EU-LAND21

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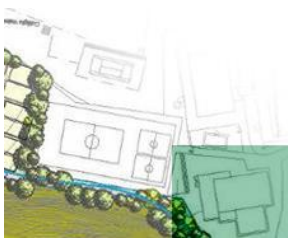
Trans-European Education for Landscape Architects

Output 01: Guidelines on Revising and Developing Study Programmes in Landscape Architecture

Version 2017-04-24- updates 2017-05-31 and 2017-06-01



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Version	Date	Modifications
V1	20170426	First issue by Simon Bell
V1b	20170531	Update by Fritz Auweck
V1c	20170531	Updated by Gintaras Stauskis
V1d	20170601	Update by Jeroen de Vries
V1e	20170613	Update by Simon Bell
V1f	20180426	Update by Simon Bell
V1g	20181127	Update by Simon Bell

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1. Introduction

The aim of activity O1 within the EULand21 Project is to develop guidelines on how to apply IFLA Europe requirements for transparency and recognition of skills and qualifications in landscape architecture higher education, namely in developing joint or double degree bachelor study programmes. Partners will apply a combination of the IFLA methodology and the updated/adjusted EBANELAS[1] digital tool for self-assessment of existing LA study programmes or subjects, in order to see how they have to be updated/developed so as to be eligible for IFLA accreditation. Partners will also analyse national legal frameworks as per IFLA requirements to see both – how IFLA standards can be applied nationally and how well partners can match together to develop joint or double degree programmes. The Guidelines will facilitate application of IFLA Europe requirements by partners and other LA higher education institutions willing to develop new or update existing study/training programmes.

This paper outlines the first results of this activity. The current context of landscape architecture in Europe is quite diverse and faces many challenges as society, politics and the environment are constantly changing. There is a demand (or a need) for new study programmes in certain regions and countries and existing programmes have to be modernised, revised and updated quite frequently. To help to achieve this there is a need for guidance so as to ensure that each programme, while reflecting European diversity and regional differences, meets the guidance provided by both IFLA Europe and ECLAS.

Therefore, for universities considering developing a new programme this document suggests some important steps which should be followed and provides some tools which have been developed and tested within the EULand21 consortium (and also by the EBANELAS network). For universities wishing to revise their existing programmes different steps but the same tools can be used.

1.1 Participation in the process of compiling this report

This report was developed and compiled by representatives of each partner within the project. Each of the six partners was represented by two members, so a total of 12 members of the partner organisations (5 universities and IFLA EU) spent 5 days preparing the main contents which was then edited into the first draft version by Simon Bell of EMÜ. The modifications and necessary work to reach a final document were done at the following partner meetings and by separate additional work.

1 EBANELAS is the Eastern Baltic Network of Landscape Architecture Schools (www.ebanelas.org)

In this stage it was not appropriate to integrate views of additonal participants (eg. students, professionals, university colleagues)

The first task at the joint meeting of partner representatives was to achieve a common understanding, to analyse the national and European documents related to landscape architecture and to build a common base of the disciplinary field. This was essential because the situation in each of the countries is very different.

The targets for this activity and output as described in the application were achieved completely by the group.

1.2 Main questions when setting up a new programme

When setting up or designing a new programme there are several important decisions to be made: an overall concept is needed as to what kind of programme is to be offered, including:

- Is it to be a bachelor, master or both (it may be best to start with a bachelor programme or it may only be possible to establish a master programme, e.g. of the conversion variety)?
- What duration of study (may depend on the university model or whether the country adheres to the Bologna system etc)?
- Will each stage be integrated (e.g. an integrated 3+2) or separate?
- To what extent is it necessary or will it be cost effective to make use of courses already existing, perhaps offered by other university departments (as opposed to designing a complete programme over which the department has full control)?
- What resources will be needed (studio and classroom space, exhibit space, computer classes etc)?
- Who will teach the programme (existing staff members, new recruits, part-time external practitioners etc)?
- How will the new programme be evaluated and approved according to the necessary regulations?
- How will the new programme build on the strengths and regional characteristics of the university, country or region?
- How can the new programme content and structure be checked to ensure it meets the IFLA/ECLAS guidance?
- How will the programme meet the requirements of the national, European and international professional market?

1.3 Main questions when revising an existing programme

When revising an existing programme, it is a good idea to analyse its structure and content in order to find out what are its strengths and weaknesses both in what competences are taught, how much of them are taught, when they are taught and how they are taught – according to the IFLA/ECLAS guidance. Then, based on this analysis, a revised programme can be proposed, further tested and implemented.

2. Method

The method described here is structured around the concept of competences needed by landscape architects. Within the LE:NOTRE project the "Tuning project" was carried out, which resulted in the document "ECLAS Guidance on Landscape Architecture Education" which was approved by the ECLAS General Assembly in Sheffield in 2010. This described three sets of competences: core, generic and subject specific. These have been cross-checked with the IFLA Guidance and found to be completely coherent (see below) and from here on are used as the basis for evaluating programme contents. Using this it is possible to have programmes with very different conceptual structures and course content yet able to teach the complete range of competences to a degree sufficient to meet the guidelines.

Within the EBANELAS network a method for carrying out an assessment of curriculum content was developed, pilot tested and applied to programmes in several universities. The method, based around a specially constructed table, was further tested by the EULand21 consortium and found to be of great utility (see below).

When designing a new programme and also when evaluating an existing one, it is important to consider the main concept lying behind the programme structure. This may be related to a specific didactic or pedagogical theory, for example building up a programme over 8 semesters (bachelor and master) which goes from basic competences and gradually introduces larger scale and more complex projects and more theory. Another aspect of the didactic approach could be the learning mode of the students: collaborative learning based on social-constructivism or use of e-learning. It might also be a good idea to ensure that the ECLAS guidance that core competences should make up more than 50% of a curriculum and be based around studio courses which are a common thread running through the programme. There are several approaches which might be adopted but the chosen one needs to be clear and proven to be effective.

Within the programme concept it is the next step to build up a set of courses through which students can acquire the full range of competences. These should focus on the core and subject specific competences because these are likely to contain the primary subject-based material, while the generic competences are frequently by-products of teaching methods – although these should not be ignored.

Once the initial programme with all courses has been defined (with ECTS applied) the EBANELAS tool should be used to check that all competences have been achieved to a satisfactory degree. If this is not the case or if the analysis shows the results to be imbalanced, then the course structure should be modified to achieve a better balance. The same tool can be also used to demonstrate how the programme concept is also achieved across all semesters and to enable imbalances of timing problems to be solved.

The remainder of the paper considers a number of aspects in greater details:

- The definition of both landscape and landscape architecture,
- The issue of national legal frameworks and how they affect how programmes can be developed, approved and accredited,
- The role of national landscape architects' associations in approving programmes,
- IFLA and ECLAS guidance,
- The programme evaluation tool and its use,
- The role of comparing study programmes for benchmarking purposes,

The application of the process in developing joint or double degree programmes.

3. The Definition of Landscape and Landscape Architecture

The project group agreed that it was necessary to come to a common definition of Landscape and Landscape Architecture but also to a common understanding of what are the body of knowledge and competences for Landscape Architectural education.

3.1 Definitions of Landscape

Since the European Landscape Convention (Florence Convention, 2000) has been established, it means that there is a universally accepted term to define landscape (also officially translated into all languages of Council of Europe States).

Landscape is: "An area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors".

3.2 Definitions of Landscape Architecture

The project group looked at and compared several definitions of landscape architecture which vary quite considerably in their conceptual wording, length and comprehensiveness and decided that the criteria for a common definition should be:

- Official (originating from an established representative organisation with a competence in the field in some way)
- Brief (similar to the ELC in its effective brevity capturing the essence succinctly)

- Commonly accepted (across the relevant bodies such as university organisations and professional organisations).

