

# An EU Common Training Framework for Landscape Architecture addressing the current needs of society

InnoLAND project and partners of  
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**IFLA EUROPE**  
INTERNATIONAL FEDERATION  
OF LANDSCAPE ARCHITECTS

LE:NOTRE Institute presents on behalf of the  
InnoLAND project and its partners  
Roxana Triboi & Jeroen de Vries

**LE:NOTRE Institute**  
*Linking landscape education, research and innovative practice*



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# Developing a common training framework for landscape architecture

**What do we value, how do we act and what do we leave?**

**What is a common training framework (CTF)?**

**Why does the profession needs a CTF?**

**Where is the CTF based on?**

**How the collaborative process for making a draft CTF was organised?**

**How is the CTF structured?**

**What is the core content of the CTF?**

**What are the main issues to discuss?**

**What will be the next steps for establishing a CTF?**

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## What do you value?

High standards for the education and training of LA

Development of sustainable landscapes that support well-being, mitigate risks, and strengthen climate resilience

Increasing professional mobility

Supporting the implementation of sustainability goals and EU-landscape policies

An equitable distribution of skills and expertise across the Member States



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## How do you act?

Organise a collaborative process in the framework of the InnoLAND project.

Bottom-up approach with:

- Some 60 LAs from academia and professional practice
- Participants from 24 national landscape architecture organisations in the EU and of landscape architecture programmes across Europe.

Develop a roadmap for updating the guidelines for landscape architecture education and the principles of recognition by IFLA Europe.

Result: a draft CTF for landscape architecture.



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## What do you leave?

Draft common set of standards for professional qualifications

Support for the quality of the profession and education of landscape architects

A basis to legally establish the CTF as an EU regulation



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# What is a common training framework?

**A CTF is a set of common requirements for education, professional practice and continuous professional development of the profession.**

The EU Professional Qualifications Directive – PQD – (2005/36/EC\*) establishes a European system for the recognition of professional qualifications.

Seven regulated professions with ‘harmonised’ minimum training conditions, including architecture, are automatically recognised under the Directive.

For other professions – including landscape architecture – Article 49a provides for automatic recognition on the basis of a ‘Common Training Framework’ – CTF – an agreed ‘common set of minimum knowledge, skills and competences...’

# Why does the profession needs a CTF?

With or without establishment by the EU the CTF:

supports harmonising the education and training that enhances the development of sustainable landscapes that support well-being, mitigate risks, and strengthen climate resilience

will provide a solid base for recognition of programmes and qualifications.

# Why does the profession needs a CTF?

In addition the establishment of the CTF by the EU:

