of judgment – in achieving the aims and objectives of their respective Strategic and associated Action Plan(s).

Standard 6. To observe all laws and regulations related to the professional activities of landscape architecture in their respective countries.

Standard 7. To act at all times with integrity and avoid any action or situations which are inconsistent with their professional obligations.

Standard 8. To be fair and impartial in all dealings with clients' contractors, and at any level of arbitration and project evaluation.

Standard 9. To make full disclosure to the client or employer of any financial or other interest relevant to the service or project. In particular, IFLA EUROPE members who have economic interests in construction companies or suppliers of the proposed works shall be obliged to inform their clients and obtain the corresponding authorisations.

Standard 10. To refuse to take charge of tasks or projects in conflict of rights/interests or in conditions of incompatibility, especially in case they are state employees or hold any positions at public bodies, as established by the current civil legislation of the involved country(ies).

Standard 11. To refuse to accept equivocal positions that could jeopardise their righteousness or independence in properly carrying out the profession.

Standard 12. To avoid participating in competitions for which they accepted to serve as members of the Panel of Judges or helped define terms and requirements, or where there are anyhow involved people with whom they have family or business relationships.

Standard 13. To undertake public service in local governance and environment to improve public appreciation and understanding of the profession and environmental systems.

PROFESSIONAL COMPETENCES

Standard 14. To undertake only professional work for which they are able to provide proper professional and technical competence and resources.

Standard 15. To maintain qualified professional competence in areas relevant to their own professional work, and carry out their profession work with care, conscientiously and with proper regard to the specific technical and professional standards.

PROFESSIONAL RELATIONSHIPS

Standard 16. To organise and manage their professional work responsibly and with integrity, having constant regard to the interests of their clients.

Standard 17. To promote their professional services in a truthful and responsible manner, without misleading or deceptive claims discreditable to the profession or the work of other professionals.

Standard 18. To uphold maximum respect for the colleagues of their own and any other member association, its representatives, and boards, avoiding making statements personally offensive to their peers or to the profession.

Standard 19. To provide, in a timely fashion, all information, explanations, documents or reports they might be asked for by IFLA EUROPE or their own professional association(s).

Standard 20. To promote the exchange, discussion, and debate in IFLA EUROPE - live or by means of its social networks - in a truthful and responsible manner, without deceptive claims to, or bringing discredit on, or

insulting the IFLA/IFLA EUROPE organisations, officers, member associations, representatives and members of any membership category, as well as any other professional whether working or not as landscape architect.

Standard 21. To inform IFLA EUROPE and the respective national association(s) of any breach of professional duties or misconduct they might be aware of.

Standard 22. To ensure local culture and place are recognised by working in conjunction with a local colleague when undertaking work in a foreign country.

Standard 23. To act in support of other landscape architects, colleagues, and partners in their own and other disciplines. Where another landscape architect is known to have undertaken work for which the member is approached by a client, to notify the professional colleague before accepting such commission.

Standard 24. To provide educational and training support to less experienced members or students of the profession over whom they have a professional or employment responsibility.

Appendix IV List of landscape architecture schools and programmes in the EU

This list of schools is based on the IFLA Europe list of schools and landscape architecture programmes (status January 2022). In the Member States of the EU there are 71 institutes of higher education that offer landscape architecture programmes and 16 of these are members of the European Council of Landscape Architecture Schools (ECLAS). There are 76 programmes on a master level, 54 programmes on a bachelor level, and one programme offers a diploma course.

In the last column the status of professional recognition by IFLA Europe programmes is defined. These are either recognised in recent years, or have recognition now, or are in the process of recognition. Differences in the status of professional recognition are not mentioned here, the actual status can be found on [the website of IFLA Europe in the tab of the School Recognition Panel: https://iflaeurope.eu/index.php/site/general/srp](https://iflaeurope.eu/index.php/site/general/srp)

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
AUSTRIA					
Universität für Bodenkultur, Wien Department of Landscape, Spatial and Infrastructure Sciences	Bachelor Planning & Landscape Architecture	180	3	ECLAS	
	Master Planning & Landscape Architecture	120	2		
BELGIUM					
Erasmus Hogeschool/University College of Brussel	Bachelor Landscape Architecture	180	3	ECLAS	IFLA Eur
Ghent University of Applied Sciences and Arts	Bachelor in Garden and Landscape architecture	180	3	ECLAS	IFLA Eur
ULG Liege, ULB Brussel, Haute Ecole Charlemagne (Isla Huy, Gembloux)	Bachelor in Landscape architecture	180	3	ECLAS	IFLA Eur
	Master in Landscape architecture	120	2		IFLA Eur
Haute Ecole Lucia de Brouckère , Institut Haulot , Institut Haulot	Bachelier en Architecture des jardins et du paysage - Master	180	3	ECLAS	
	Bachelor in Landscape Architecture	180	3		
BULGARIA					
University of Forestry, Sofia	Master in Landscape Architecture	300	5		IFLA Eur
CROATIA					
University of Zagreb, Faculty of Agriculture, Department of Ornamental Plants, Landscape Architecture and Garden Art	Bachelor in Landscape Arch	180	3	ECLAS	
	Master in Land Arch	120	2		
CZECH REPUBLIC					
The Czech University of Life Sciences Prague	Bachelor in Garden and Landscape Architecture (plus elective studies)			ECLAS	IFLA Eur
	Master in Garden and Landscape Architecture (plus elective studies)				
Mendel University in Brno, Faculty of Horticulture Lednice, Department of Landscape Architecture, Department of Planting Design and Maintenance, Department of Landscape Planning	1) Bachelor of Landscape Architecture (Zahradní a krajinářská architektura)	240	2	ECLAS	IFLA Eur
	2) Master Landscape Architecture - (Zahradní a krajinářská architektura)	120	2		IFLA Eur
DENMARK					
Aarhus School of Architecture	MA Urban Design/Landscapes	120	2	ECLAS	IFLA Eur
The Royal Academy of Fine Arts - School of Architecture/ Department Urbanism and Landscape	Master in Architecture and Landscape			ECLAS	
University of Copenhagen	Bachelor in Landscape Architecture	180	3	ECLAS	
	Master in Landscape Architecture	120	2		
ESTONIA					

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
Eesti Maaülikool - Estonian University of Life Sciences	Bachelor in Landscape Architecture			ECLAS	
	Master in Landscape Architecture				
	Master in Landscape Architecture in English				
FINLAND					
Aalto University, School of Arts, Design and Architecture/ Dept of Landscape Architecture (Former Helsinki University of Technology, TKK)	Bachelor in Landscape Architecture	180	3	ECLAS	IFLA Eur
	Master in Landscape Architecture	120	2		IFLA Eur
	Master in Urban Studies and Planning (Landscape Architecture)	120	2		
HAMK University of Applied Sciences (Hämeen ammattikorkeakoulu, Hämeenlinna), Degree programmes in Horticulture and Landscape Design	Bachelor in Natural Resources		4	ECLAS	
	MA Natural Resources		1		
OAMK University of Applied Sciences Oulun seudun ammattikorkeakoulu, Oulu	BA Natural Resources		4		
NOVIA University of Applied Sciences (Yrkeshögskolan NOVIA, Raasepori)	BA Natural Resources		4		
FRANCE					
Ecole Nationale Supérieure d'Architecture et de Paysage Bordeaux	MA Landscape Architecture (Bachelor+ Master combined)	300	5	ECLAS	IFLA Eur
Ecole Nationale Supérieure d'Architecture et de Paysage Lille (ENSAPL Lille)	MA Landscape Architecture Master Degree (Bachelor+ Master combined)	300	5	ECLAS	IFLA Eur
Ecole Supérieure d'Architecture des Jardins (ESAJ) Paris	Paysagiste ESAJ (Landscape Architect ESAJ), Bachelor	240	4		IFLA Eur
Departement Ecole de la Nature et du Paysage (ENP) –Institut National des Sciences Appliquees (INSA Blois)	Diplôme d'état de Paysagiste (DEP)+ Master Degree (Bachelor+ Master combined)	300	5	ECLAS	IFLA Eur
Ecole Nationale Supérieure de Paysage de Versailles ENSP Versailles	Diplôme d'Etat de Paysagiste Landscape Architect State Diploma, Master degree	180	3	ECLAS	IFLA Eur
Agrocampus Ouest Angers	MA Landscape Architecture	300	5		IFLA Eur
GERMANY					
Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (FH)	Diploma Landscape Architecture & Landscape Planning		4	ECLAS	
	B.Eng. Landscape Architecture	240	4		
	B.Eng. Landscape Planning	210	3.5		
	IMLA Landscape Architecture	120	2		
Hochschule Osnabrück	BA Landscape Development		3	ECLAS	
	BA Open Space Planning		3		
	Master of Engineering Landschaftsarchitektur und Regionalentwicklung		2		
Hochschule Geisenheim University	B.Eng. Landschaftsarchitektur (Landscape Architecture)	210	3,5		
	Landschaftsarchitektur/Landscape Architecture (dual) Bachelor of Engineering (B. Eng)	210	3,5		
	Landschaftsarchitektur/Landscape Architecture Master of Science	120	2		
Hochschule Anhalt (FH)	B.Eng. Landschaftsarchitektur und Umweltplanung		4	ECLAS	
	MA Landscape Architecture		2		
Leibniz Universität Hannover	Bachelor in Land Architecture and Environmental Planning	180	3	ECLAS	
	MA Landscape Architecture	120	2		
	MA Environmental Planning	120	2		
Technische Universität München	BA Landscape Architecture and Planning		4	ECLAS	