A number of definitions/descriptions were identified as follows, each with some shortcomings

3.2.1 "Birmingham document": Minimum requirements for Landscape Architectural Studies to Qualify for Professional Recognition by IFLA (2011)

This document was developed by an IFLA Europe working group and accepted by the General Assembly 2012. It includes a definition of the Profession of Landscape Architects: "Landscape architects research, analyse and realise the potential of the landscape at all stages, scales and contexts of the development process including:

- landscape planning and policy development
- feasibility studies,
- strategic vision, planning and review,
- master-planning and spatial design
- detailed design
- implementation
- long-term maintenance and management".

The knowledge, understanding and abilities are discribed as follows in 5 areas:

1. Landscape Architectural Practice

- The landscape as a cultural and natural concept, a physical and abstract entity, having both economic and social value
- Creating designs that satisfy both aesthetic, policy and technical requirements
- An understanding of the relationships between people and their landscapes, and of the relationships between natural and cultural environments
- A knowledge of urban and rural design, and the protection, planning and management of the landscape

2. Theory and Precedent

- Formulating and applying landscape architecture concepts, ideas and theory
- An understanding of the history of the landscape and the discipline and practice of landscape architecture

- An understanding of relationships with the arts, humanities, technology and science

3. Technology and Sustainability

- A knowledge of materials, physical properties and technologies
- A knowledge of standards and legal procedures necessary to realise proposals.
- Design skills necessary to meet society's response to environmental change and the need for sustainable development.

4. Physical, Ecological Social, and Cultural Processes

- engagement with society and how to enhance the perception and awareness of landscape identity
- Knowledge and understanding of the structure and development of spatial design and of abiotic, biotic and anthropogenic processes

5. Professional Values and Ethics

- Understanding, developing and communicating the methods of research and inquiry in the preparation of a brief for a landscape proposal
- An understanding of the profession of landscape architecture and the role of the landscape architect in society
- An ability to lead, coordinate and work in a multidisciplinary environment with related professions while respecting professional distinctions
- Knowledge and understanding of the process of planning and design and its main phases of research and analysis, defining goals and programmes, project management.
- An ability to engage and lead processes of participation
- An understanding of landscape architecture in the context of both private practice and the public sector

This is a description of activities undertaken by landscape architects. It is the only European definition of profession of Landscape Architects and very important for European (ESCO – European Classification of Skills/Competences, Qualifications and Occupations) and World (ILO) definitions of the profession. The project group decided that this definition is not relevant when developing an education programme.

3.2.2 “Tartu document”

There is a modified version of the “Birmingham document” presented at the ECLAS Warsaw GA in 2012, further modified and provisionally approved at the ECLAS GA in Tartu (2015). The modifications compared to The Birmingham document are related to the understanding of teachers and developers of educational programmes.

“A. To be recognised as a component of professional recognition, landscape architecture programmes delivered by university level institutions must teach competence in the core area of the discipline, which is landscape planning, design and 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 through.

B. To ensure that these projects, programmes and policies grow out of and fit into their social, environmental, political and cultural context, with the participation of all relevant actors and are both feasible and sustainable, landscape architecture programmes must teach knowledge, skills in and understanding of:

1. The structure of the physical landscape as well as the natural systems and processes operating to shape it

2. The historical development and the land use and management systems that have led to today’s typical patterns of vernacular cultural landscapes

3. The development, morphology and function of urban settlements, including their characteristic built form and building types and in particular their related 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

5. The legal, political, institutional and policy frameworks which influence the conservation and development of the landscape, and how they come into being, as well as the contemporary discourse relating to environmental planning and design

6. Approaches, methods and techniques for representing and analysing the landscape and for understanding the needs and expectations of its actual and potential users and other relevant actors

7. The canon of historic and contemporary parks, gardens, planned and designed landscapes, landscape designs and plans together with the ideas and individuals behind them

8. Practical planning, management and design principles and skills for landscapes, as well as the underlying theories and concepts on which they are based.

9. The materials, both living and inert, and techniques relevant for landscape projects, together with related design and construction standards involved in project implementation and aftercare

10. The professional practice of landscape architecture, including the development and role of the professions, professional ethics, the stages of the planning and design process and the practices of project management and interdisciplinary collaboration"

This extends the "Birmingham document" and adds certain details as well as changing some of the order but in terms of offering a definition of landscape architecture it is also merely a longer listing (and not brief either) so is not useable.

3.2.3 IFLA - UNESCO charter for Landscape Architectural Education (2012)

Landscape architecture: "The profession that applies aesthetic and scientific principles to the design, planning, analysis and management of both natural and built environments."

The EU-land 21 project group is happy with this definition which is succinct, even if the order of wording is not as logical as it might be (it would be better to have "analysis, planning, design and management" in that order.

3.2.4 EU-Teach document

Arising out of the EU-Teach project the following definition was identified:

Landscape architecture: The International Labour Office (ILO) defines the profession of landscape architects with the following field of work (see redrafted definition, 2009):

"Landscape architects plan and design landscapes and open spaces for projects such as parks, schools, institutions, roads, external areas for commercial, industrial and residential sites, and plan and monitor their construction, maintenance, management and rehabilitation".

This definition of Landscape Architecture but also the definition of a Landscape Architect out of date and limited in what the profession is deemed to cover and therefore will not be used by the project group.

3.2.5 "ECLAS Guidance on Landscape Architecture Education" document

This was the result of the "Tuning project" (see below) and was agreed at the ECLAS GA in 2010. In it, the following definition appears:

"Landscape architecture, as a field of professional activity, and an academic discipline, is concerned with the shaping of landscapes at various scales. It involves landscape planning, design and management to create, enhance, maintain, and protect places so as to be functional, aesthetically pleasing, meaningful and sustainable and appropriate to diverse human needs and goals**".**

This definition is contemporary, slightly more comprehensive than the IFLA-UNESCO version and meets the criteria mentioned above and is therefore agreed upon by the project group.

3.2.6 ECLAS website www.eclas.org

Although ECLAS presented the wording in the "ECLAS Guidance on Landscape Architecture Education" the ECLAS website has long contained a definition which was drafted many years ago as:

"**Landscape architecture** is the discipline concerned with mankind's conscious shaping of his external environment. It involves planning, design and management of the landscape to create, maintain, protect and enhance places so as to be both functional, beautiful and sustainable (in every sense of the word), and appropriate to diverse human and ecological needs".

Compared with the definitions above this definition is more scientific and the working group does not feel it meets the criteria.

Outcome

The project group accepted the following definition of Landscape and a brief and extended definition of Landscape Architecture derived from the discussion above:

Landscape: "An area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors". (European Landscape Convention).

For landscape architecture two definitions can be used. The first comes from the IFLA/UNESCO document. The second, more elaborated, definition comes from the ECLAS Guidance on Landscape Architecture Education.

Landscape architecture: "The profession that applies aesthetic and scientific principles to the design, planning, analysis and management of both natural and built environments".

Landscape architecture, as a field of professional activity, and an academic discipline, is concerned with the shaping of landscapes at various scales. It involves landscape planning, design and management to create, enhance, maintain, and protect places so as to be functional, aesthetically pleasing, meaningful and sustainable and appropriate to diverse human needs and goals.

4. Legal frameworks and their effect on programme development, approval and accreditation

All educational programmes are regulated in some way by legal frameworks while professions such as landscape architecture also frequently have some kind of additional regulation by the responsible professional bodies.

Legal frameworks in Europe can be found at a European, national, institutional or intermediate level. Currently, at a European level there is no specific Professional

Qualification Directive which applies to landscape architecture so, in that sense, the discipline and profession are not legally regulated at that level. Instead, the two relevant representative bodies, IFLA Europe (professional) and ECLAS (academic) fulfil that role to a greater or lesser extent – unofficially but effectively, through the guidance documents developed by each organisation with substantial collaboration and involvement of member organisations (national professional bodies in the case of IFLA or member schools in the case of ECLAS).

4.1 General standards for higher education

The European and international documents related to the higher education for academic and educational standards are set by the European Association for Quality Assurance in Higher Education (ENQA). This organisation validates national organisations for accreditation and validation. The European Approach for Quality Assurance or Joint Programmes makes it possible, on the basis of one quality rating to obtain accreditation in all countries of the EHEA where programme accreditation is mandatory. All of the countries in the project have nationally regulated higher education system, in most of the cases there are separated acts related to the universities/higher education, which give the basic framework of the different types of study programs (e.g. Bachelor, Master). However usually, there are no specific guidelines about landscape architecture in these documents.