enables free mobility of landscape architecture professionals across the EU

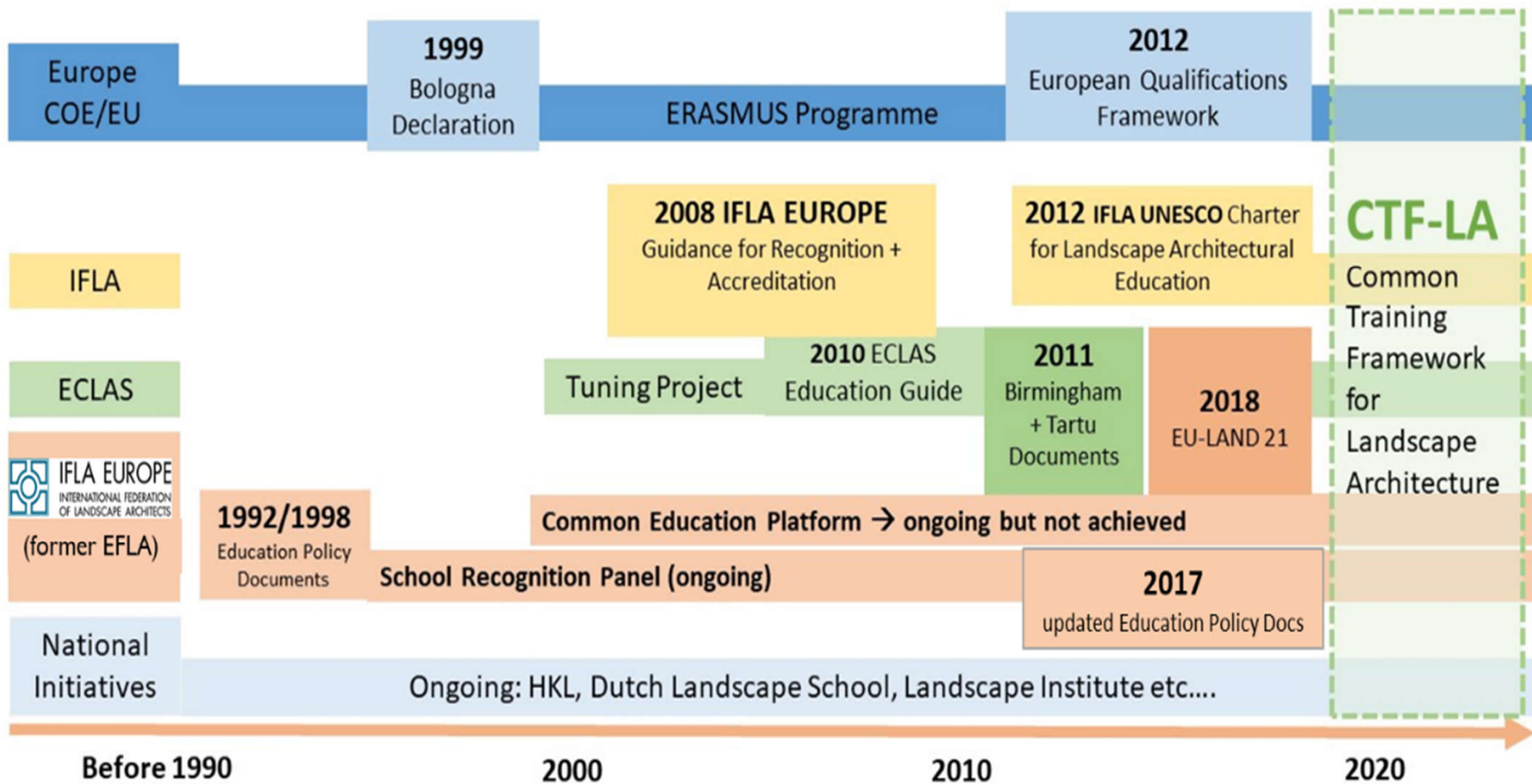
supports and contributes to the EU goals for increasing professional mobility, supporting the implementation of sustainability goals and EU-landscape policies

helps to ensure a more equitable distribution of skills and expertise across the Member States

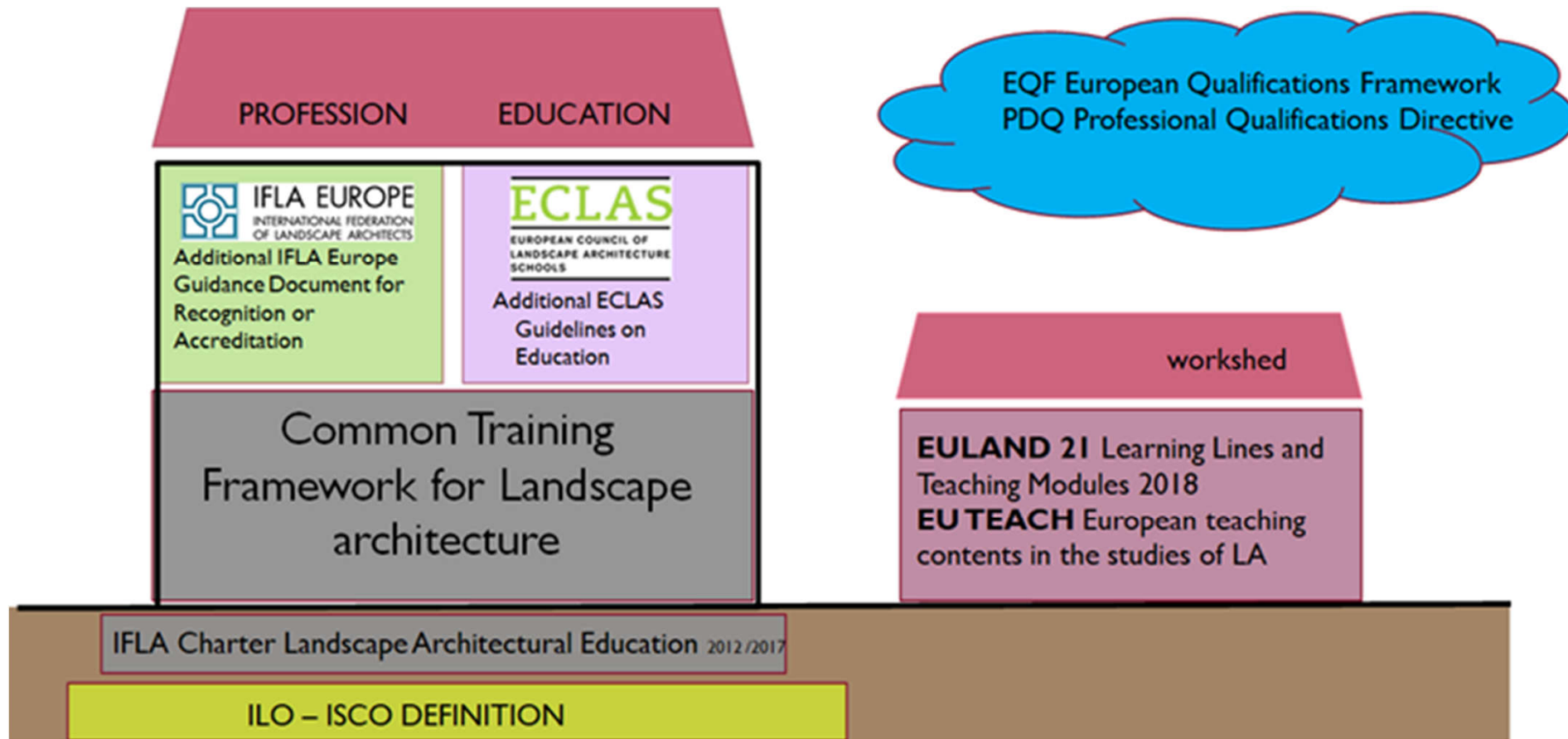
provides a stronger position of the profession in discussion with national counterparts



