

Feedback form on the first draft of the CTF paper

Section	From line	To line	Source (pdf, padlet, doc, mail)	Author	Feedback	Response
1 Setting the scene						
	5	11	mail	Radmila Fingerova	The use of CTF document for both teaching and professional recognition in countries across Europe is a problem, because we need a concise and clear document to recognize the profession - we are looking for a minimum of mandatory conditions for entering the profession within Europe, while for teaching it is good to have detailed document enabling universities (resulting from the type of educational institution) to choose their own main focus within the broad field of profession of LA.	We will address this by proposing two levels of description of the CTF: one very short, one more elaborated and placing details in the guidances.
	73		mail	Aurora Carapinha and Maria Freire	.InnoLAND Project, yet in open process	included in draft 2
		77	pdf	Attila Toth	According to DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005, there are 7 professions with automatic recognition?Point (19), pp. 3 (https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32005L0036) Freedom of movement and the mutual recognition of the evidence of formal qualifications of doctors, nurses responsible for general care, dental practitioners, veterinary surgeons, midwives, pharmacists and architects should be based on the fundamental principle of automatic recognition of the evidence of formal qualifications on the basis of coordinated minimum conditions for training	instead of automatic recognition saying Freedom of movement and the mutual recognition of the evidence of formal qualifications of doctors, nurses responsible for general care, dental practitioners, veterinary surgeons, midwives, pharmacists and architects should be based on the fundamental principle of automatic recognition of the evidence of formal qualifications on the basis of coordinated minimum conditions for training
	81		pdf	Attila Toth	..., the first international treaty to be exclusively devoted to all aspects of European landscapes, adapted in 2000. ... has two... Otherwise it is a bit "out of the blue", which is of course undependable in the draft version of the document :)	It is taken out here, and comes back in the section on public benefits.
	81	90	pdf	Vesna Koscak	sets which represent public interest. Seems to me reasonable to point out somewhere that objectives represent public interest! I think that we should repeat all the time that we design with projects. missing "architects" I suppose. This is because we need to point out our technical competencies in order to be able to prove it to the authorities.	In the second draft the technical competences are included. The public interest is explained in section 3.2
	94	95	mail	Aurora Carapinha and Maria Freire	research by design ing	Research by designing is referring to a section of research by design that underlines the active design process as a research strategy. Research by design has a broader meaning. In the first draft the active part is intended, but maybe that is too detailed. See also: Design as Research in Landscape Architecture; January 2019 Landscape Journal 38(1-2):87-103, DOI: 10.3368/lj.38.1-2.87
	81	99	padlet	Sophia Meeres	Are Lines 81 to 99 relevant to the process or content of this CTF? This section becomes long and a bit confusing as we write about the ELC, the profession and the contribution of the profession rather than the training required to "become a professional"	This text essential to explain the contribution of professionals to the public benefits. But it has been taken out here and comes back in the section on the public benefits