The European Approach for Quality Assurance for Joint Programmes makes it possible, on the basis of one quality rating to obtain accreditation in all countries of the EHEA where programme accreditation is mandatory. Condition is that the applying organisation is registered in the European Quality Assurance register for Higher Education (EQAR) and use the European framework for the assessment.

National legal frameworks vary considerably but mainly concern, for example, the character and form of the educational system in a country and the way universities are established, governed, funded and regulated. This includes qualification standards and teaching quality assessments, research quality assessments and generic (as opposed to specialised or professional) accreditation of programmes.

Institutional legal frameworks also vary depending on the legal status of the institution and the way it is organised. Curriculum development, quality assessment, programme structuring, staff numbers, regulations on educational attainments of teachers and examination regulations all affect the way programmes are established, organised and managed. In addition, the status of the institution, such as whether it is a “classical” university, a university of applied sciences or polytechnic may affect whether research is carried out, whether it has master or doctoral programmes and the eventual target job market for graduates.

Within the project, each partner country undertook a review of the legal frameworks relevant for their educational programmes. These are briefly summarised here and the tables of the relevant legal frameworks are to be found in Appendix X:

4.1.2 Estonia

There are two national acts and one standard which regulate education in general and under which al universities fall: the Education Act, the Universities Act and the Standard for Higher Education. At the institutional level the statutes of the study programme, together with the development documents covering study programmes regulate how a curriculum is constructed, while there are specific study programme documents following approval of the relevant programme which regulate the way it is taught, assessed and can be changed.

4.1.3 Hungary

Two international associations and their guidelines and systems have affect the Hungarian higher education system: The European Association for Quality Assurance in Higher Education (ENQA) and The Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA). On the national level higher education is regulated by the National Higher Education Act. In this Act there is no specific reference to landscape architecture. The Hungarian Accreditation Committee (HAC,) consists of a national body of experts facilitating the control, assurance and evaluation of the scientific quality of education, scientific research and artistic activity at higher education institutions.

On an institutional level a basic document regulates the structure of the study programs: Landscape Architecture and Urbanism Faculty Organizational and Management Structure.

4.1.4 Lithuania

Few important legal acts regulate higher education studies in the country. The essentially renewed Law on Science and Studies in Lithuania, Art. 53 sets the volume of bachelor (180, 210 or 240 credits) and master programmes (>120 credits).

The Order of the Ministry of Education and Science of 2016-12-1 „The Directions and Groups of Directions for the Study Programmes sets the principles of giving the titles to the Study Programmes. In its Appendix A: Directions of Studies it sets 16 groups of directions and 104 directions of studies. Group 15: Arts; Direction P9 Architecture, direction P10 Landscape Architecture. Appendix B: Qualification degrees gives the structure of professional degrees, including those for Landscape Architects: Professional Bachelor of Arts; Bachelor of Arts; Master of Arts.

The Order of the Ministry of Education and Science “The General Requirements for the Study Programmes” of 2016-12-30 sets the general principles of awarding and certifying professional degrees and qualifications. This document also sets the ECTS structure for the first level study programmes and gives the list of requirements for registering the joint study programme.

The document by the Centre for Quality Assessment in Higher Education „The Methods for Developing External Evaluation and Accrediting of the Planned Study Programmes“ of 2013-4-22 gives the requirements for the eight chapter structure for new study programmes.

4.2.5 Netherlands

The framework for higher education is set by the Netherlands Flemish Accreditation Organisation (NVAO) that uses the "Assessment Framework for the Higher Education Accreditation System of the Netherlands 2016".

There are no specific regulations for professional qualifications, but landscape programmes that aim to educate landscape architects that are registered by law, do meet the rules that are set in the law on the title of architect (which has a separate section on landscape architecture). The ECLAS guidance report does not have a direct impact on education but acts as a guiding document for the redevelopment of programmes and as a supporting document for accreditation by the NVAO.

Besides the ECLAS guidance the EU directive on the recognition of professional qualifications (DIRECTIVE 2005/36/EC OF THE EU PARLIAMENT AND OF THE COUNCIL of 7 Sept 2005) has effect on the Dutch LA education.

On an institutional level Education and Examination regulations document regulate the structure of the study programs.

4.1.4 Poland

On the basis of the Regulation of the Minister of Science and Higher Education of 10 February 2017 on the professional titles of graduates, the conditions of issue and the necessary elements of the graduation diplomas and postgraduate diplomas and the model of the diploma supplement:

1. Graduates of the bachelor programme are entitled to the title of professional architectural landscape engineer - after obtaining the learning outcomes specified for the first degree qualification in the field of landscape architecture.

2. Graduates of the master programme are entitled to the title of Master in Landscape Architecture Engineer - after obtaining the training results specified for second-degree qualification in the field of landscape architecture.

5. The Role of National Associations and/or Chambers in Accreditation of Programmes

Other legal aspects (following on from the discussion above) relate to the presence or absence of a regulatory professional body in the country concerned. This is a very patchy situation in Europe, with some countries having well-regulated professions and others none. It means that if the profession is regulated the national institute/union/chamber of landscape architecture (or architecture in some cases, with a sub-chamber of landscape architecture) has a considerable role in accreditation of programmes above and beyond the institutional requirements. Normally such organisations or associations are members of IFLA

Europe. In the absence of any such bodies then it is often the case that the school seeks recognition from IFLA as the next best thing.

Within the project, each country undertook a review of the national association relevant for their educational programmes. These are briefly summarised here and the tables of the relevant legal frameworks also contain details and are to be found in Appendix X:

5.1 Estonia

In Estonia the Eesti Maastikuarhitekuri Liit of EMAL is the Estonian Union of Landscape Architects and this regulates the profession through two professional standards – that for landscape architecture and that for spatial planner.

5.2 Hungary

In Hungary the Chamber of Hungarian Architects is the most important professional institute, which has a separated section for landscape architects. It is responsible for the certification and registration of the landscape architects and urban planners as well. It has no say in educational content or standards.

5.3 Lithuania

The function of accrediting new landscape architecture study programmes in the country is performed by the Centre for Quality Assessment in Higher Education (http://www.skvc.lt/default/en/). Therefore Lithuanian Association of Landscape Architects LALA (www.lkas.lt) has no formal regulatory procedures for this question. Nevertheless, LALA constantly analyse the level and quality of the existing Landscape Architecture study programmes and study subjects delivered by HEIs in Lithuania and gives recommendations for HEIs. The recent survey performed by LALA in 2015 identified the necessity to strengthen the existing LA study programme at Klaipėda University, it outlined the need to ensure high quality of the taught Landscape subjects at ASU, and the need to design and launch the new European-quality Landscape Architecture study programme at VGTU. LALA also encourages HEIs to focus on labour market needs in shaping the LA study programmes and subjects.

5.4 Netherlands

In the Netherlands there are national laws about the use of the title architects (and landscape architects). It has special regulation for the certification and registers. After completing a master's programme in landscape architecture one has to successfully complete a two years' traineeship in order to be accepted in the register.

5.5 Poland

There are two organizations associating graduates of SAK (Association of Landscape Architects) and SPAK (Association of Polish Landscape Architects). Landscape architects in Poland do not have building rights and cannot obtain them directly after graduation. In connection with the refining of studies programs and the strengthening of the position of landscape architect, an agreement was established between universities in Poland: Union of University for the Development of the direction of studies Landscape Architecture.

6. IFLA and ECLAS Guidance

Substantial guidance on landscape architecture education has been formulated by both IFLA and ECLAS. In this section a brief summary of the approach and contents of both will be presented.

6.1 IFLA Guidance

The IFLA guidance is related to professional needs, the political issues of the profession and to its global application.

The guidance documents were developed in part by IFLA Europe and in part by IFLA World and have been accepted by UNESCO. Therefore, the scope of this guidance is different from the ECLAS Guidance which was only approved by European member schools. This means that the IFLA document was unable to go very deeply into details and had to concentrate on the main issues which could be accepted by all 71 countries of IFLA. Special European-related issues have been identified and added to the guidance added in the so called Addenda.