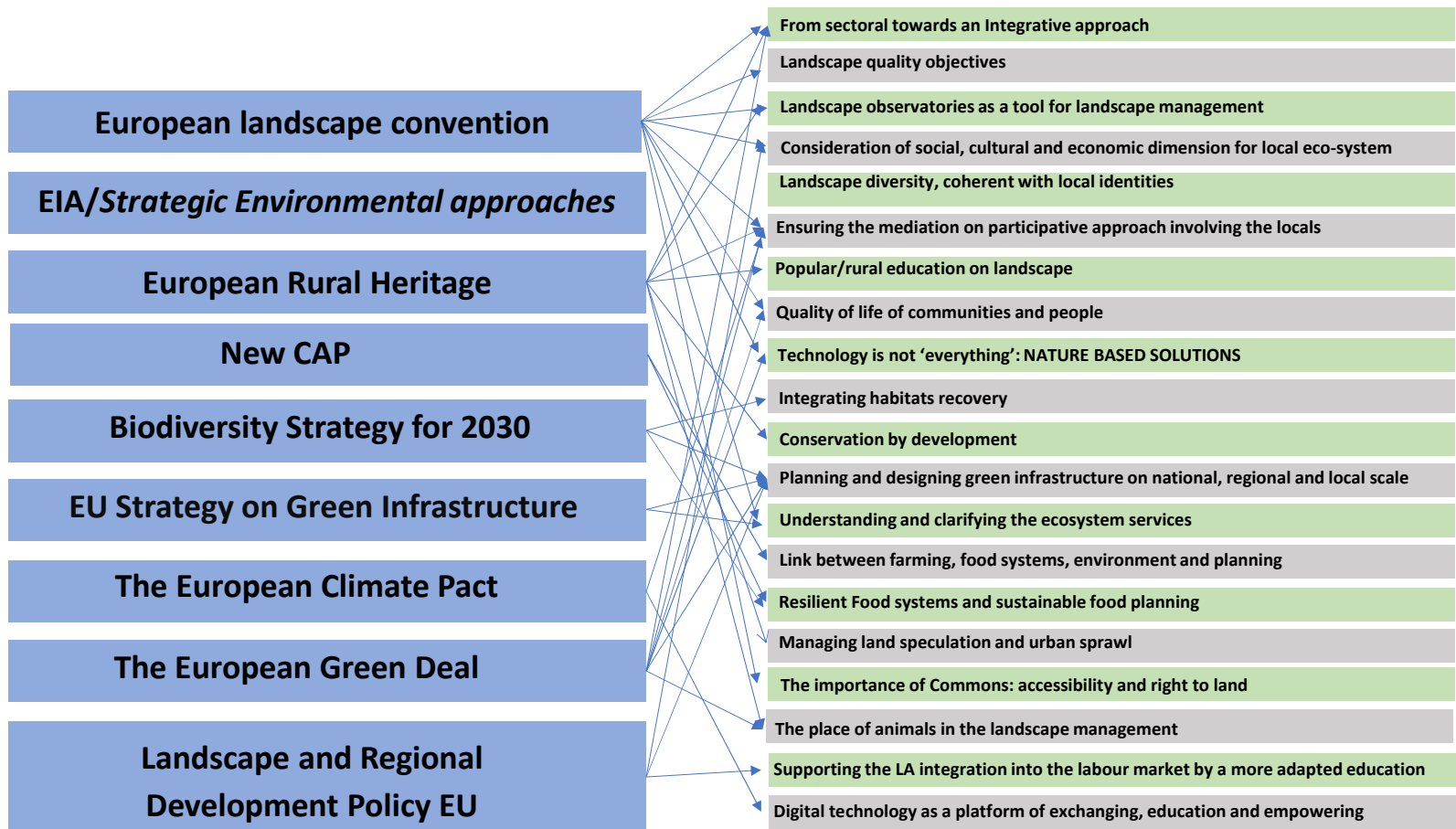
# The existing foundations for the Common Training Framework