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	116	117	pdf	Attila Toth	Although it is a quotation, the years and jurisdiction are a bit different, follows: New version of a Charter, from 2012. IFLA EU addenda, when implemented in EU region, are officially introduced in 2017 It is IFLA Guidance Document for Recognition or Accreditation for Professional education programmes in landscape architecture. IFLA EU brought addenda in 2008 and then updated it in 2017 It would probable better to say IFLA Europe (without a dash) and Former EFLA in brackets ASAP - Validation Organization for Study Programmes Architecture and Planning (Germany)	Figure 1 is adapted to this.
	116	117	mail	Radmila Fingerova	(only a small remark to the table) Before 2006 there existed within IFLA "Central Region"(Europe + Africa) and EFLA was independent organization. In May 3, 2004 was in Prague signed document "IFLA and EFLA Coming together" by IFLA President Martha Fajardo and EFLA President Teresa Andresen. The IFLA and EFLA came together in 2006. Transition plan was signed during IFLA World Conference, Minneapolis,USA in October 5, 2006.	Figure 1 is adapted to this.
	133		mail	Aurora Carapinha and Maria Freire	Landscape architects must have a holistic and systemic knowledge and understanding of landscape	Integrated in the tekst
	138		mail	Aurora Carapinha and Maria Freire	themes. A holistic , systemic and transdisciplinary approach is essential.	Integrated in the tekst
	142	143	pdf	Vesna Koscak	Perhaps here could be mentioned another ERASMUS project: "EU-Teach – The implementation of relevant European teaching contents in the studies of landscape architecture" - conducted in 2011, with the Weihenstephan-Triesdorf University of Applied Sciences as a main partner and with participation of ECLAS and IFLA EU	Draft 2 contains a short text that explains what is shown in Figure 2, and EU Teach is included in this.
	145		mail	Aurora Carapinha and Maria Freire	the corresponding challenges in a holistic way, linking the ecological, social, economic and aesthetical aspects.	Is added in the second draft
			padlet	Anonymus	The purpose of this paper is not 100% clear. If it is to present the results of the CTF and explain the process of agreeing the content, then the whole paper could be a lot shorter!	Yes that is what it aims.
			padlet	Sophia Meeres	This paper seems to address multiple audiences, it might be better to start with the focus on a single audience	The various sections serve different goals, this is explained further in the second draft.
			padlet	Sophia Meeres	The Common Training Framework (CTF) is a legal tool to achieve automatic professional qualification recognition across EU countries, meaning that learning outcomes and competencies received in one European country are recognized throughout Europe.	yes, in the second draft this is included in the preamble.
			padlet	Sophia Meeres	Yes, the paper should be a little clear er about what a CTF is, and what a CTF could do for us (in terms of EU mobility)	yes, in the second draft this is included in the preamble.
2 The collaborative process of developing a CTF						
	176		pdf	Vesna Koscak	Check line 278 where is stated number 25 for national organisations	Is aligned now: 24
			padlet	Sophia Meeres	Once IFLA and ECLAS agree the content of the CTF, what happens next? It would be useful for the document to state all the steps in the process of obtaining EU agreement on the CTF	This will explained in the last sections
3. The contribution of LA to sustainable landscapes and healthy						

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	199	206	pdf	Vesna Koscak	the steps in the process of obtaining EU agreement on the CTFs it ment natural ecosystems and cultural (heritage, assets,)?	We cannot change the definition by IFLA world.
	199	206	email	Radmila Fingerova	The definition for the ILO agreed by the IFLA World Council can be the basic text from which the text of the CTF should be derived	is included in the second draft
	232		mail	Aurora Carapinha and Maria Freire	vegetation, access, and water system.	is included in the second draft
	241		email	Aurora Carapinha and Maria Freire	In landscape conservation, management and development and design, landscape architects	This is replaced by a shorter tekst
	241		email	Radmila	The basic content of the procession is landscape architecture - includes landscape planning, design and management.	This is replaced by a shorter tekst
	260		email	Radmila Fingerova	BLUE – Green Infrastructure	is included in the second draft
	266		pdf	Vesna Koscak	projects	is included in the second draft
4. The demographics of the profession and higher education						
	287		padlet	sophia meeres	Its a pity the Table (line 287) is empty, these figures will be very interesting. How many Landscape Architects graduating in each country? How many working in in each country? And how many working in other EU countries?	Yes, the table will be filled on the basis of the IFLA Europe survey and some additional data, however, some info is still not available
			padlet	jeroen	Indeed, that is relevant, and IFLA Europe will furnish these data. Waiting for the outcomes and discussion on May 7 and then do some additional inquiry on this.	Yes, the table will be filled on the basis of the IFLA Europe survey
	319	325	mail	Radmila Fingerova	Core competences: Why is not ILO definition here?	Yes, that is the basis, so it is included in the second draft
			padlet	frederico meireles	Agree. Nowadays it is rather different to be a LA, or to have education in LA, specially if the title is protected by national associations. Ando also considering regulations to access professional practice, that in some cases require more than a bachelor in LA. Data from schools might also be relevant...	Yes, the table will be filled on the basis of the IFLA Europe survey
5. The shape of the CTF						
5.1 An equivalence of standards of practice among the EU member						
5.2 The expected base of knowledge, skills, and competences						
	342		pdf	Vesna Koscak	I would propose to add " and other development projects" because not all projects are infrastructural, there are also others!	It is included in the second draft
	354	358	pdf	Attila Toth	Developing landscape plans (which involves vision and strategies as well as scenarios on most cases... The point is that it seems that "Landscape planning" is not mentioned explicitly.	It is included in the second draft
	356		email	Radmila Fingerova	Here we can see problems between our two goals - recognition and teaching please see 11,12 (it is not possible to reach both goals within one document)	The paper will follow the conclusion of the survey that was carried out and add this issue to the discussion section
	372		mail	Aurora Carapinha and Maria Freire	knowledge of technology in interaction with nature or led/driven by nature; ability to apply Nature-Based Solutions ; and drawing and visual representation skills.	We will integrate this with the tekst just before.
	377		mail	Aurora Carapinha and Maria Freire	context; ability to work with communities and stakeholders; understanding of natural diversity ; and understanding	We keep this in because this was one of the competences for LA defined in the Tuning project andd it is required.