The IFLA Charter for Landscape Architecture Education consists of 3 chapters:

1. General considerations
2. Education and Objectives (10 Points)
3. Criteria for Landscape Architecture Education (7 Points)

For IFLA Europe the document is supplemented by the so called “Addenda to IFLA Charter for Landscape Architectural Education in the European Region”. It contains:

Additions to 2. Education and Objectives

- Period of study
- Experience in Landscape architectural practice.

Additions to 3. Criteria for Landscape Architecture Education

- Proportion of design project work

Appendix 1 : Areas of knowledge and skills (detailed description)

1. Landscape design and planning
2. Man, Society and environment
3. Natural and functional aspects of landscape

4. Techniques and Management

IFLA Europe has worked out an overall approach to landscape architecture education in Europe which shows the system, the different documents relevant to landscape architecture education and their relationship to each other. In the context of EU approaches, it is known as the “Common Training Framework for Landscape Architecture”. The European Qualification Framework (EQF) also has to be considered in higher education programmes in addition to the documents mentioned above. Figure 1 shows the relationships among the different documents.

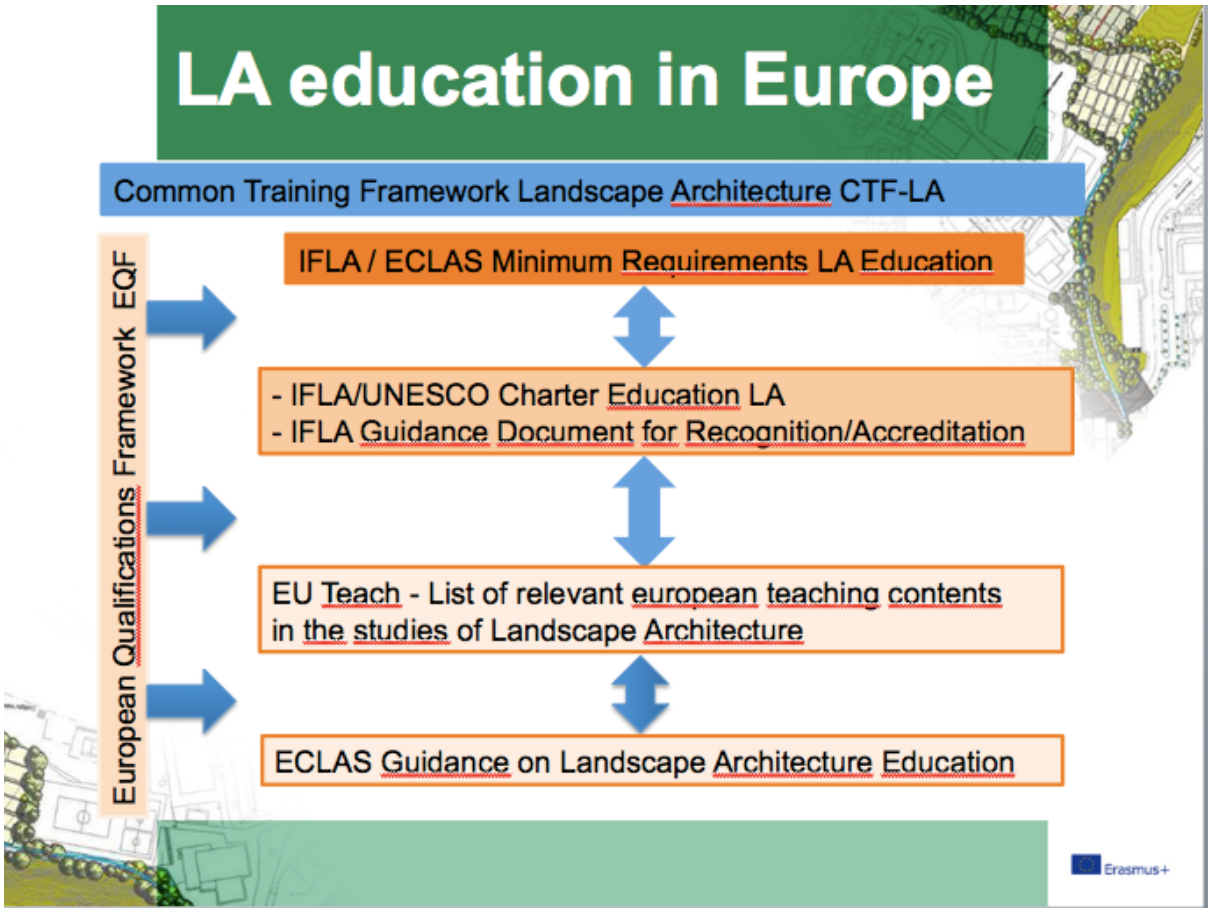

Figure 1: The relationship of different guidance documents to landscape architecture education in Europe

6.2 ECLAS Guidance

The ECLAS Guidance was derived from the so-called Tuning Project carried out within the Le:Notre Networking Project (www.le-notre.org). The European Union’s ‘Tuning Project’ aimed to provide a practical framework to implement the Bologna Process. The name ‘Tuning’ was chosen for the project to reflect the idea that universities would be interested in having points of reference, convergence and common understanding for developing their degree programmes; they would not look for a kind of harmonisation that leads to making

unified, prescriptive or definitive European curricula. The Tuning Project implied that greater comparability and transparency should be achieved through a 'bottom-up' dialogue, held between the academics involved in teaching and developing the subject area at Europe's universities. The common points of reference were developed and agreed jointly by academics within each of the disciplines concerned. In the framework of the Tuning Project five 'lines' were distinguished to organise discussions in participating subject areas:

1. Generic competences of transferable skills,

2. Subject-specific competences,

3. The role of ECTS as an accumulation system,

4. Approaches to learning, teaching and assessment,

5. The role of quality enhancement in the educational process.

Within the landscape architecture tuning process an additional set of competences was added to the lines described above: Core competences.

6.2.1 Landscape architecture competences

Core competences of landscape architecture centre on the process of intervention in landscapes to create new or revitalised places, by means of landscape planning, design and management, as well as by project implementation. Two interdependent core competences of landscape architecture are:

- Knowledge, skills and understanding of planning, design and management, to create new or conserve existing landscape situations, closely integrated with an
- holistic knowledge and understanding of the nature of landscape and the ways in which it is perceived in time and space, and the pressures and driving forces to which landscapes are subjected.

According to the terminology used in the 'Tuning Project' *generic competences* refer to knowledge, skills and understanding that students acquire regardless of their particular area of studies. These are often also referred to as transferable or 'soft' skills. Generally speaking, landscape architecture degree programmes are ideally placed to provide students with the opportunity to acquire and practise a wider range of generic competences as a result of the emphasis placed on project work, and it is largely in the context of project and studio teaching that generic competences are learned and practised throughout the degree programme. It is, however, important that course descriptions explicitly specify which these are, and that thought is given to how the acquisition of generic competences can be further improved.

Generic competences were divided by the 'Tuning Project' into three categories:
a. instrumental competences, i.e. capacity for analysis and synthesis;
b. interpersonal competences, i.e. critical and self-critical abilities and teamwork;

c. systemic competences, i.e. capacity for applying knowledge into practice.

Competences specific to landscape architecture (subject specific competences) are defined according to 12 fields reflecting the key areas of knowledge and expertise of the discipline. These fields are expressed in terms that are specifically landscape architecture related; each of them also include areas of knowledge, skills and understanding which are common to a number of neighbouring disciplines. Such subject matter from neighbouring disciplines may also feature prominently in the curricular of landscape architecture programmes.

These key areas of knowledge and expertise are grouped according
To:

(1) Theory and Methodology in Landscape Architecture,
(2) Planning, Design and Management,
Landscape Design, Landscape Planning, and Management
Urban Open Space Planning (and Policy)
Interpretation and Conservation/Management of Cultural Landscapes
Conservation/Management of Parks and Gardens
Planning/Design for Infrastructure Projects (and Landscape Impacts)
(3) Vegetation and Materials,
Materials and Construction Techniques
Vegetation Establishment and Plant Materials
(4) Information Technology in Landscape Architecture,
(5) Professional Practice of Landscape Architecture.