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
	MA Landscape Architecture		2		
Universität Kassel	BA Landscape Architecture and Planning	180	3	ECLAS	
	MA Landscape Architecture and Planning	120	2		
Technische Universität Dresden	Bachelor of Science Landschaftsarchitektur	180	3	ECLAS	
	Master of Science Landschaftsarchitektur	120	2		
Beuth Hochschule für Technik Berlin	B.Eng. Landschaftsarchitektur	210	3.5		
	M.Eng. Urbanes Pflanzen- und Freiraummanagement	120	2		
Fachhochschule Erfurt	Bachelor of Engineering Landschaftsarchitektur	240	3	ECLAS	
	Master of Engineering Landscape Architecture Landschaftsarchitektur	120	2		
	Landschaftplanung Bachelor	210	3		
Hochschule Ostwestfalen-Lippe, Standort Höxter	B.Sc. Landschaftsarchitektur	240	4		
	M.Sc. Landschaftsarchitektur	60	1		
Hochschule Neubrandenburg (FH)	B.Eng. Landschaftsarchitektur und Umweltplanung	240	4	ECLAS	
	M.Sc. Landschaftsarchitektur und Umweltplanung	120	2		
Hochschule Weihenstephan-Triesdorf	Bachelor of Engineering Landschaftsarchitektur		3.5	ECLAS	
	IMLA International Master of Landscape Architecture	120	2		
GREECE					
Aristotle University of Thessaloniki	Master in Landscape Architecture	120	2	ECLAS	IFLA Eur
Agricultural University of Athens, Laboratory of Floriculture and Landscape Architecture	Master in Landscape Architecture	120	2	ECLAS	IFLA Eur
HUNGARY					
Hungarian University of Agriculture and Life Sciences, Budapest, (SZIU)	BSC in Landscape management and Garden construction	180	3,5	ECLAS	IFLA Eur
	Okleveles tájépítésmérnök/ Certified Landscape (MSc) Architect	60	2		IFLA Eur
	Tájépítész és kertművész/Garden Architecture and Landscape Design (MA)	60	2		IFLA Eur
	Master of Arts in Landscape Architecture (MLA) (in English)	60	2		IFLA Eur
IRELAND					
University College Dublin	Bachelor Landscape Architecture	240	4	ECLAS	
	Master Landscape Architecture		1		
	Master Landscape architecture		2		
ITALY					
Universita degli studi di Genova	Bachelor Landscape Architecture		3		
	Master Landscape Architecture		2		
	Master Landscape Architecture		3		
Università degli Studi di Roma "La Sapienza"	Bachelor Landscape Architecture and Garden Design		3	ECLAS	
	Master Landscape Architecture		2		
LATVIA					
Latvia University of Life Sciences and Technologies	Bachelor Landscape Architecture and Planning	210	3,5	ECLAS	
	Master Landscape Architecture and Planning	120	2		

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
LITHUANIA					
Vilnius Gediminas Technical University VILNIUS TECH	Bachelor in Arts, Landscape Architecture study programme	180	3	ECLAS	
THE NETHERLANDS					
Van Hall Larenstein Department of Garden and Landscape Architecture	BSc Bachelor Landscape Architecture	240	4	ECLAS	
Amsterdam Academie Van Bouwkunst	Master Landscape Architecture	240	4	ECLAS	
TU Delft MSc Architecture, Urbanism and Building Sciences, Track Landscape Architecture	MSc Architecture, Urbanism and Building Sciences, Track Landscape Architecture	300	5	ECLAS	
HAS Den Bosch University of Applied Sciences Landscape Design	BSC Bachelor	240	4	ECLAS	
Wageningen University Landscape Architecture and Spatial Planning	BSc Bachelor of Landscape Architecture and Planning	180	3	ECLAS	
	Master of Landscape Architecture and Planning	120	3		
NORWAY					
Norwegian University of Life Sciences (NMBU)	Masters Programme Landscape Architecture 1st and 2nd cycle (3+2)	300	5	ECLAS	IFLA Eur
	Master of Landscape Architecture for Global Sustainability	120	2		I
Oslo School of Architecture and Design (AHO), Norway, Institute of Urbanism and Landscape	International MA Landscape Architecture	120	2	ECLAS	IFLA Eur
	Joint Master of Landscape Architecture programme	300	5		IFLA Eur
POLAND					
Cracow University of Technology (CUT)	Full Programme - (Bachelor and Master Landscape Architecture)		5	ECLAS	IFLA Eur
	Eng in Landscape Architecture	210	3,5		
	MA Landscape Architecture		1,5		
	Combined Engineer and Masters in LA	120	2		
	Masters in LA	90	2		
Warsaw University of Life Sciences	Eng in Landscape Architecture		3,5	ECLAS	IFLA Eur
	MA Landscape Architecture		1,5		
JPII Catholic University of Lublin	Engineer in Landscape Architecture	210	3,5		IFLA Eur
	MA Landscape Architecture	90	2		
University Wroclaw					
PORTUGAL					
Universidade de Evora	Bachelor Landscape Architecture	180	3		
	Master Landscape Architecture	120	2		
UTAD Universidade de Trás-os-Montes e Alto Douro	Bachelor Landscape Architecture	180	3	ECLAS	
	Master Landscape Architecture	120	2		
Universidade do Algarve	Bachelor Landscape Architecture	180	3		
	Master Landscape Architecture	120	2		
Universidade do Porto	Bachelor Landscape Architecture	180	3	ECLAS	
	Master Landscape Architecture	120	2		
Universidade Técnica de Lisboa	Bachelor Landscape Architecture	180	3		
	Master Landscape Architecture	120	2		
Escola Universitária Vasco da Gama, Coimbra	Bachelor Landscape Architecture				
	Master Landscape Architecture				

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
ROMANIA					
University of Agronomical Sciences and Veterinary Medicine Bucharest, Peisagistica	Full Programme - Bachelor and Master LA			ECLAS	
SLOVAKIA					
SPU Nitra - Slovak University of Agriculture in Nitra, Faculty of Horticulture and Landscape Engineering, Department of Garden and Landscape Architecture	Bachelor Landscape Architecture	180	3	ECLAS	IFLA Eur
	Master Landscape Architecture	120	2		
	Postgraduate Doctorat Studies	180	3		
Slovak University of Technology in Bratislava, Faculty of Architecture	Bachelor Landscape Architecture and Landscape Planning	180	3	ECLAS	
SLOVENIA					
University of Ljubljana, Biotechnical Faculty, Department of Landscape Architecture	Bachelor in Landscape Architecture	180	3	ECLAS	IFLA Eur
	Master in Landscape Architecture	120	2		
SPAIN					
Universitat Politècnica de Catalunya (Escuela Técnica Superior de Arquitectura de Barcelona)	MA Landscape Architecture (MAP)	90	2	ECLAS	IFA Eur
	BCN Master in Landscape Architecture Extended (MLAE)	120	1,5		IFLA Eur
Universitat Politècnica de Catalunya-UC Escuela Técnica superior d'arquitectura de Barcelona (ETSAB), Escola d'agricultura de Barcelona (ESAB)	Master Barcelona in Landscape Architecture (MBLandArch)	120	2		IFLA Eur
Rey Juan Carlos University of Madrid - Bachelor's degree;	Bachelor in Landscape Architecture			ECLAS	
	Master Universitari en Paisatgisme (MUP)	240	4		
Universidad Politecnica de Valencia	Master Universitario en Jardinería y Paisaje	60	2	ECLAS	IFLA Eur
SWEDEN					
Swedish University of Agricultural Sciences-Alnarp	Master Landscape Architecture		5	ECLAS	
Swedish University of Agricultural Sciences Upsala	Bachelor Landscape Architecture		5	ECLAS	
	Master Landscape Architecture		5		

Appendix V List of IFLA Europe landscape architecture schools outside the EU Member States.