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	398	405	pdf	Attila Toth	As far as I remember, when we try to develop Birmingham document, there was an issue with some UK schools which have 90 ECTS masters, so there was a big discussion about it. Personally I do agree with stated 2 years.	The CTF will only define the level, the structure of programmes is in the guidance.
	398	405	padlet	sophia meeres	Minimum length of Studies? Lines 398 to 405 underline the ambiguity of the current standards. It's a minimum of 4 years, and a minimum of 2 years, but at the same time a Masters degree is recommended (which normally supposes 5 years). This is confusing. Can we try to agree some clear standards that do not require or allow interpretation?	The CTF will only define the level, the structure of programmes is in the guidance.
	409		email	Radmila Fingerova	Conversion master - It is necessary to decide how to look at this matter	We will just mention this and it will be further elaborated in the guidances of IFLA Europe and ECLAS.
5.3 An expected code of ethics and professional conduct						
	459		pdf	Vesna Koscak	Maybe include summary here and whole list in the Appendix.	Now added as Appendix II for the paper, and in the final document not as an Appendix but as a reference so it can be updated without the need to change the CTF
	459		email	Radmila Fingerova	Do not include the Code	
6. Discussion & 7. Conclusions						
	490		pdf	Vesna Koscak	I would include that x EU countries are able to meet the standards	is included in the second draft
	517		email	Aurora Carapinha and Maria Freire	sustainable landscapes that support well-being, climate resilience, and	is included in the second draft
	532		email	Radmila Fingerova	It is good to explain relation between CTF and ECLAS Guidance and the IFLA- E's criteria for recognition	is included in the second draft
	538		email	Radmila Fingerova	It is important to describe exactly what the role of the CTF is. Which documents replaces and how it relates to other existing documents.	yes, added a scheme of this in section 6.1.
	578		pdf	Attila Toth	The first version was from 2005, as stated in the comments above.	is included in the second draft
	581		pdf	Attila Toth	IFLA, 2008. Guidance Document for Recognition or Accreditation for Professional education programmes in landscape architecture. Addenda to IFLA Guidance Document for Recognition or Accreditation When Implemented In the European Region. 2017.	is included in the second draft
	581		pdf	Attila Toth	Addenda to IFLA Charter for Landscape Architectural Education When Implemented In the European Region. 2017.	is included in the second draft
appendix 1	B2 Developing		pdf	Attila Toth	Landscape planning / Developing landscape plans	is included in the second draft
appendix 1	C1 Creating		pdf	Vesna Koscak	After I read it all I am somehow missing explicit mentioning of the rural planning as the opposite of urban one	yes, it is added with landscape planning
appendix 1	C4 Planning		pdf	Vesna Koscak	I would propose to add " and other development projects" because not all projects are infrastructural, there are also others!	is included in the second draft
appendix 1	D1 Implementing		pdf	Vesna Koscak	landscape design projects by construction techniques of hard landscaping and planting. I propose to point out again technical aspects in our work!	is included in the second draft