The significance of these sections will become clear in the next section, when the means of assessing existing or planning new landscape architecture programmes is presented, based around these competences.

7. The Course Programme Evaluation Tool

Some six years ago a network of schools in the Baltic Sea region was set up and received network support funding from the Nordplus programme. Called the Eastern Baltic Network of Landscape Architecture Schools (EBANELAS – www.ebanelas.org) its aim was to strengthen the capacities of landscape architecture schools in the Eastern Baltic region (Estonia, Latvia, Lithuania, Finland, Russia and Sweden) in teaching and learning by fostering exchanges of knowledge and experience and by developing improved curricula, teaching methods, some shared courses and teaching and learning resources. Thus these aims were quite close to those of the EULand21 project, which was to some extent inspired by it. Within EBANELAS the members wanted a means of assessing and comparing diverse landscape architecture programmes so as to be able to see where strength and weaknesses lay and to lay the foundations for further cooperation. To that end a tool was developed based around the ECLAS Guidance and the core, generic and subject specific competences categorised by the tuning process. The tool is based on a spreadsheet laid out so that any specific course within a programme, of whatever value in ECTS, can be assessed in terms of what it contributes towards the three types of competences. Using ECTS as the currency the relative proportions of a programme can be assessed according to the competences and

from this the balance across them and, especially the proportion of core competences can be calculated and compared with a) the ECLAS guidance and b) other schools or c) other versions of a programme (such as a revised version) as a before-and-after approach.

The method was developed, tested and refined in the EBANELAS meetings and on presentation to the EULand21 project group was considered to be a useful and reliable tool worth using more widely and tested further.

7.1 Using the tool

The tool is set out in several sections based on each of the Core, Subject specific and Generic competences identified in the ECLAS Guidance. Since the idea is to analyse an entire programme, and since there may be a number of courses which cover aspects not solely within the purview of landscape architecture such as geology, soils etc, these were added as "Foundation, background and supporting competences". In addition, teaching and learning methods and assessment methods are also covered.

If there is a 3+2 system of bachelor and master programmes these should be assessed separately. The semester within which each course is taught is noted – so that the way the competences build up over the lifetime of the programme can be analysed (this relates to the pedagogic theory embedded within the programme).

Each course is then added to the spreadsheet and, with the course descriptor or annotation to hand, it is tested against each element of the competences and noted as present or absent (actually, a 1 in a cell means present and it is not necessary to put anything in a cell if absent). If the course is a large one with several sub-courses of themes within it, rather than a smaller self-contained course, then this can be broken down into the relevant components to make it easier to analyse (this issue emerged in EBANELAS as programme structures varies from those with relatively large numbers of relatively small courses (such as 2 or 3 ECTS) as well as larger ones and those with mainly large combined courses (such as 15 or 20 ECTS).

It is ideal if the assessment is done as a group activity by all staff members. It takes time to do this but the discussion which takes place is very helpful and the fact that the entire staff body then understands the whole programme may be a novelty! Once completed a number of outputs such as bar charts showing the relative proportions of ECTS which provide the competences can be produced. The following figures show some outputs from the analysis of the Estonian University of Life Sciences programme (NB: the programme has changed since these were completed so some of the proportions have changed). Each project partner undertook their own analysis as a means of testing to tool.

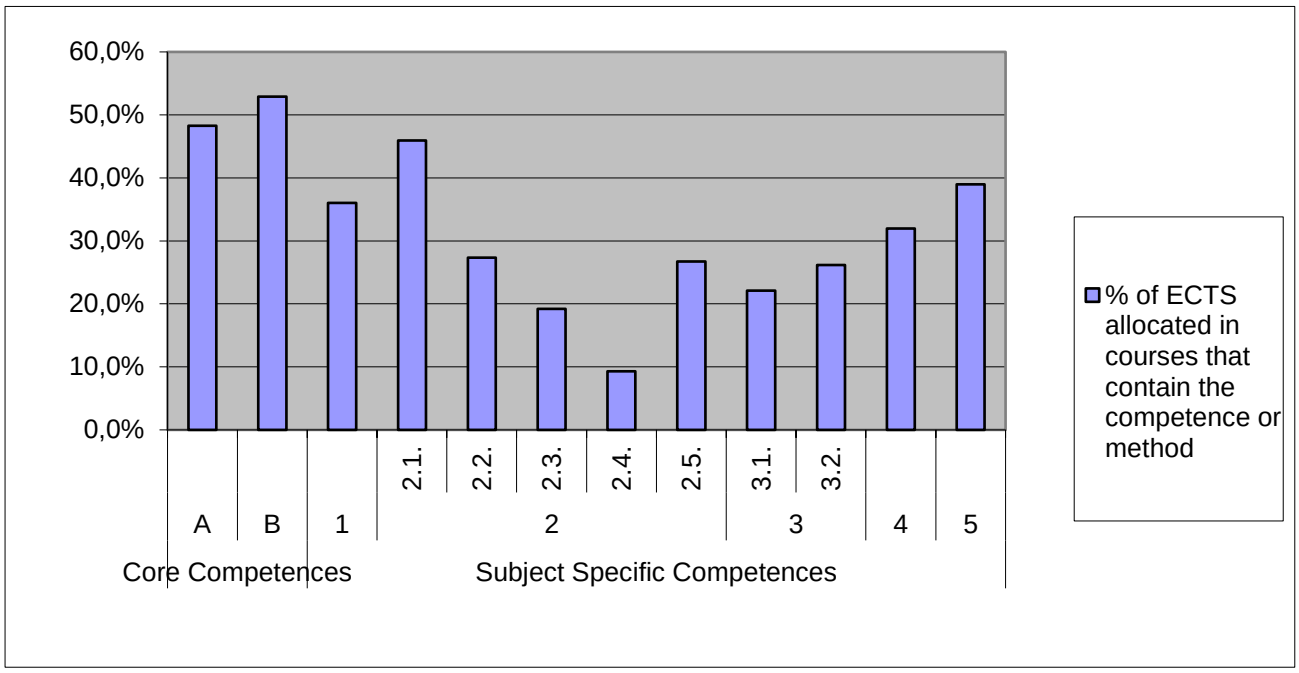

Figure 2: Example of analysis of the bachelor programme structure in the Estonian University of Life Sciences: main competences. It shows that the desired minimum of 50% core competences is more-or-less achieved.