This list of schools is based on the IFLA Europe list of schools and landscape architecture programmes (status January 2022) and the list of Turkish Schools provided by Veli Ortacesme (status 20-12-2022). This list shows the institutes of higher education, and the landscape architecture programmes they offer. The PhD programmes are not listed here. There are 48 institutes and 15 of these are members of the European Council of Landscape Architecture Schools (ECLAS). There are 33 programmes on a master level, 40 programmes on a bachelor level, and 5 programmes consist of a diploma course. In this list there are also some more specialised programmes and some broader programmes presented.

In the last column the status of professional recognition by IFLA Europe programmes is defined. These are either recognised in recent years, or have recognition now, or are in the process of recognition. Differences in the status of professional recognition are not mentioned here, the actual status can be found on [the website of IFLA Europe in the tab of the School Recognition Panel](https://iflaeurope.eu/index.php/site/general/srp): <https://iflaeurope.eu/index.php/site/general/srp>

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
ICELAND					
Agricultural University of Iceland, Faculty of Environmental Sciences	Bachelor in landscape architecture and planning	180	3	ECLAS	IFLA Eur
ISRAEL					
University Technion Israel Institute of Technology	Bachelor Landscape Architecture	160	4		
RUSSIA					
Moscow State Forestry University					
Saint Petersburg State Forestry Technical University					
SERBIA					
University of Belgrade, Faculty of Forestry, Department for Landscape Architecture and Horticulture	Bachelors in Landscape Architecture and Horticulture	240	4	ECLAS	
	Masters in Landscape Architecture	60	1		
	Masters in Landscape Construction	60	1		
University of Novi Sad, Faculty of Agriculture, Chair for Landscape Architecture and Horticulture	Bachelors in Landscape Architecture and Horticulture	240	4		
	Masters in Landscape Architecture	60	1		
SWITZERLAND					
Ecole d'Ingénieurs HES de Lullier	Bachelor Landscape Architecture		3		
HEPIA - High School for Landscape, Engineering and Architecture of Geneva	Bachelor of Science, HES-SO en Architecture du paysage	180	3		
Hochschule für Technik HSR, Rapperswill, Studiengang Landschaftsarchitektur	Bachelor Landscape Architecture	180	3	ECLAS	
TURKEY					
Aydın Adnan Menderes, Faculty of Agriculture, Dpt of Landscape Architecture	BSc Landscape Architecture	240	4		
Akdeniz University, Dpt of Landscape Architecture	Landscape Architecture	240	4	ECLAS	
Amasya University, Faculty of Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Ankara University, Fac of Agriculture, Dpt of Landscape Architecture	Landscape Architecture	240	4	ECLAS	
Artvin Çoruh, Faculty Art and Design, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Bartın University, Dpt of Landscape Architecture and Spatial Planning	Landscape Architecture	240	4	ECLAS	

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
Bilkent University, Faculty Fine Arts, Design and Architecture, Dpt Urban Design and Landscape Architecture	Landscape Architecture	240	4		
Bingöl University, Faculty of Agriculture, Department of Landscape Architecture	Landscape Architecture	240	4		
Burdur Mehmet Akif Ersoy University, Faculty of Engineering and Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Bursa Teknik University, Faculty of Forestry, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Bursa Uludağ University, Faculty of Agriculture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Çankırı Karatekin University, Faculty of Forestry, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Çukurova University, Faculty of Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Düzce University, Faculty of Forestry, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Ege University, Faculty of Agriculture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
İnönü University, Faculty of Fine Arts and Design, Dpt of Landscape Architecture	Landscape Architecture	240	4		
İskenderun Teknik Universit, Faculty of Architecture, DPT of Landscape Architecture	Landscape Architecture	240	4		
Istanbul University – Cerrahpasa,, Dpt of Landscape	Landscape Architecture	240	4	ECLAS	
Istanbul Teknik University /Faculty of Architecture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4	ECLAS	IFLA Eur
	MSc Landscape Architecture	120	2		
İzmir Demokrasi University, Faculty of Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Kahramanmaraş Sütçü İmam University /Faculty of Forestry/ Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Karabük University /Faculty of Forestry/ Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Karadeniz Teknik University /Faculty of Forestry/ / Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Kastamonu University /Faculty of Engineering and architecture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Kırıkkale University, Faculty of Fine Arts, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Kırklareli University, Faculty of Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Medipol University, Faculty of Fine Arts, Design and Architecture, Dpt of Urban Design and Landscape Architecture	Landscape Architecture	240	4		
Nevşehir Hacı Bektaş Veli, Faculty of Engineering and Architecture, Department of Landscape Architecture	Landscape Architecture	240	4		
Niğde University/Faculty of Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Ordu University, Faculty of Agriculture, Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
Pamukkale University, Faculty of Architecture and Design/Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Recep Tayyip Erdoğan University, Faculty of Engineering and Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Selçuk University/Faculty of Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
	PhD Landscape Architecture	240	4		
Siirt University/Faculty of Agriculture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Süleyman Demirel University /Faculty of Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Tekirdağ Namık Kemal, University, Faculty of Fine Arts, Design and Architecture, Dpt of Landscape Architecture	Landscape Architecture	240	4		
Trakya University /Faculty of Architecture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
Van Yüzüncü Yıl University, Faculty of Architecture and Design, Dpt of Landscape Architecture	BSc Landscape Architecture	240	4		
Yeditepe University/Faculty of Fine Arts/Department of Landscape Architecture	BSc Landscape Architecture	240	4	ECLAS	
	MSc Landscape Architecture	120	2		
Yüzüncü Yıl University /Faculty of Agriculture/Department of Landscape Architecture	BSc Landscape Architecture	240	4		
	MSc Landscape Architecture	120	2		
UNITED KINGDOM					
Birmingham City University	Bachelor (Hons) Landscape Architecture			ECLAS	
	Master Landscape Architecture				
Edinburgh College of Art	Bachelor (Hons) Landscape Architecture	180	3	ECLAS	
	MSc Landscape Architecture F/P/M	120	2		
Hadlow College, University of Greenwich	BSc (Hons) Landscape Management			ECLAS	
University of Greenwich	Bachelor (Hons) Garden Design			ECLAS	
	Bachelor (Hons) Landscape Architecture				
	Diploma Landscape Architecture				
Kingston University	Bachelor (Hons) Landscape Architecture				
	Diploma Landscape Architecture				
Sheffield Hallam University	BSc (Hons) Environmental Conservation				
University of Gloucestershire	Bachelor (Hons) Landscape Architecture	180	3		
	Diploma Landscape Architecture (extendable to MA)				
	Certificate + MSc Landscape Planning and Assessment				
	Certificate + MA Landscape Architecture				
Writtle College	BSc Landscape and Garden Design	180	3	ECLAS	IFLA Eur
	BSc Hons Landscape Architecture	180	3		
	Diploma Landscape Architecture F/P				
	Master Landscape Management				
University of Bath	MSc Conservation of Historic Gardens and Cultural Landscapes				

UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	years	ECLAS member	IFLA prof. recognition
Cranfield University	MSc Land Management (Reclamation and Restoration)				
	MSc Land Management (Ecological Conservation)				
	MSc Land Management (Natural Resource Management)				
	MSc Land Management (Soil Management)				
Leeds Metropolitan University	Bachelor Landscape Architecture & Garden Design		2	ECLAS	
	Master Landscape Architecture		4		
Manchester Metropolitan University	Bachelor Landscape Architecture	180	3	ECLAS	
	Master Landscape Architecture	90	1-2		
University of Sheffield	Bachelor Architecture and Planning + Master Landscape Architecture	180-240	3+1	ECLAS	
	BSc Landscape Architecture with Ecology + Master of Landscape Architecture (MLA)	180-240	3+1		
	Bachelor Architecture and Landscape + Master of Landscape Architecture (MLA)	180-240	3+1		
	Postgraduate Diploma/MA in Landscape Architecture	120-150	1-2		

Appendix VI Feedback of IFLA Europe national delegates and the responses by InnoLAND and IFLA Europe SRP

During the multiplier event and the General Assembly of IFLA Europe the final draft proposal of the CTF was presented to all national delegates. Until December 15, 2022 they could respond to the proposal. All responses were addressed by InnoLAND and validated by the School Recognition Panel of IFLA Europe.

By this process the CTF proposal is finalised at the end of a collaborative process of two years.

This appendix is organised by the articles of the CTF and presents the comments, the response and the way it was integrated in the final proposal for the CTF. The first column defines the article or if it is a general comment, the second column shows the order of the original feedback by delegates.