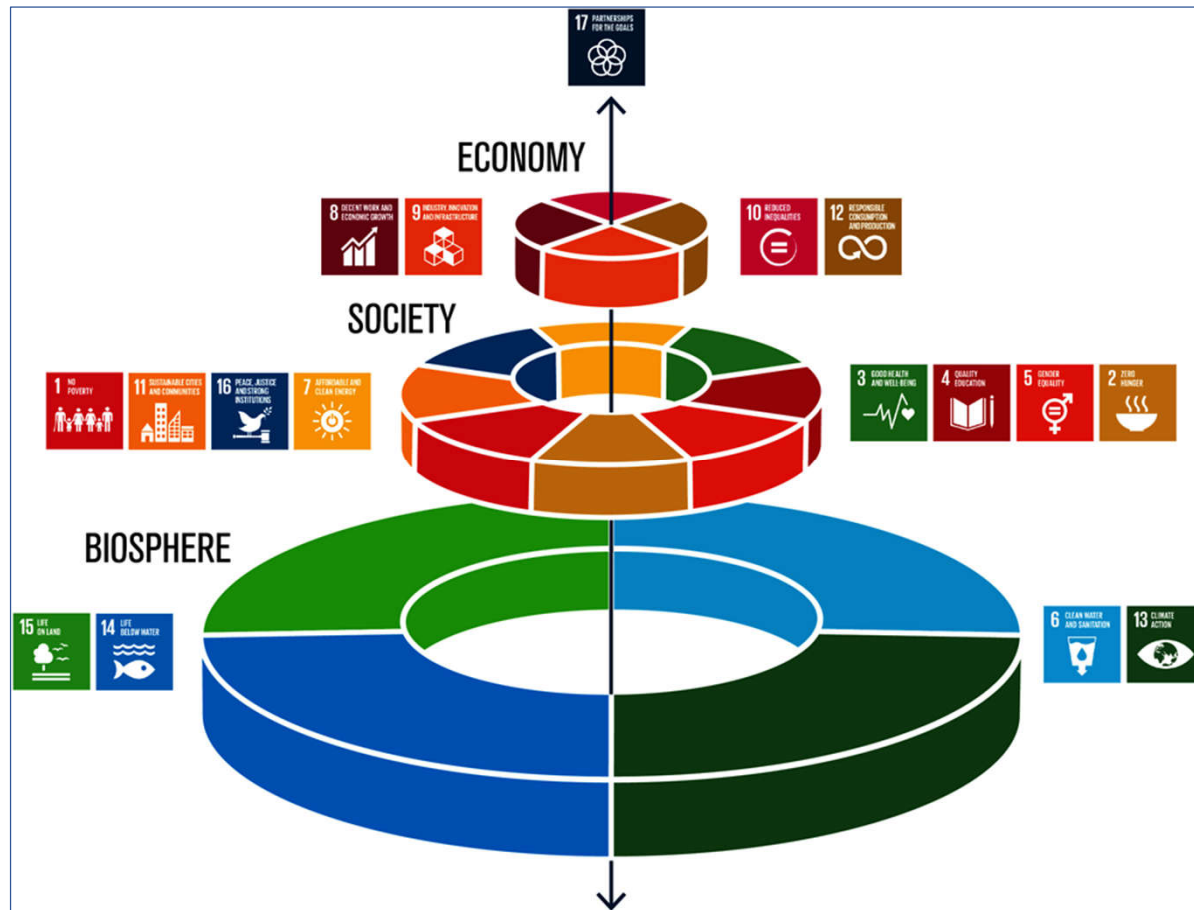
# Existing foundations for the Common Training Framework