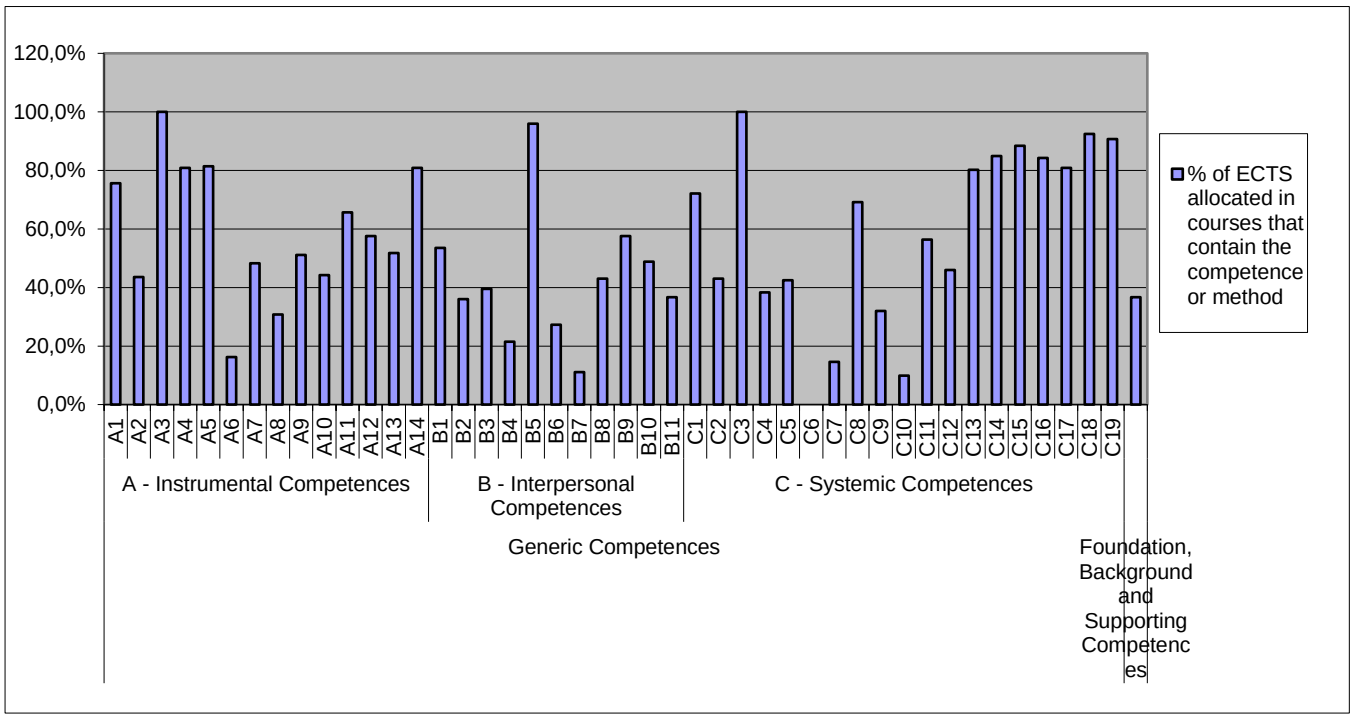

Figure 3: Example of analysis of the bachelor programme structure in the Estonian University of Life Sciences: generic and supporting competence

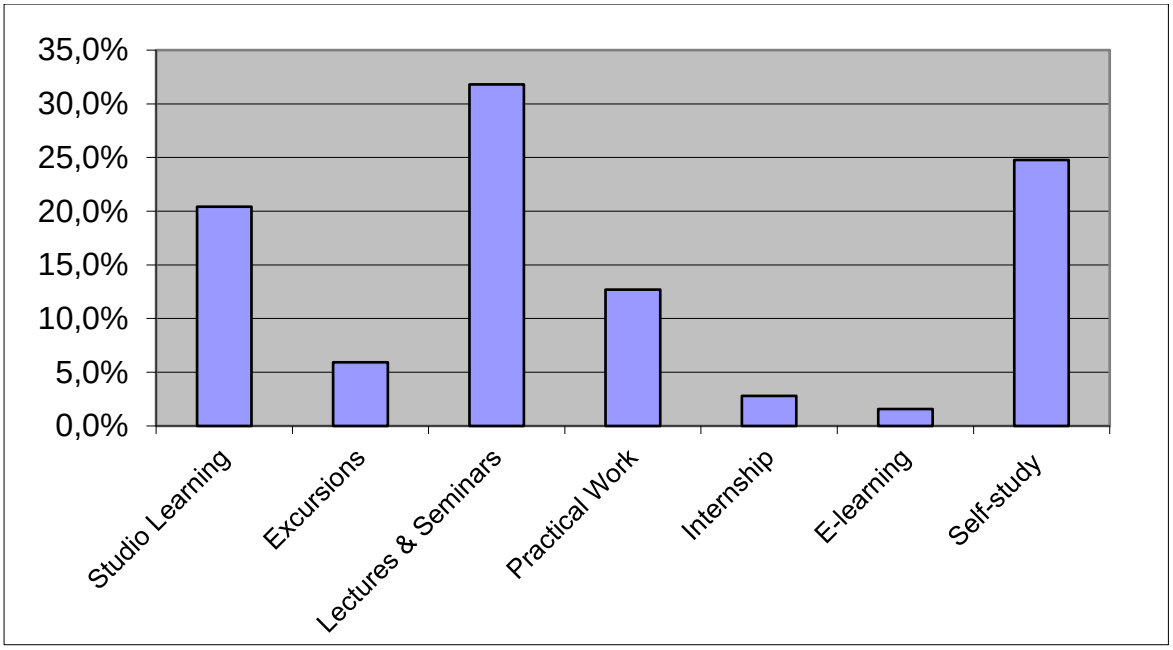

Figure 4: Example of analysis of the teaching methods used in the bachelor programme structure in Estonian University of Life Sciences

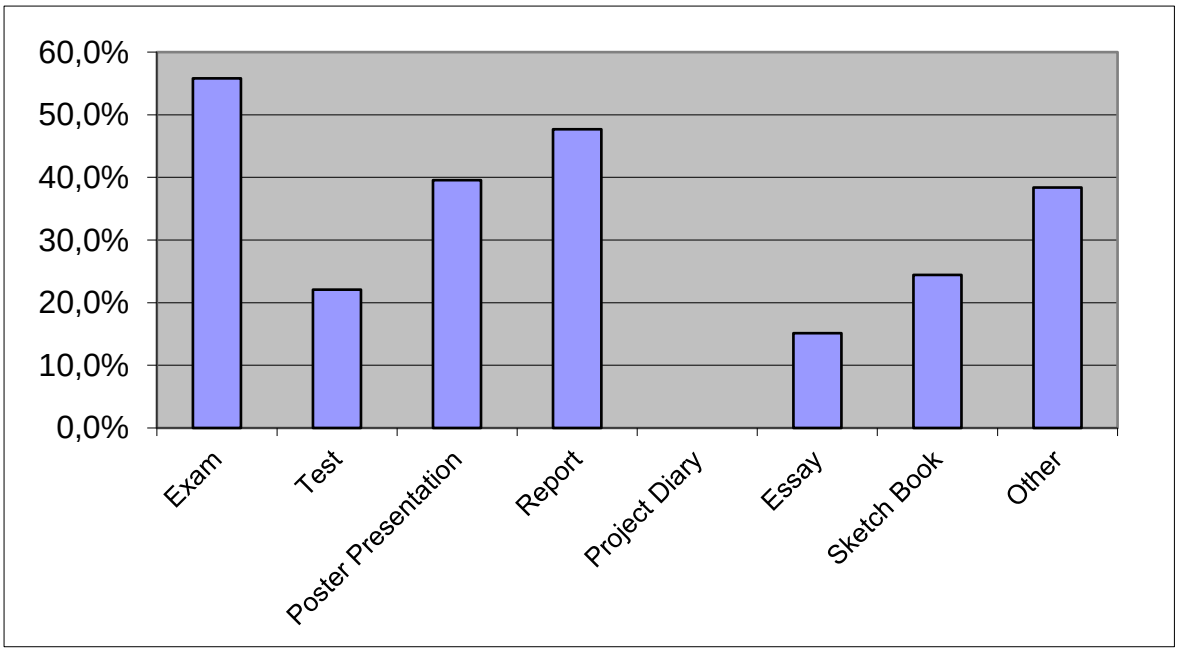

Figure 5: Example of analysis of the assessment methods used in the bachelor programme structure in the Estonian University of Life Sciences