Subject	#	Feedback	Response	Impact on the text of the CTF
00 General	1	There is the need to clarify very carefully that this proposal is a goal, a vision, is the future of Landscape Architecture, is a guidance - doesn't oblige any School, but it's very useful to have standards; this is to apply from now on and doesn't apply to chambers members.	This is correct: in the case IFLA Europe approves of the CTF it will be a basis for the recognition documents and each school can opt if they want to comply with this and seek for IFLA Europe professional recognition. In the case of establishment by the EU, each country can decide if they regulate the profession according to these standards.	None
00 General	2	The provisions are sufficiently general/ broad to give enough flexibility whilst including all necessary competences.	Clear.	None
00 General	3	Initiating and developing of Common Training Framework for Landscape Architecture was great idea and a big work. A lot of people participating in the EU Erasmus+ education project InnoLAND, as well contribution of ECLAS and IFLA Europe deserve praise. Online discussions carried out by IFLA Europe were well-prepared, clear and illustrative with respect to participants' opinions.	Thanks for the compliment	None
00 General	4	It could be expressed the opinion that the last sent documents are comprehensive, essential and at the same time terse.	Clear, thanks for the support.	None
00 General	5	Acknowledgement that this is an important document and contribution to the profession in Europe – we wish that the document can be shared and valuable for new curriculums. It should improve professional visibility and, as the aim of the paper says, help to put standards in the education of Landscape Architects in Europe.	Clear, this will be done.	None
00 General	6	Acknowledgement also that this must have been a complicated document as our European professionals have different backgrounds, and the social demands and political frame were other when the profession was set up in different countries.	Clear, correct.	None
00 General	13	The structure and curricula of programmes delivering landscape architecture are constantly under review and adopting of the CFT will be a useful template for Institutions evaluating their offerings.	Indeed.	None
00 General	14	Document clear and easy to understand. It describes the context, process and pilot testing.	Thanks for the positive feedback.	None
00 General	16	National regulation of a profession is written in law, but in some/many EU countries, e.g. Ireland, the LA profession regulates itself, running its own exams, CPD and list of qualified	Thanks for this comment. This is clearly in line what we intend with the development of this CTF.	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		professionals who are member of the institute. Although it is voluntary, it is taken seriously. The CTF may not legally apply to these countries, but the professional institutes may still choose to apply all or some of the terms of the CTF, and so continue to raise standards across Europe. In other words, I think the CTF should get strong credit for influencing LA education even in countries where the profession is not regulated.		
00 General	17	Common Training Framework (paper dated Sept 2022) - we fully agree with the objectives and principles of the draft CTF, and we support a focus on studio teaching.	This is a comment, it is clear. Thanks for the support.	None
00 General	30	CTF would apply to LAs in the EU. What about the profession in non-union states, such as Switzerland and the UK?	There are two different cases: (1) When IFLA Europe and ECLAS define this CTF as a basis for their guidance and professional recognition documents it will have an impact on all programmes at the scale of the Council of Europe that seek professional recognition by IFLA Europe. (2) When the EU defines the CTF as a delegated law it will only have an impact on the professionals in EU Member States who adopt the CTF. Other countries are free to use it as a benchmark.	None
00 General	62	The need of regulation is undeniable. A person practicing as landscape architect should be trained specifically in this field. As it happens in Poland, graduates of other related courses tend to offer services in landscape architecture which tend to raise opposition in the profession. Perhaps initially, we would introduce a transition period (say 5 years long), within which practitioners with other than LA educational backgrounds could get their certification/ recognised qualification based on their experience, after which only LA graduates would be eligible.	It is up to each country to organise the regulation and depending on the national regulations this is a chamber, a national registry office or university. We agree that there is a need for a transition period. And apart from the mainstream of recognition by graduating from a recognised master, it is important that there is always an individual recognition possible. In the NL there is an option for a special exam. That's why in the CTF there is Article 7, the test mentioned.	None
00 General	93	PQD applies to architects, but in Poland landscape architects cannot belong to the same professional chamber. Would the PQD be changed/ expanded to include landscape architects?	The PQD will not be changed. In several countries there are combined chambers or registry offices for building architects, landscape architects, urban planners, interior architects. It is also possible to set up a separate organisation for this. It is up to the countries to organise this.	None
00 General	Dec-9_1	Q would be practicing professionals who never pursued the master level in their higher education in LA have to upgrade their educational qualifications to be considered compliant?	If it is in an already regulated country, and if they are in the register this will be not required. If the regulation will be started in a country, normally there is a transition mechanism	None

Subject	#	Feedback	Response	Impact on the text of the CTF
00 General	Dec-9_2	BG: What about the countries which have no members in ECLAS?	It is not relevant if there are ECLAS member schools	None
00 General	Dec-9_6	RO in Romania was also discussion about advising integrated professional master program (different of scientifically master that is open towards interdisciplinarity and can be followed after the integrated program and continued at PhD level)	Seems a good plan.	None
00 General	Dec-9_7	SE: Landscape architecture is a profession highly dependent on- and related to the local context in regard to ecology, geology, history, socio-cultural aspects, legal frameworks (both in regard to regulation and administration of education, planning processes etc.), etc. This is a direct conflict with a generalised definition of the profession across the European continent where local conditions vary greatly. How does the CTF handle this apparent contradiction?	This contradiction is solved by keeping the competences general. Every country and especially every school can define its own specificity. We discovered during the testing in 10 countries that this can work well. In the Netherlands for instance there are la programmes linked to universities of life science, academies of art, horticultural schools, technical universities with different focuses. Still they all are complying with the general standards.	None
00 General	Dec-9_8	IT: in Italy the professions are registered by the Ordini degli Architetti Pianificatori Paesaggisti e Conservatori; but the problem is within what LA can do and cannot, in terms of permissions	The CTF may help to define the profession of LA in such a way that the national association has a tool to discuss the permissions. Also for the architects the regulations differ from country to country. Some countries on have protection of the title, other countries have protection of signing certain projects of carrying out work for defined types of projects	None
00 General	Dec-9_10	PL: In the UK, it seems that architects are mostly educated at arts universities whilst in PL they have engineering background. How does this look in other states?	It varies greatly in countries: In NL, it varied a lot, technical universities, art academy, university with more nature, life science background provide landscape architecture education programs. While in Sweden landscape architecture education programs are provided more by the universities with focus on agriculture, forest management, life science. In Romania for architects there is one independent university of architecture and urban planning in Bucharest and 3 others in technical universities. concerning the landscape architects there one school in the architecture university of Bucharest, 6 in horticulture schools / agronomical sciences universities and one in environmental sciences. In other countries there is a mix of Technical Universities, Architects Schools, Agricultural Universities or Life Sciences.	None
00 General	Dec-9_11	UK: Background information: Reminder - The Conference of the	Thanks, valuable information.	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		Council of Europe European Landscape Convention May 2019 declaration encourages all the State Parties to the Convention (40) - to formally recognise the profession of landscape architects at national and international level and to support a multi-disciplinary approach to landscape.		
00 General	Dec-9_12	PT: The professional valorisation of landscape architecture depends a lot on its equalization with architecture and other professions that we deal with professionally. For that it is necessary a solid formation of the bases; the learning of the complex principles that must be considered for the management and conception of a system as complex as the landscape needs time to consolidate the formation, it also needs the domain of communication and representation techniques. Sharing and updating knowledge and techniques throughout the professional activity should be a bet and, in my opinion, the national associations can and should ensure that it happens	Fully agree with this	None
00 General	Dec-9_13	DK: A few thoughts: 1) I think it is very important to understand that framework should not limit our profession. 2) We all know that in order to become landscape architect it takes way more than just to finish university. It is a continuous learning process and people who are not interested in this would never be able to draw a design according to the law and local legislation. 3) In general `recognition of profession` would come from the hard work, dreamless nights that gets individuals to the highest professional level in landscape architecture. Meaning that other professionals would not be able to do a project on such a level as landscape architects would. Then the recognition would happen. 4) it does not matter whether you are scientist of practitioner (can be both) there is a bigger vision and idea behind the title of landscape architect - how to make this world a better place, even after our lives.	Thanks for this summing up. And indeed the CTF is not meant to limit the profession of landscape architects.	None
01 General Form	7	Regarding the form of the document		