# Impact of European and EU policies on LA Competences



# The SDGs relate to environmental, social and economic domains



Landscape Architecture is primarily concerned with securing the **foundations of human life on earth.**

Addressing these goals in landscape education is discussed in paper 460 of the ECLAS 2021 Conference

Source: Stockholm Resilience Centre (2016), Contributions to Agenda 2030 – How Stockholm Resilience Centre (SRC) contributed to the 2016 Swedish Agenda 2030 HLPF report, <https://www.stockholmresilience.org/SDG2016>.

# The collaborative process of developing a CTF

Made use of the IFLA Europe Professional Assistance Survey mainly for analysing the obstacles or opportunities regarding the professional mobility.

From January until June 2021, a collaborative process was conducted within the framework of the InnoLAND project:

- 60 LAs from academia and professional practice,
- representatives of 24 national landscape architecture organisations in the EU and of landscape architecture programmes across Europe,
- located in 24 EU-countries, 6 other European countries, and some outside Europe

This resulted in a draft CTF for landscape architecture

# The contribution of landscape architects to sustainable landscapes and healthy environments

As is laid out in European and National policies, society urgently needs professionals who:

- Plan and design **blue-green infrastructure** that provides **ecosystem services** for urban, peri-urban, and rural landscapes.
- Plan and design urban open space that provides **safe, healthy, inclusive environments** for people.
- Plan and design landscapes for **reducing risks** (flood, fire, erosion, draught, etc.), improving **climate resilience and biodiversity**.
- Draw up plans, projects and designs for the **conservation and sustainable development** of **heritage** sites and landscapes with **heritage value**, such as cultural landscapes, UNESCO/ICOMOS protected areas and sites and modern heritage.
- Make plans for **productive landscapes** that provide ecosystem services, fulfil the aims of the new Common Agriculture Policy, and foster sustainable development of **food production and energy**.
- **Empower communities** by co-creation and **democratic** design of environments in order to provide in **inclusive** public spaces and other landscapes



# Current status of regulation and professional recognition in EU-countries

profession regulated in 9 member states

IFLA Europe recognised education programmes in 11 EU member states.