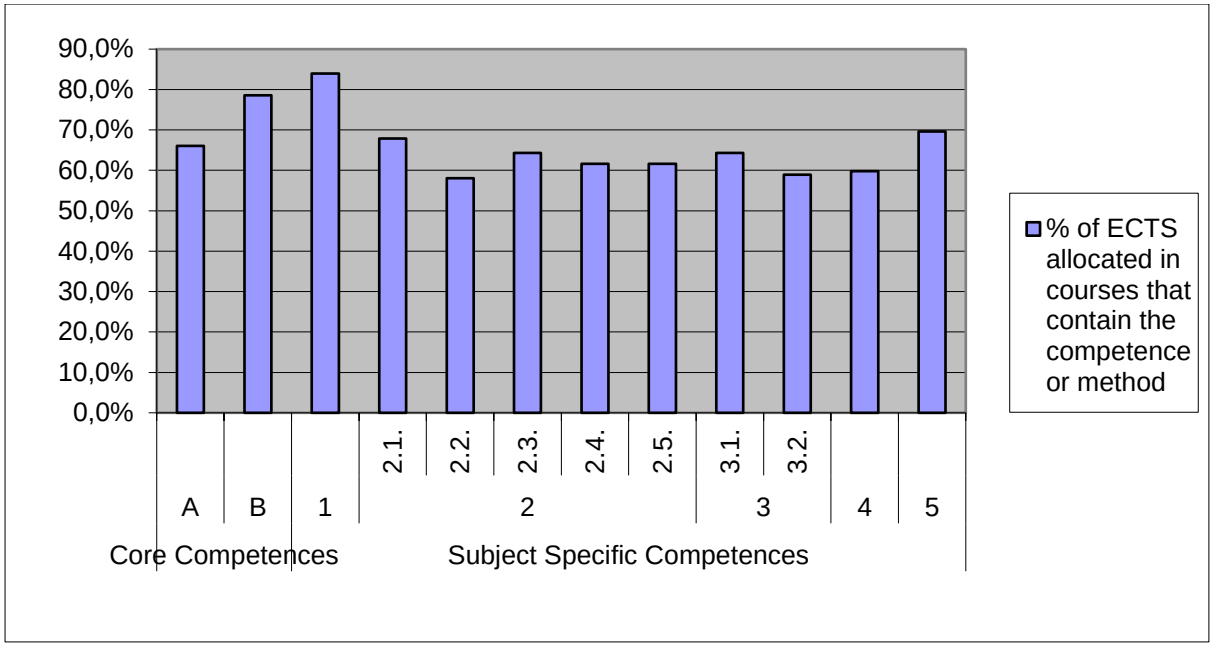

Figure 6: Example of analysis of the master programme structure in the Estonian University of Life Sciences: core and subject specific competences. It shows that well over 50% of the programme teaches core competences.

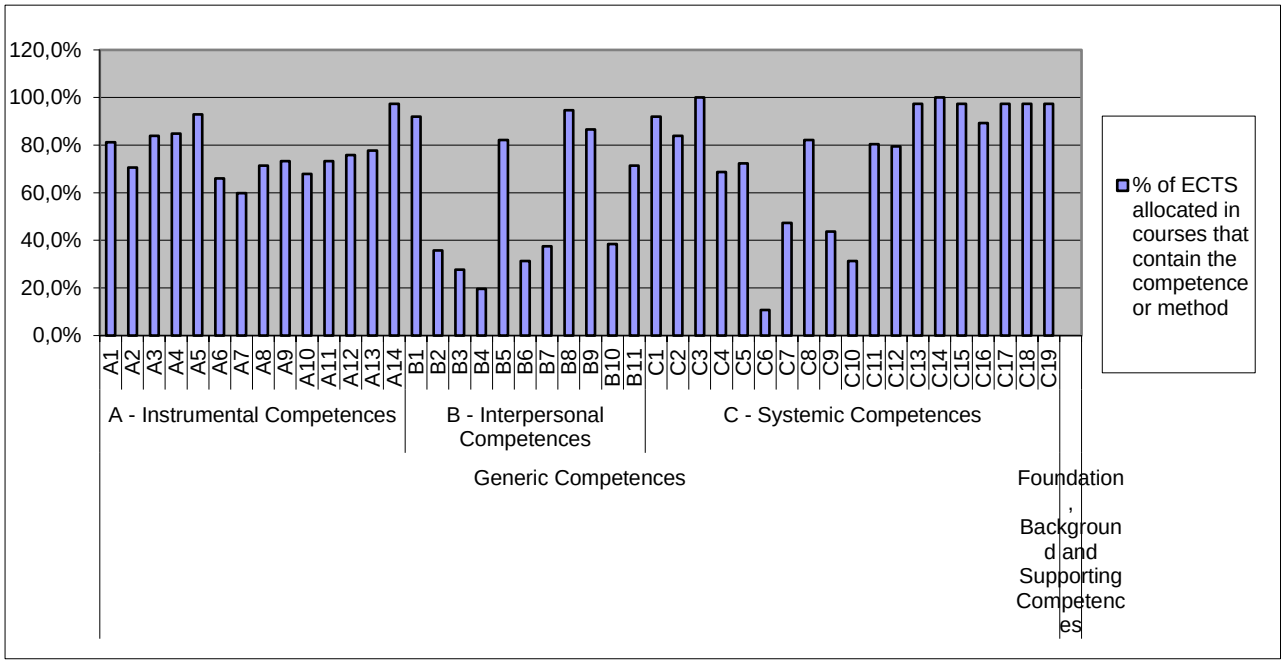

Figure 7: Example of analysis of the master programme structure in the Estonian University of Life Sciences: generic and supporting competences

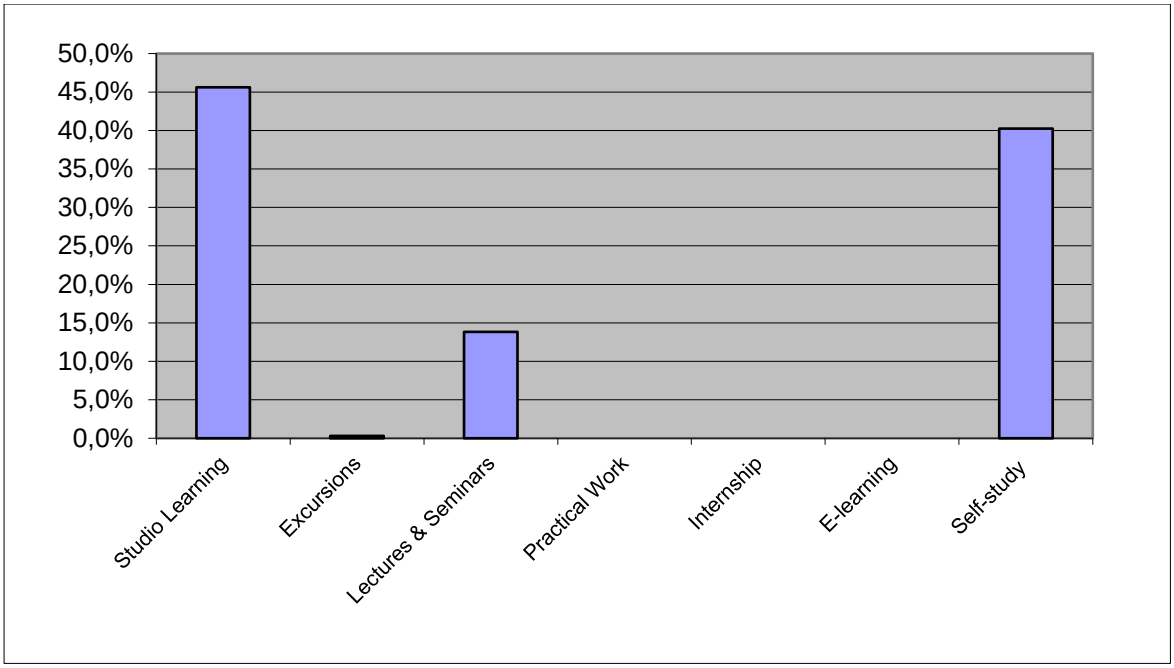

Figure 8: Example of analysis of the teaching methods used in the master programme structure in the Estonian University of Life Sciences