Subject	#	Feedback	Response	Impact on the text of the CTF
01 General Form	8	1. an observation: the wording "harmonisation" is more time used in the articles and annexes, and this is indeed the aim and scoop of the process – but we wonder if the word "standards" is not better.	Yes, we agree. Harmonise was part of the original bid of InnoLAND and we agree that 'standards' is better. In the Output 2 report 'harmonising' was kept in the original aims of InnoLAND, but in the rest of the text this is replaced by 'setting or developing common standards'.	None
01 General Form	9	We have often said that the richness of our profession in Europe is thanks to our rich diversity, but at the same time, a discipline with converged aims and objectives. This question about the wording has very probably often been picked up!?! We are not fluent in English-speaking but still prefer "Standards" over "Harmonisations".	Yes, we agree, so we adapted this. Since it is not about making all programmes and competences the same, but securing a sufficient minimum standard.	None
Article 1	25	6. In the document which deals with the free movement of professionals within the EU it may be worth mentioning that IFLA EU has an <u>agreed procedure that would help free movement where a landscape architect from one country wishes to join the professional association of another when migrating from one country to another</u> . Reference to this document might be helpful.	Yes, it would be good to add this as a reference. But we agreed not to mention specific documents as part of the CTF because these might change, but we can mention this in the Appendix and in the list of references.	Include a reference in the Appendix and the list of references.
<u>Article 1</u>	<u>29</u>	10. Article 1. Scope <u>What is meant by minimum and high standards?</u> The text first sets minimum standards, but then say that the CTF ensures high standard, maybe there is a confusion in the wording?	Yes, you are right, this is a bit confusion. Although IFLA Europe and ECLAS and the InnoLAND partners aim for high standards, we replace 'high standards' now with 'common standards'	Yes, in Article 1: replace 'high standards' now with 'common standards'
Article 2	31	11. Article 2. The task of landscape architects <u>Not sure if "address" conveys the right intention.</u> LAs promote/ advocate ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice but address challenges associated with their implementation.	Since this is part of the IFLA world definition we have chosen to include this definition without any changes.	None
Article 2	33	<i>"interactions between natural and cultural ecosystems"</i> – natural and built environment. I am aware of such terms as cultural landscapes or cultural ecosystem services but not cultural ecosystems. Many works in ecology argue that city (as human want it to function) cannot be considered as an ecosystem as it is not self-sustaining.	Since this is part of the IFLA world definition we have chosen to include this definition without any changes.	None
Article 2	34	<i>"Landscape architects plan, design and manage natural and built environments, applying aesthetic, technical and scientific principles..."</i>	Since this is part of the IFLA world definition we have chosen to include this definition without any changes.	None
Article 3	15	The 2-yr Conversion Master is not mentioned anywhere, how does it fit	The CTF does not state anything on the organisation of education. There	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		into the CTF? Could academic qualifications now be 3+2 or 3+1 or 4+1 or 4+2 or XXX +2 (the conversion course?). If so, I think it's a clever solution to avoid stipulating the 300 ECTS,	are many different forms. In the ECLAS Guidance the conversion masters are mentioned. In EU Member States and beyond there are many different structures of education: part time, in concurrency with professional practice, various road maps of integrated masters, combination of bachelors and masters and conversion masters. The idea of the CTF is to set the standards, and not to harmonise or provide a framework for education. Advice on this can be in the ECLAS Guidance or requirements can be set in the IFLA Europe documents for professional recognition of programmes. Indeed the 300 ECTS is a goal, but is not mentioned in the core CTF which only sets the standard of having acquired a diploma on a master level.	
Article 3	18	Common Training Framework – minimum training requirements (paper dated October 2022) - we agree and support all articles except Article 3- Academic and Practice Requirements, we do not agree or support this. We do not agree that a post graduate qualification i.e. a master degree/diploma of national or state recognition is required for professional qualification as a landscape architect. The Irish Landscape Institute supports the completion of a fully vocational, undergraduate programme in Landscape Architecture (minimum 4 years full time) leading to a BA degree; followed by a period of supervised and recorded work experience (minimum 2 years including design and written work) then to pass a written examination comprising questions on subject relating to Professional Practice, Legislation and Contract. We feel this course of study and professional tutorship has proven to be adequate to work as a qualified landscape architect.	The Irish system is only different from the standards of the CTF by accepting a vocational bachelor programme, instead of a master level. The other requirements are complying. The reason for setting EQF level 7 (master) as a standard, is to be on the same level of qualifications as building architects and other professions operating in the field of spatial planning. Each country can decide for itself if it wants to comply with the CTF, and it can also make exceptions (like the NL regulation did for interior design). So Ireland is not forced to change their regulations by this CTF.	None
Article 3	26	7. It is unclear 5 years and 300 ECTS – already discussed.	We do not include years and ECTS in the core CTF. In the Annex a goal is given for 300 ECTS of full education. For the form, number of years of education it is up to the national regulatory bodies, because there are many different ways of organising LA education. We do not intend to set a detailed framework for that.	None
Article 3	27	8. Two years professional experience is not in the document – upon each country.	This is indeed not in the core CTF, but the Annex gives advice for two years. This is in line with the EU regulations	None

Subject	#	Feedback	Response	Impact on the text of the CTF
			for building architects. Each country should define its own regulation.	
Article 3	35	<p>12. Article 3. Academic and Practice Requirements</p> <p>Master or <u>equivalent</u>- clarification of what is meant by equivalent.</p>	Yes, this should be explained: the EQF states: masters, post graduate degrees or diplomas for level 7.	In the Appendix ad Article 3 we add: depending on the national context level 7 can also be a postgraduate degree or diploma.
Article 3	36	In the context of Polish Construction Law Act and Professional Bodies for Architects and Construction Engineers Act, professional qualifications (authorisation, licence) can be gained upon completion of professional traineeship (including a compulsory traineeship record/register) and passing a state exam. It is therefore proposed to include in Art. 3 [...] <u>candidates must complete a post graduate professional traineeship and succeed in a professional competence test/ exam.</u>	In the countries where the profession is regulated the post graduate traineeship also includes a final test/exam. We think that it is up to the national competent bodies to define the content and process of the post graduate traineeship, so we do not want to define this too detailed in the CTF.	None
Article 3	37	The CTF stipulates LA training as Level 7 (Masters level), which is <u>important</u> . 2-year post-graduate traineeship is also important.	Yes, we agree, this is stated in the CTF	None
Article 3	38	The decision not-to-stipulate 300 ECTS as a minimum (or any minimum) potentially allows easy professional access to graduates of short conversion Masters, in some cases this could be a 90 ECTS programme, tacked on to an undergraduate degree in some other subject (as already happens in Germany, soon Ireland, and Spain). I have mixed feelings about it. I think Conversion programmes will eventually fade out, and that IFLA Europe should boldly promote Landscape Architecture as a 5-year programme, 300 ECTS. I'd be curious to know how many students graduate with 2-yr conversion Masters, it may not be so many.	In the Appendix on Article 3: 300 ECTS of full landscape architecture is mentioned. We decided not to mention ECTS, years, days, etcetera in the core text of the CTF, to allow for flexibility how to reach the standards in different countries.	None
Article 3	39	A minimum of level 7 EQF described as Master diploma or equivalent. We have had lengthy discussion here at University College of Dublin on this matter as our 4-year honours degree, when instigated, was created to fulfil IFLA. Adoption of the CTF will require modification for many degrees. We will not be the only Institution facing such a challenge! It would be useful to see what supporting mechanisms by IFLA Europe are anticipated in the transition of such programmes. It	Each country can adopt the CTF. In Germany graduates of 4 years courses are admitted to the register of the Chamber. We acknowledge this difficulty, and this can be only addressed by a gradual change. The same approach might be for other countries. IFLA Europe will fully support all transition processes, and how this is done depends on the national situation, so there is not a common framework for this.	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		must be recognised that Landscape Architecture degrees may not be fully supported in every University and the prospect of a degree losing its professional recognition for a period could mean that University decision-makers decide such a programme is no longer viable. It would be an irony if such a laudable instrument as the CTF diminished landscape architectural education in Europe by reducing the number of schools offering such degrees.		
Article 3	40	I recognise that, if landscape architecture is to play its part in tackling the increasing challenges facing humanity, it will require education (Ad Article 3) to 300 ECTS. As well preparing graduates to tackle these “wicked” problems, this level of education will help the following: <ul style="list-style-type: none"> a. achieve parity of esteem with co-professionals in the spatial design and planning sphere b. achieve some of the curricula ambitions outlined in the Articles, e.g. Ad Article 5:11 requiring “an appropriate set of methods and tools for landscape architecture research, including ‘research for design’, ‘research on design’ and ‘research through design’. 	Thanks for the support.	None
Article 3	41	Ad Article 3. It would be useful to clarify what is meant by “full” landscape architecture education, for example	Yes, that would be good. The following definition is added; (j) ‘Full landscape education’: Education that is focused on the discipline of landscape architecture and includes learning activities where the graduate acquires the competences listed in ‘Article 5. Fields of knowledge, understanding and skills’ of this CTF, while allowing for elective subjects. The full landscape education is completed by graduation on EQF level 7.	<i>Add the definition of ‘full landscape education’</i>
Article 3	42	What does this mean for the “conversion” Masters where individuals take a primary degree in a cognate area to landscape architecture, e.g. ecology, and then take a Masters degree in Landscape Architecture. As this scenario is not covered in the CTF, is it correct to assume that these types of Masters are not supported?	The CTF does not state anything on the organisation of education. There are many different forms. In the ECLAS Guidance the conversion masters are mentioned. In EU Member States and beyond there are many different structures of education: part time, in concurrency with professional practice, various road maps of integrated masters, combination of bachelors and masters and conversion masters. The idea of the CTF is to set the standards, and not to harmonise or provide a framework for education. Advice on this can be in the ECLAS Guidance or requirements can be set in the IFLA Europe documents for	None