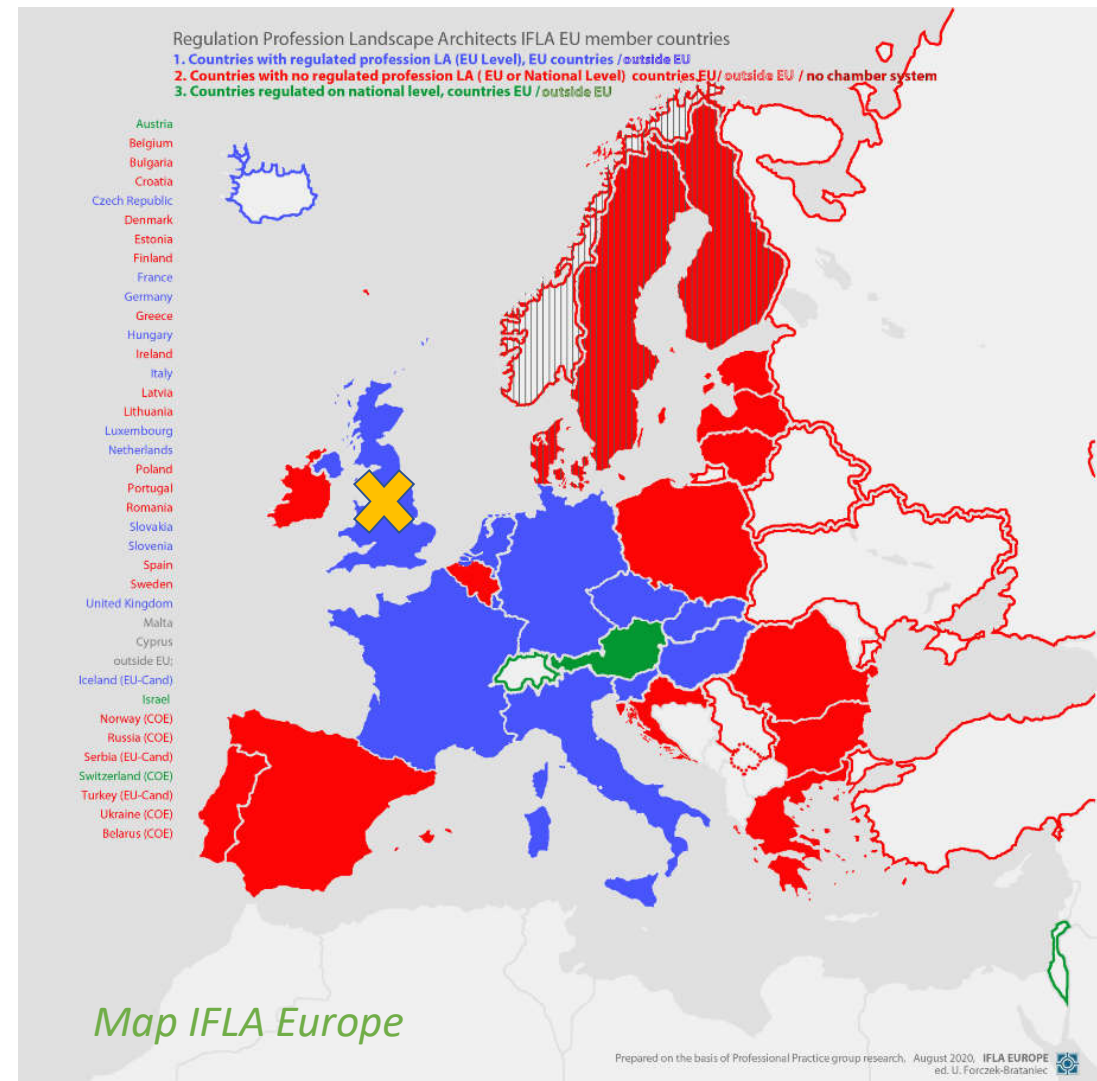
14,000 members of IFLA Europe in EU

## LEGEND

Regulated\*

Not regulated

Regulated on the national level



\* EC Database of Regulated Professions:

[http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=profession&id\\_profession=6480](http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=profession&id_profession=6480)

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STOP  
AND  
THINK

# Problems that landscape architects encounter in their work across and in EU countries

in some countries the qualifications of other countries were not recognised (e.g. Italy and Spain)

in several countries a LA had to work together with a local landscape office in order to fulfil the requirements

in some countries LAs encountered administrative problems or difficulties in proving the acquired qualification (for instance to be registered at the national chamber)

*IFLA Europe Professional Assistance Survey,  
Problems and Opportunities at a National Level, 2021*



# The core of the Common Training Framework for Landscape Architecture

## The definition of the 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 World, 2018*

# Level of education and requirements for being registered as a landscape architect

**Entrance level for professional recognition:** level 7 of the European Qualification Framework, which equals a master degree

**Additional professional traineeship** under supervision of a qualified LA (defined by the competent national bodies)

Maintaining competence and knowledge base through participation in **Continuous Professional Development** (registered according to the national regulations)

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*Part of the competences may be acquired by doing an internship or traineeship at a landscape office*

*Competences can also be acquired outside a formal education system (these need to be assessed by national examination committees)*

# The core of the Common Training Framework for Landscape Architecture

LA programmes must teach competences ***landscape planning, design, and management***

40% of the programme should be *learning by studios, projects work and/or living labs*

Registered LA are required to comply with the ***IFLA EUROPE code of professional standards and ethics.***

LA programmes are expected to consider the ***ECLAS/IFLA Europe Guidance documents***



# The expected base of knowledge, skills, and competences for landscape architecture

builds on two interdependent core competences



Knowledge, skills + understanding of **planning, design and management**, to create new or conserve existing landscape situations



Holistic knowledge and understanding of the **nature of landscape**, the ways in which it is perceived in time and space, the **pressures and driving forces** to which landscapes are subjected.