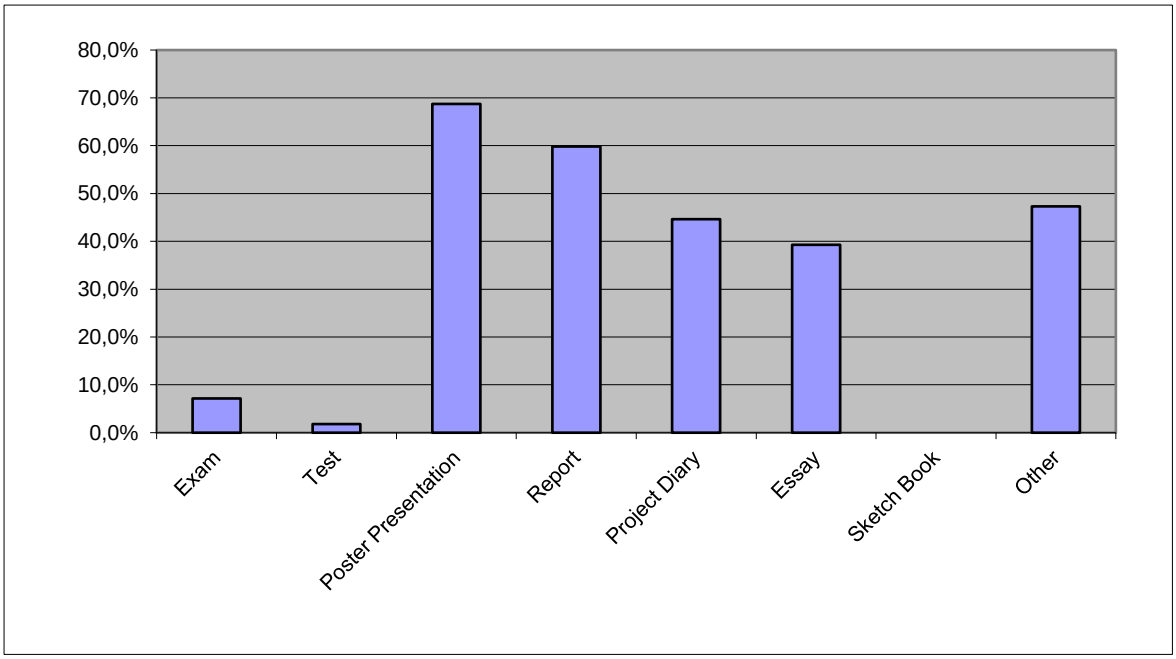

Figure 9: Example of analysis of the assessment methods used in the master programme structure in the Estonian University of Life Sciences

8. The role of comparing study programmes for benchmarking purposes

When developing a new or revising an existing programme it is a good idea to try to find some good examples from other universities and to compare the programme structure with these – it is one way to test how a programme is structured and balanced among competences. Doing this without the assessment tool can be difficult but not impossible. If all schools were to carry out an assessment, then this could be extremely valuable for everyone doing such things.

In addition to the assessment using the tool it is also useful to know something of the conceptual framework behind each programme and to see the structure mapped out graphically, by subject theme, semester, ECTS balance and so on.

9. Joint and double degrees

International joint and double degree programmes clearly have a role in the current landscape architecture of higher education and are likely to be more numerous and influential in the coming years. These programmes are built on the principle of deep academic collaboration and bring important benefits to individuals, institutions, national and regional education systems.

The purpose of this section is to examine the different meanings of double and joint degree programmes in Landscape Architecture in contemporary Europe to identify their core concepts, differences and elements and thus evaluate the interest or convenience to develop the EULAND 21 project in this direction.

9.1 Joint Degree

The Recommendation on the Recognition of Joint Degrees[2] gives the following definition of the term:

"A joint degree should, for the purposes of this Recommendation, be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institutions.

A joint degree may be issued as

a) a joint diploma in addition to one or more national diplomas;

b) a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma;

c) one or more national diplomas issued officially as the only attestation of the joint qualification in question."

9.2 Double degrees

A double degree program, sometimes called a dual degree or simultaneous degree, involves a student studying two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately. The two degrees might be in the same subject area (especially when the course is split between countries), or in two different subjects.

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2 (European Approach for Quality Assurance of Joint Programmes (October 2014), approved by EHEA ministers in May 2015:

https://eqar.eu/fileadmin/documents/bologna/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf)

For over 10 years a German-French double degree in Landscape Architecture in Europe has been offered by the University of Applied Sciences Weihenstephan-Triesdorf and AGROCAMPUS OUEST (Institut National Supérieur des Sciences Agronomiques, Agroalimentaires, Horticoles et du Paysage). The students obtain two diplomeas - (Bachelor and Ingenieur Grade Master, including the right to apply to a PhD programme. The cooperation works well.

10. European Benchmarking

There are two main programmes in existence in Europe which can be used for benchmarking references. These are the EMiLA programme and the IMLA programme. They are summarised as follows (information taken from the websites of each).

10.1 EMiLA: European Masters in Landscape Architecture

"EMiLA[3] is a master's programme provided by the five leading universities and schools of landscape architecture in Europe. One core idea of EMiLA is to make use of the diversity of educational programmes to create and strengthen a Europe-wide network, from which teaching, research and practice profit. The project aims at accumulating knowledge of landscape architecture.

ENSP Versailles has outstanding expertise in strategic, large-scale landscape design. The Leibniz University of Hanover has a strong track record in combining design with research. The University of Edinburgh/ Edinburgh College of Art has a high level of competency in the intensive exchange between landscape architecture and the different art disciplines, which leads to highly creative approaches. The Amsterdam University of the Arts/ Amsterdam Academy of Architecture is noted for its four-year interdisciplinary master's programme in architecture, landscape architecture and urban planning, in which students spend 50% of their time in landscape architecture offices. ETSAB is highly experienced in the design of public open spaces, where it can draw on the experience of Barcelona, which is world-famous for its urban open space programme.

10.2 IMLA: International Master of Landscape Architecture

The IMLA (4) Master Programme is working since 17 years. It is offered by the University of Applied Sciences at Weihenstephan-Triesdorf and the University of Applied Sciences at Nürtingen-Geislingen. The Programme started as a part-time programme for students working already in practice. Since 12 years the IMLA Master programme is a full-time Master programme offered in English. About 25 students from all over the world (15-19 nationalities) start every year the programme. The programme is divided into five subject areas:

- Planning and Design Projects (at various scales)
- Information Technologies in Planning and Design
- Planning and Design Methods
- International Planning and Design
- Planning and Project Management

and provides high-quality training geared to labour market demands - thus honing skills for which there will likely be an increased demand in the future.

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3 http://www.emila.eu/home/the-network/

4 http://www.imla-campus.eu

IMLA incorporates a wide variety of European countries and cross-border issues. Projects take place all over Europe.

10.3 Consortium members approach

How are the EULand21 consortium members involved in either joint or double degrees? The following table shows the level of interest and/or involvement in these:

Table 1 Consortium members' interest in joint/double degrees

School name	Bachelor	Masters	Targeted Partners
Szent Istvan University, Budapest	Interest in a joint BA in English	Existing good MSc	Recognized by IFLA EU and ECLAS
Uniwersytet Rolnicy im Hugona , Krakowie, Poland		Interest in a joint Masters in English	Open to Europe China US and Latin America
Estonian University of life scinces EMU, Estonia.		Interest in a joint Masters in English	International strategic partners, from very different cultures but good level
Master de paisatge MBLandArch, ETSAB, Spain -ifla eu-	No BA	Already in EMiLA consortium MAs	Spanish / English language Law allows double degree only
Dutch School of Landscape Architecture, The Netherlands	Interest in a joint BA in English		Wageningen maybe Indonesia
University of Applied Sciences Weihenstephan, Germany -ifla eu-		Already in IMLA consortium MAs Double degree Weihenstephan-Angers	International form Colombia to Iran
Vilniaus Gedimino technikos Universitetas, Lithuania	Interest in a joint BA in English	Interest in a joint Masters in English	Open to European partners from different regions as the first priority

The consortium members are divided among those that would be interested in developing a joint Master programme and a joint Bachelor's degree in Landscape Architecture. The master level might be the most convenient moment in the student's curricula for them to travel abroad and be confronted to other cultures, academic methodologies and may be professional practices as well as being able to study in English. However, a joint Bachelor would be a pioneering initiative. IFLA EU and ECLAS would support a joint western Master/Bachelor programme in Landscape Architecture. If

a Masters was to be set up, it should be a 120 ECTS programme using the ERASMUS+ programme in a coordinated way and sharing a common language – English- to ease mobility among partners. IFLA EU would encourage such a programme if it could also, in time, be combined with the existing eastern ones and create a holistic mobility across east and west Europe.

The most important outcome here is that if the consortium members would finally consider any of the options to create a joint master or bachelor degree, it would be necessary to integrate the pathways to joint studies at the very beginning of the project process.