Subject	#	Feedback	Response	Impact on the text of the CTF
			professional recognition of programmes. Indeed the 300 ECTS is only in the advice, not in the core CTF which only sets the standard of master level.	
Article 3	43	ii. Does the term “full” landscape architecture education include professional training? <i>Ad Article 3</i> implies that professional training occurs as part of the curriculum and as a post-graduate traineeship.	Article 3 Does not prescribe how professional training is organised within the curriculum or how much time should be allocated for an internship. A two year post graduate traineeship is advised, but there are (and might be cases) where there is much more time allocated for professional training, so there might be less after graduation. In the NL for instance there is one four-year master where students learn in concurrency with professional practice. Graduates of that course are not obliged to complete the post-graduate traineeship of two years to be able to be registered as a landscape architect.	None
Article 4	44	The reference then to professional traineeship is made. Are these two terms interchangeable? <i>Ad Article 4</i> introduces a new term, “post traineeships”. This could be presented more simply.	Thanks for pointing this out. In the Appendix ‘post traineeship’ should be post-graduate traineeship’. This will be corrected	Change ‘post traineeship’ into post-graduate traineeship’ in the Appendix.
Article 4	45	13. Article 4 (and others where <u>landscape management</u> is mentioned). I understand from practice that landscape management may cover landscape protection, however these terms are mentioned separately in the Landscape Convention, and it feels like this should be conveyed further by any documents describing the role of LAs.	We looked into this. If we would opt of mentioning landscape protection, it would need to be spread in several articles and competences. However we added it in the Appendix in Article 5, part 8: Planning, management and design principles and skills for intervening in landscapes, at different scales of time and space, to achieve specific restoration, <u>protection</u> , conservation or development objectives as well as for the wider benefit of environment, society and economy as a whole.	Adding protection to Appendix Art 5, entry 8
Article 5		a. Landscape Planning for developing plans, strategies, scenarios, visions and influencing policies for sustainable urban, rural, natural and semi-natural landscapes.	Stating the landscape architects develop strategies, scenarios and visions will give hem the competence to contribute to policies that are developed. Anyhow, we added ‘policies’ here.	None
Article 5	11	3. <i>guidance documents of the European landscape architecture organisations for higher education and professional practice?</i> Which guidance document is this? Again would be essential to have the link at the end of the paper, please.	The reference is now Bruns, D et al. But this will of course change with the updated guidance, so we decide not to add the link here. With the reference it easy to find the most recent version. In the references there is also the webpage added with an overview of all the recognition documents and guidance documents for landscape architecture education.	None
Article 5	12	Recognition for the exacting work undertaken in the preparation of a CFT for a profession representing such diversity as IFLA Europe, which	This is a comment. It is clear.	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		should, according to (Article 5) “grow out of and fit into their social, environmental, economic and cultural context”. I think a working compromise has been achieved.		
Article 5	19	1. Since the end of the 1980’s we have been increasingly involved in <u>Environmental Impact Assessment</u> for major projects or projects where the impacts might be considered important enough to study closely. <u>Visual Impact Assessment</u> which is often required of landscape architects when working as sub-consultants.	We agree that EIA and Visual Impact Assessment are important tasks and for this landscape architects make use of specific methods and tools. However, the CTF does not state specific tasks and tools and with the competences below landscape architects should be capable to carry these out: 1-The structure of the physical landscape as well as the natural systems and processes operating to shape and influence it. 2-The historical development and the land use and management systems that have led to today’s landscapes patterns. 3-The development, morphology, and function of human settlements, including their characteristic built form, types and structures. 4-The ways in which individuals, social groups, and society as a whole, both past and present, have perceived, and continue to perceive, value, and interact with their landscapes.	None
Article 5	20	2. The other increasing area of work was producing <u>landscape management plans with strategic long-term objectives and broad annual work schedules</u> - documents that could inform the client but equally could be easily converted into tender documents to procure term contracts (usually 5 years) to undertake the work, with our practice managing the contracts, instructing the contractors and authorising payments.	Adding a definition on Project implementation. We changed Article 5, point 9 into: Project implementation, both for management and design, including the materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for contracting, realisation, and aftercare.	We changed Article 5, point 9
Article 5	21	If we look to the future, we need to give students the confidence to act as team leaders, as lead consultants, in the same way that architects have always been taught. We shouldn’t feel embarrassed about taking on this role, we need to do it, but competently with a high degree of professionalism.	Yes, we totally agree. This is included in the transversal and transformative competences.	None
Article 5	22	3. As for project work, flooding is a big problem in Europe so, <u>broad studies on river systems</u> , looking at nature-based low-cost solutions, re-naturing rivers, reforesting catchment areas, designating areas for temporary flood water storage etc will become increasingly	These are relevant challenges to address. We discussed this during the co-creation phase. In the testing phase we found out that it is too detailed to define specific approaches, methods, tasks, challenges. We decided that the competences which are mentioned	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		important, bringing together multi-disciplinary teams.	provide landscape architect with adequate understanding, knowledge and skills to address these challenges.	
Article 5	23	4. Combating rising temperatures, <u>climate change in urban areas</u> . Urban areas will also change significantly in 10/20 years with car ownership largely being reduced, opening the way for <u>re-naturing streets</u> . Mown grass is a big problem - cutting in the north of Europe - irrigating in the south, rarely cost-effective or economic in terms of long-term management, and needing to be systematically replaced with native shrubs and trees... <u>...improving biodiversity, reducing costs, combatting global warming.</u>	These are relevant challenges to address. We discussed this during the co-creation phase. In the testing phase we found out that it is too detailed to define specific approaches, methods, tasks, challenges. We decided that the competences which are mentioned provide landscape architect with adequate understanding, knowledge and skills to address these challenges.	None
Article 5	24	5. In the following statement (<i>Strategies, methodology and tools for research in landscape architecture on planning, design and management</i>) to introduce the word <u>'science'</u> . As a practice we undertook scientific studies to evaluate for example the efficacy of regularly mowing motorway embankments. When describe landscape architecture always to include <u>planning, design, management and science</u> . There are landscape architects involved in scientific studies and research concerning nature-based solutions to be used in renaturing cities, reducing management costs, and improving biodiversity.	We acknowledge the importance of science and support that for the activities of landscape architects carrying out 'science' activities is a relevant task. However research includes the aspect of a scientific approach. For an office it could also be: landscape planning, design, management and <i>research</i> . Because of this we conclude that mentioning research is sufficient in the concise description of the CTF.	None
Article 5	32	It appears that the societal aspect has been forgotten or only vaguely implied. What we do is not only related to heritage and culture but also with social wellbeing sensu lato, including mental health, accessibility, safety and security, to mention just a few aspects. I feel this is missing in this part of the Article. I welcome that this is express in the second part, but I feel that the message should be more congruous throughout.	Since this is part of the IFLA world definition we have chosen to include this definition without any changes. This is further elaborated in the Appendix ad Article 5, part 12.	None
Article 5	46	"It requires the acquisition of a range of transversal and transformative competences for sustainable development of landscapes." Not only sustainable development (understood as modification, transformation) but also conservation (maintaining what's valuable as is or should be).	In our opinion 'conservation' is part of sustainable development. For the rest responsibility for conservation is part of the competences listed in Article 5.	None
Article 5	47	14. Article 5. Fields of Knowledge, understanding and skills	OK	none