*ECLAS Education Guide, 2010*

# The expected base of knowledge, skills, and competences for landscape architecture: subject specific competences

A1 Carry out **research** for, on and through design and participatory action research

A2 **Analyse landscape systems, processes, patterns** with their characteristics, meaning and challenges

B1 **Landscape Planning:** develop plans, strategies, scenarios, and visions for sustainable urban and rural landscapes making use of GIS and Geodesign methods

B2 **Landscape Design:** Design aesthetic, functional and meaningful landscapes

B3 **Landscape Management:** Develop ecological based strategic, tactical, and operational landscape management plans

*The relation of these competences with the IFLA Europe and ECLAS Education Guide (2010) can be seen in Appendix I of the paper*

# The expected base of knowledge, skills, and competences for landscape architecture: subject specific competences

C1 Create and develop policies for sustainable **urban open spaces** and systems

C2 Conserve and develop **cultural and heritage landscapes**

C3 Conservation and management of **parks and gardens**

C4 Plan and design for **infrastructure projects** considering their landscape impacts

*The relation of these competences with the IFLA Europe and ECLAS Education Guide (2010) can be seen in Appendix I of the paper*

# The expected base of knowledge, skills, and competences for landscape architecture: subject specific competences

D1 **Implement** landscape designs by **hard landscaping and planting**

D2 Restore **habitats and vegetation** establishment

F1 Act as a **professional landscape architect**: entrepreneurship and ethics.

I-1 Organise participation and co-creating **inclusive, democratic landscapes**.

I-2 Include the **perception, values and interaction of individuals, social groups, and society** as a whole with their landscapes.

I-3 Create **productive landscapes** with sustainable food production and renewable energy.

*The relation of these competences with the IFLA Europe and ECLAS Education Guide (2010) can be seen in Appendix I of the paper*

# The expected base of knowledge, skills, and competences for landscape architecture: generic competences

## *Transformative* \*

- systems thinking
- anticipatory competence
- normative competence
- strategic competence
- collaboration competence,
- critical thinking
- self-awareness
- integral problem-solving

## *Instrumental*

- capacity for organisation and planning, etcetera

## *Interpersonal*

- ability to accept criticism and to take it into account; ability to work in an interdisciplinary team, etcetera

## *Systemic*

- capacity for applying knowledge in practice; research skills, etcetera

\* *UNESCO, 2017. Education for Sustainable Development Goals: Learning Objectives. UNESCO Education Department. Paris.*



# Discussion on the content of the CTF

The following elements are NOT included in the proposed CTF:

specialisations for Landscape Architecture programmes

structure and length of LA programmes

duration, structure, and form of assessment of the additional professional traineeship after graduation

specification of the requirements for Continuous Professional Development

# Discussion on the content of the CTF

## **Defined level of qualification is EQF level 7 (master level)**

- the CTF does not overrule national regulations
- landscape architects need to be on the same level of competence as other disciplines (e.g. architects)
- a master level is essential and does not compromise the national context

## **The Code of Ethics of IFLA Europe**

- is included as a reference
- future changes should not require an update of the CTF
- wish for a further elaboration of the aspects of sustainability

## Formal adoption of the CTF by the EU

EU Commission could 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

InnoLAND appointed a working party to communicate with DG GROW

Fort his key conditions of the PQD need to be fulfilled:

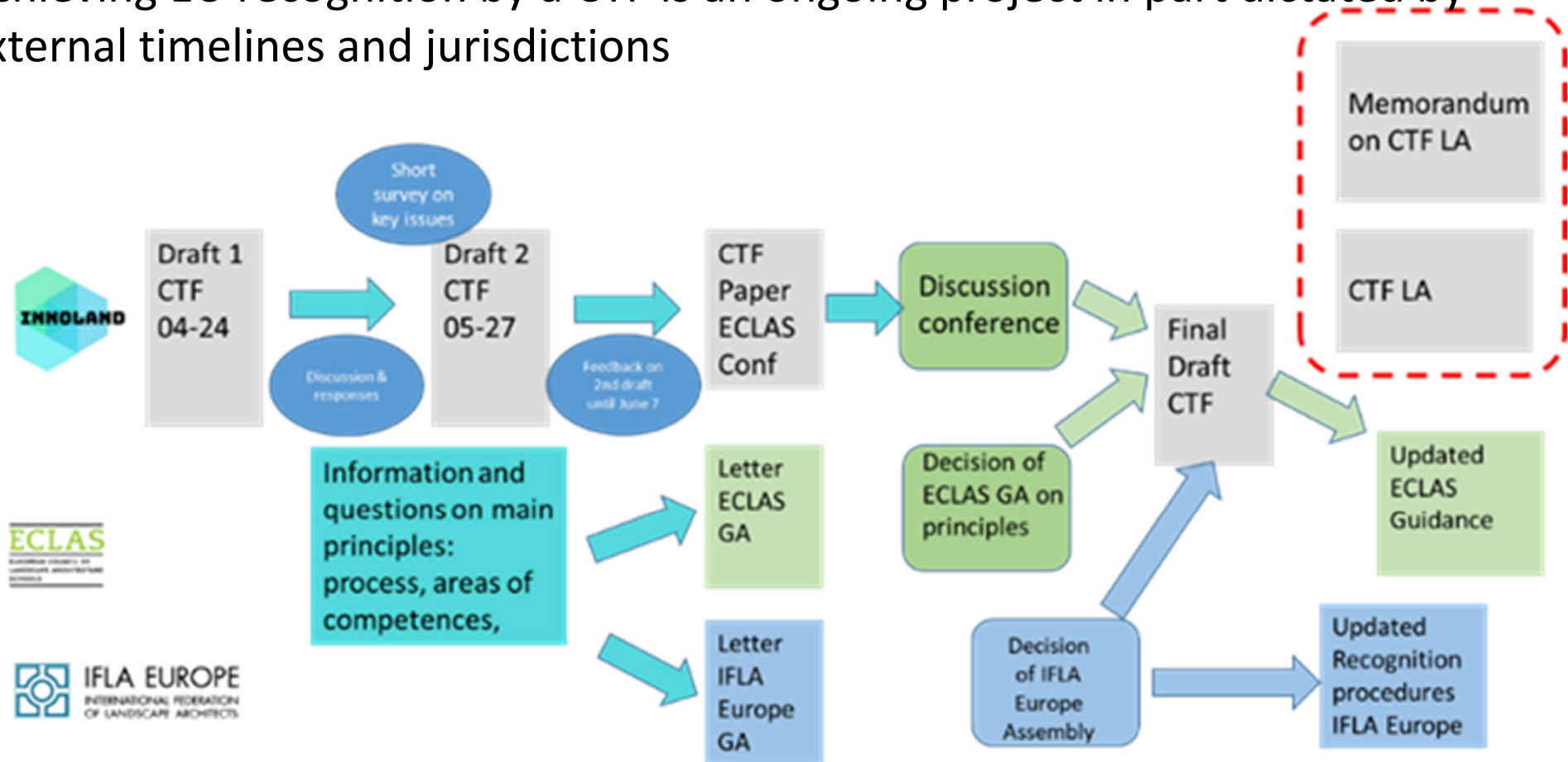
- ✓ LAs identified as a regulated profession in at least one third of the EU member states
- ✓ LAs are not already subject to automatic recognition as a sectorial profession nor to another level CTF
- ✓ LAs would have their professional mobility enhanced with the adoption of a CTF
- ✓ The proposed CTF is developed by a ‘bottom up’ approach
- ✓ Nine Member States are able to meet the requirements of the proposed CTF

The working party still had to solve a number of issues and communicate on these with DG GROW

# Pathway to an CTF adopted by ECLAS, IFLA Europe and the EU

Nine EU Member States are candidate signatories to a CTF for LAs

Achieving EU recognition by a CTF is an ongoing project in part dictated by external timelines and jurisdictions



## References and further information

You can find all references in the paper on the proposed common training framework that is published in Researchgate:

[https://www.researchgate.net/publication/353195488\\_An\\_EU\\_Common\\_Training\\_Framework\\_for\\_Landscape\\_Architecture\\_addressing\\_the\\_current\\_needs\\_of\\_society](https://www.researchgate.net/publication/353195488_An_EU_Common_Training_Framework_for_Landscape_Architecture_addressing_the_current_needs_of_society)

For further information you can visit the webpage of InnoLAND on the establishment of a common training framework:

<https://www.landscape-portal.org/landing-page/innoland/>

Here you can view the presentations and recordings of all the sessions of the collaborative process to develop the draft.

Questions, feedback and suggestions are welcomed at:

the Padlet: <https://padlet.com/geronimo2/pzspr3h0qvg537x6>

Mail: [office@ln-institute.org](mailto:office@ln-institute.org)



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