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Article 5	48	We miss a specific reference to the architect's core method of combining spatial and aesthetic aspects with all other requirements. In short: "being a reflective practitioner using sketches for iterative solution finding".	We agree that this is an important aspect of the way that landscape architects work. For now this aspect is part of : 5b. Landscape Design for designing aesthetic, functional and meaningful landscapes; Art 5 point 6. the representations, and Art 5 point 12. in the aspect of critical thinking. To add this as an additional competence will create some overlap with the existing ones. Now we added to: Article 5 point 6. Approaches, methods, and techniques for (2) reflective practice using representations in an iterative way during the design and planning process;	Article 5 point 6. Approaches, methods, and techniques for (2) reflective practice using representations in an iterative way during the design and planning process;
Article 5	49	There should be another item regarding phytosociology, NBS, ecosystem-based design, urban resilience.	In the first draft of the CTF we had these more detailed subjects mentioned: see Appendix II Appendix II Comparison of areas of knowledge, skills and understanding. What we found out during the pilot testing is that we only should mention more general tasks, fields of knowledge and competences.	None
Article 5	50	3 rd. sentence: „ <i>For this, landscape architecture study programmes must result in acquiring competences in open space planning, landscape planning, landscape design...</i> “	Open space planning is part of landscape, we use this definition, the first part is based on the ELC: 'Landscape': an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors. It covers natural, urban and peri-urban areas, whether on land, water or sea. It concerns not just remarkable landscapes but also ordinary or everyday landscapes and degraded areas (European Landscape Convention). Landscape includes amongst other things, rural and peri-urban regions, cultural landscapes, infrastructure in the landscape, green and blue infrastructure, green spaces, nature conservation areas, recreation areas, public and semi-public open space, individual parks, squares, and historic gardens.	None
Article 5	51	<i>b. "Landscape Design for designing aesthetic, functional and meaningful landscapes and open spaces".</i>	<i>Open space is part of landscape</i>	None
Article 5	52	<i>10. "The professional practice of landscape architecture, including the professional ethics, the stages of the planning, construction, technics and design process... "</i>	<i>Thanks, this is a good addition.</i>	<i>This is added to Article 5, entry 10.</i>
Article 5	53	13. project management		
Article 5	54	<u>Policymaking</u> is missing from the core competences. Please add it as in	Stating the landscape architects develop strategies, scenarios and visions will give hem the competence	We added 'policies'

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		<i>"Landscape Planning for developing plans, policies, strategies..." etc.</i>	to contribute to policies that are developed. Anyhow, we added 'policies' here.	
Article 5	55	b. Landscape Design for designing sustainable, functional, meaningful and sensory engaging landscapes; (Aesthetics should not be put first. Design is not only for visual perception, nor should it only stimulate hence I proposed the term sensory engagement to cover all aspects of our sensory experiences)	We discussed this with IFLA Europe and came up with the following solution; Landscape Design for the creation of sustainable, functional, meaningful landscapes of an outstanding design quality.	Propose to include this change. Article 5 b: Landscape Design for designing sustainable, functional, meaningful and sensory engaging landscapes;
Article 5	56	c. Not sure if I catch the difference and purpose of tactical and strategical here.	We discern: strategic, tactical and operational. Long term, mid term and short term.	None
Article 5	57	d. Add item regarding landscape protection – conservation, strategic evasion of harm, minimisation of adverse impacts, mitigation of harm, recreation, rehabilitation of degraded landscapes.	We chose not to detail this descriptions, the general wording covers the aspects that are mentioned here. And we add the work protection in part 8.	Add the word protection in Article 5, part 8.
Article 5	58	<i>Landscape architecture projects, programmes and strategies must be feasible and sustainable. They should grow out of and fit into their social, environmental, economic and cultural context, with the participation of all relevant actors.</i>	OK	None
Article 5	59	It is said that: <i>For this, landscape architecture study programmes must acquire competencies in landscape planning, design and management as established by the guidance documents of the European landscape architecture organisations for higher education and professional practice.</i>	OK	None
Article 5	60	We agree with the large diversity of knowledge and cross-scale and time frame the profession needs to know, acquire and master. This means we do agree with the list " landscape planning, landscape design and landscape management ". But we do not think it is necessary that these three modes of acting as Landscape Architect should be listed again in a frame -	We agree that it is better to take out the box / frame.	Article 5, without a frame.
Article 5	61	In most countries, education and profession do not separate the modes of acting, scale difference, or time of action, management specialists The specialisation within the profession exists in some countries, probably in Anglo-Saxon countries (German and UK)? but in many countries, this domain subdivision does not exist and will	We agree that the scales, etcetera need to be integrated. We take out the frame.	Article 5, without a frame.

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		probably never occur. For example, in France, a Paysagiste Concepteur (Landscape Architect) master all three specificities of the discipline. In Norway, too. We underline that the article text is clear and sufficient, no need to put the frame with the three domains a), b). c).		
Article 5	63	Article 5 point 7 - the word <u>cultural</u> should be introduced: " <u>cultural</u> " <u>landscapes</u> , specially instead of "designed landscapes".	Although after a long discussion on cultural landscapes we decided that almost all landscapes are cultural, we still add this, because the word comes back in many policies. We covered this by Article 5, part 2 on the historic landscapes.	Article 5 point 7, adding cultural to landscapes.
Article 5	64	Ad Article 5. The elaboration of the areas is presented in the following entries:	OK	None
Article 5	65	• 8. " <i>Planning, construction and technics management and design principles...</i> "	Yes, we agree that this needs to be included, we added it in Article 5, part 8.	Add construction and technics in Article 5, part 8.
Article 5	66	•12. " <i>Transformative competences of landscape architects practiced in a transversal way: systems thinking, anticipatory competence, normative competence, strategic competence, collaboration competence, construction competence and competence in technics of landscape design, critical thinking...</i> "	We do not want to repeat this, if it is already described in Article 5, part 8.	None
Article 5	67	In item 7: The thought/ thinking/ ideology that shaped precedent historic and contemporary parks [...]	This is explained in the Appendix: 7. The precedents of historic and contemporary parks, gardens, planned and designed landscapes, landscape designs and plans together with the ideas and individuals behind them, and the wider cultural and intellectual context in which they have developed.	None
Article 5	68	In item 8 and 11: Again, include landscape protection.	We include this in 8, but not in 9 because it is part of landscape management.	None
Article 5	69	In item 12: " <i>[...] environmental and societal challenges.</i> "	Thanks, that is an excellent addition.	Include in Article 5, part 12: " <i>[...] environmental and societal challenges.</i> "
Article 5	72	It is proposed to amend item 9 as follows: <i>The materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for project implementation, in accordance with the applicable building regulations, and aftercare.</i>	Yes, this is a good addition. It is now: Project implementation, both for management and design, including the materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for contracting, realisation, in accordance with the applicable building regulations, and aftercare.	<i>Update Article 5, part 9.</i>

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			<i>Update part 9. Project implementation, both for management and design, including the materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for contracting, realisation, in accordance with the applicable building regulations, and aftercare</i>	
Article 5	73	Again, include landscape protection.	We agree with this and include it	
Article 5	74	2 nd sentence: "The definition of the learning aims, and outcomes of the study programme shall clarify this balance between theoretical aspects and the practical part that concerns the core competences for planning, design and construction, management of landscapes.	We agree with this, this is added to Article 5.	In Article 5 the 2 nd sentence is now with: planning, design and construction, management of landscapes.
- Article 5	- 5	The emphasis should be on systems and processes rather than "patterns" (see 2)	We agree with this: we added 'systems' and presume that the processes are part of the systems.	Add systems to Article 5, part 2.
- Article 5	- 6	Consider the terms "conservation, consumption and sustainable development" (see 5)	Yes, good addition.	conservation, consumption and sustainable development" (was added in Article 5, part 5.
- Article 5	- 7	Nowhere are the non-human actors and stakeholders mentioned, it is important that landscape architects design for the birds, bees as well as humans (see 6)	Yes, that is correct. In a way this is part of 'environment', but we might clarify this.	Now in the appendix for Article 5, part 6 is added: both human and non-human.
- Article 5	- 8	Consider using the term "resilience" instead of "sustainable" (see 12).	Resilience is part of sustainable, so we will not add this.	None
- Article 5	- 9	Also, important to mention somewhere the need for graduates to learn how to communicate simply and plainly, in drawings, writings and speech – so as to transmit understanding of their work to the general public, as well as across disciplines (see 12).	This is mentioned in Article 5, part 6.	None
Article 5	Dec-9_3	DE: construction, technical planning, open space) is not written down in the CTF?	We agree with clarified now that construction and technical planning is part of the competences. ' We do not add open space, because that is part of landscape.	We add construction in Article 5, part 8
Article 5	Dec-9_5	BG what about investment process to be include? as well "maintenance" of green areas, etc. I agree about procurement	The maintenance aspect is part of the management. We defined this as operational plans. We included maintenance in Article 5, number 8. We added contracting in the article and definition of Project Implementation.	Adding 'maintenance' in Article 5, 8 Putting to contract in the article on Project

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			The relation with the client, the commissioner and the (public) procurement process, documents for putting the work to contract, We can clarify these aspects for the postgraduate traineeship	Implementation.
Article 6	70	15. Article 6. Balance between practical and theoretical aspects of education	OK	None
Article 6	71	We are glad that Article 6 and its annexe, " <i>Balance between practical and theoretical aspects of education</i> " explicitly the expected 50 % education through studio mode as IFLA EUROPE has specified. We compliment the team for their clear definition and objectives of what we mean by studio teaching.	Thanks for the support	None
Article 6	80	Ad Article 6:	OK	None
Article 6	81	It is crucial to keep the wording in a recommendable nature ("should"). In Germany, there are a lot of practical aspects in landscape architecture programmes integrated in various teaching formats or modules and not solitarily in project works. In that respect, the phrase "at least 50 % of ECTS" must remain a recommendation/guideline.	Yes, that seems more correct.	We use both in Article 6 and in the Annex the word 'should'.
Article 7	82	16. Article 7. Common Training Test and recognition of professional qualification:	This is defined in the PQD. It is only for those who do not follow the standard route of bachelor, master, post graduate traineeship.	None
Article 7	83	This seems unclear. Shouldn't the provision of this article refer to Article 49, item 2b of the PQD?	<p style="text-align: center;"><i>Article 49b</i> Common training tests</p> <p>1. For the purpose of this Article, a 'common training test means' a standardised aptitude test available across participating Member States and reserved to holders of a particular professional qualification. Passing such a test in a Member State shall entitle the holder of a particular professional qualification to pursue the profession in any host Member State concerned under the same conditions as the holders of professional qualifications acquired in that Member State.</p> <p>2. The common training test shall comply with the following conditions:</p> <p>(a) the common training test enables more professionals to move across Member States;</p> <p>(b) the profession to which the common training test applies is regulated, or the education and training leading to the profession concerned is regulated in at least one third of the Member States;</p> <p>(c) the common training test has been prepared following a transparent due process, including the relevant stakeholders from Member States where the profession is not regulated.</p> <p>We chose to refer to the whole article.</p>	None
Article 7	84	Anyway, there is no such term as Common Training Test in that article. The wording and terminology used should be more harmonised/ consistent between the two documents.	The title of the article is 'Common Training Test' so that's why we called it this.	None
Article 7	85	The PQD uses the term aptitude test.	Yes, that is correct, but only in the detail. We do not want to elaborate this in the CTF.	None
Article 7	86	Will this work in the future as a "law"?	If the EU adopts the CTF as a delegated act, countries can choose to comply with the CTF and install a process for national registration.	None

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Article 7	87	There is no test in Sweden; if you want to go to Germany, you need the test.	That is correct.	None
Article 7	88	Not to consider individual evaluation, but from education in general.	Apart from the recognition of programmes by national competent bodies, there should be always an individual way offered. That is the purpose of Article 7.	None
Article 7	89	NA to organise – some aren't able.	Every country can appoint its own competent authority for this: can be a national association, a chamber, a registry office.	None
Article 7	90	What is the point of a test? Is not fair to improve mobility.	The test is only for those who are not registered in their own country and have not complied with the requirements in a standard way.	None
Article 7	91	A Common Training Test is proposed, that should be developed by each national association, to control the skills of each <i>individual</i> landscape architect. As we understand, the aim of the Directive 2013/55/EU is to <i>mutually recognise schools</i> facilitate free movement, which we fully support.	The Common Training Test is the exception. However: the competent authority may vary in each country (not always the national association). It does not control the skills, but checks if the individual has met the requirements for entering. The Directive is not focused on schools but on competences, national bodies can do that by recognising specific programmes of schools.	None
Article 7	92	The Directive 2013/55/EU advocates for a mutual recognition of the education. As we have understood it the CTF is more connected to an individual control of qualification? We have very good knowledge of the Architects CTF and might have misunderstood something within the process? It will be difficult for Architects Sweden to test members individually. We normally do it by evaluation of the education where we use IFLA Europe's list of approved schools.	Yes, indeed. What this CTF proposes is not individual tests and professional recognition. It is about meeting the standards that are set. National bodies can define whether graduates of specific programmes meet these standards. So the Swedish approach is in line with this.	None
Article 7	94	Ad Article 7 – It isn't clear who produces the content of the professional exam, currently, in Ireland, this is the Professional Institute (Irish Landscape Institute) even though the profession is unregulated. The future exams should be (more or less) the same across Europe, right? The common training test shall be organised by the competent national body at least once a year. Only the chambers?	It is up to each country to designate the competent organisation for this. If a country complies with the CTF the exams should relate to the competences and qualifications that are defined in this CTF. Form and organisation of the exam may vary and will not be defined in the CTF.	None
Article 7	95	No additions to the article 7, as this is what the professional Qualifications Directive says, not an addition.	OK	None
Article 7	Dec-9_4	SE: Regarding Article 7 & 9 - how will this be managed in practice in reference to quality of continuous education courses and controlling whether or not continuous education requirements have been met by registered landscape architects? is it	Yes, that is correct. It is up to each country (so the national association, chamber, ministry) to define this.	None

Subject	#	Feedback	Response	Impact on the text of the CTF
		up to the national associations to define how this will be implemented?		
Article 9	96	17. Article 9 Continuous Professional Development	OK	None
Article 9	97	The draft also proposes that each member needs to prove that their competence is maintained and develop via registration of Continuous Professional Development courses. The aim, as we understand, is also that each national association will maintain an ongoing control regarding members individual CPD courses.	The task of registering this can be the national association, it can also be a chamber or a different competent body. It can be defined in each country how to organise this.	None
Article 9	98	Swedish Architects regulate members development via its ethical guidelines. The guidelines states that each member needs to ensure their competence in order to practise as a Landscape Architect in a professional manner. It will be hard for Architects Sweden to maintain an ongoing control regarding members individual CPD courses as this is very costly and time consuming. It risks bringing inequality where some landscape architects might not be able to afford professional development. Instead we would promote each association to offer courses for in-depth studies in adequate fields to promote and encourage continuous professional development.	We agree. To manage this in detail and control it, is too costly and also not effective. CPD courses can be offered by various institutions. It can be a platform where registered landscape architects have the responsibility to communicate what their CPD activities were. And yes, the NA can organise courses for CPD, but also other parties may do this.	None
Article 9	99	<i>"[...] according to the national regulations or standards defined by their professional body or chamber."</i>	We added ; national competent authority.	We added in Article 9. National competent authority.
Article 9	100	CPD not to be mandatory, the whole article must be <u>advised</u> and to put responsibility in individual members. To write <u>should</u> collect ... <u>should</u> control which period – decided by the National body. To rephrase it or delete it fully.	We do not fully agree with this. The principle of CPD is mandatory (also in the PQD and with comparable professions). How to do this is an advice.	None
Article 9	101	Ad Article 9	OK	None
Article 9	102	To fix hours/year? <u>Per year a minimum of 8 hours</u> . That cannot be enforced.	That is true, that's why it is in the advice and not in the core text of the CTF.	None
Article 9	103	8 hours of formal and certified CPD sounds reasonable.	OK	None
Article 9	104	To advise in general for every year, not to present certificates. It is useful when you have some kind of recognition system inside the NA – every 5 years; database; automatic; In Latvia is going on.	This is correct, but since this aspect is still in development in many countries, we decide not to regulate this in detail in the CTF.	None
Article 9	Dec-9_4	SE: Regarding Article 7 & 9 - how will this be managed in practice in reference to quality of continuous education courses and controlling	Yes, that is correct. It is up to each country (so the national association, chamber, ministry) to define this.	None

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		wither or not continuous education requirements have been met by registered landscape architects? is it up to the national associations to define how this will be implemented?		
Article 9	Dec-9_9	NL: For me, as a practitioner as landscape designer in the Netherlands, I found that the profession of landscape architecture is weaker than the profession of architecture. And it's not very well informed for the new practitioner. For instance the postgraduate professional traineeship (BEP/PEP) is not well known to the master students. And after graduation, it's hard to find the resources that would provide guidance like how to make technical drawings. The situation is more like learning by doing, by following what has done before. I think it shall have a platform where would collect the resources together.	Yes, we agree. There is a need for better communication on this. For specific needs to improve competences there are a lot of courses and training possibilities. The National Association should have a role in this. The National Registry Office (SBA) also announces courses.	None
Article 10	10	2. comment: Articles 10 and its annexes refer to <i>the ethics code of IFLA EUROPE</i> , it is essential to put the reference and internet link of this code at the bottom of the document.	Yes, the code is in the references, and also in Appendix III of the InnoLAND report. And we will add the link also to the text in Article 10.	Link and reference added.
Article 10	105	18. Article 10. Codes of conduct produced by national associations/professional bodies/chambers should be harmonised with this of IFLA Eu.	This is correct, we can include this in the advice.	We include the advice for national bodies to comply with the code of IFLA Europe.
Article 12	106	Our discipline responds to contextual circumstances, and I therefore strongly welcome Ad Article 12 and the link to the European Sustainable Competencies Framework.	Thanks for the support	None