



Final draft, August 13, 2022

Common Training Framework for Landscape Architecture - minimum training requirements

This CTF in LA draft is prepared and approved by the partners of the EU Erasmus+ education project InnoLAND: Launching Innovation Based Landscape Architecture Training Framework in Europe 2020-1-LT01-KA203-078086 on June 27, 2022.

This draft is based on the principles of landscape architect's education and practicing the profession by ECLAS and IFLA Europe, minding the results of the pilot testing of the draft CTF with the standards for the qualifications of landscape architects in the countries where the profession is regulated (the Netherlands, Hungary) and where there is no regulation (Finland, Lithuania, Portugal), and where there is neither regulation nor recognition (Spain).

MEMO:

- a. The testing of the CTF showed that there was a duplication of the fields of knowledge and the subject-specific competences so in this draft these are integrated.
- b. The testing of the CTF showed that some parts of the first draft were too specific (speaking about Geodesign, foodscapes, energy landscapes), so these kind of elaborations will be included in the guidance and not in the CTF.
- c. Recommendations on the amount of ECTS, number of years, number of hours are included in the guidance in Appendix 1.

The CTF is intended for use as a common directive for getting into the profession of landscape architect through education together with the ECLAS Guidance on Landscape Architecture Education and through the professional practice as set in the Documents for Professional Recognition by IFLA Europe.

The CTF for LA will serve as a common standard for landscape architecture education and professional practice in Europe. It can be used by (peer) review committees of landscape architecture programmes for creating, validating, recognising and accrediting.

The CTF in LA draft will be presented for approval to the European Commission and IFLA Europe and ECLAS will continue communication with the European Union for the formal establishment of the CTF for LA.

Appendix 1 of the CTF serves as a further explanation and a set of recommendations for Landscape Architecture Education and Professional Practice.



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 high standards for landscape architects and supports mobility of professional. 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, 2018](#))

Article 3. Academic and practice requirements

To meet the requirements for 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.

Professional training is an essential part and a must have either as part of the curriculum or as a post graduate traineeship. For professional qualification as a landscape architect must complete a post graduate professional traineeship of a period of two years.

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

To ensure that landscape architecture projects, programmes and strategies grow out of and fit into their social, environmental, economic and cultural context, with the participation of all relevant actors and are both feasible and sustainable, landscape architecture study programmes must result in acquiring competences in landscape planning, landscape design and landscape management as established by the guidance documents of the European landscape architecture organisations for higher education and professional practice:

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| <ul style="list-style-type: none">a. <i>Landscape Planning for developing plans, strategies, scenarios, and visions for sustainable urban and rural landscapes;</i>b. <i>Landscape Design for designing aesthetic, functional and meaningful landscapes;</i>c. <i>Landscape Management for developing ecological-based tactical, strategic, and operational landscape management plans.</i> |
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For this, 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 typical patterns of vernacular cultural landscapes.
3. The development, morphology, and function of urban 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 urbanisation and conservation and development of the landscape resources.
6. Approaches, methods, and techniques for representing and analysing the structure, systems and processes of the landscape in all its facets including its relevant actors and stakeholders.
7. The canon of historic and contemporary parks, gardens, planned and designed landscapes, landscape designs and plans.
8. Practical planning, management and design principles and skills for intervening in landscapes, at different scales of time and space for the wider benefit of society as a whole.
9. The materials, both living and inert, including native and exotic vegetation, and techniques and construction standards for project implementation and aftercare.
10. The professional practice of landscape architecture, including the professional ethics, the stages of the planning and design process and the practices of project management.
11. Strategies, methodology, and methods for research on design, for design and through design.
12. Transversal and transformative competences of landscape architects to contribute to sustainable landscapes.

Article 6. Balance between practical and theoretical aspects of education

The study programmes must 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, management of landscapes.

Article 7. National and international registration

Landscape architects that practice within the framework of this CTF, shall be included in a professional landscape architects register (where available) in the country where they usually practise. Registered Landscape Architects are eligible to receive the Landscape Architect's European Professional Card.

Article 8. 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 9. 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.

Article 10. Common Training Test and recognition of professional qualification

Landscape architecture graduates having adequate education and professional traineeship are entitled to recognition of their professional qualification by the authorised national body in the way set hereby after taking the Common Training Test. The test shall be organised upon the need but at least once per calendar year by the competent national body and its contents shall allow verifying all theoretical and practical competences of landscape architect's profession as laid down in Article 5.



Appendix 1 Guidance on the CTF and further elaboration of the competences

In this appendix additional guidance or elaboration is presented on articles of the CTF.

Ad Article 3. For the amount of ECTS a minimum of 300 ECTS for a full landscape architecture education is advised. The professional training, both as part of the curriculum and the post-graduate traineeship should be supervised by a landscape architect.

Ad Article 4. While the regular landscape architecture programmes should be delivered by university-level institutes, the post traineeship and continuous professional development can also be delivered by professional non-for-profit 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 typical patterns of vernacular cultural landscapes, and how landscape character arise from the local interaction between natural and cultural factors.
3. The development, morphology, and function of urban 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 urbanisation and conservation and development of the landscape resources, and how they 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 representing and analysing the structure, systems and processes of the landscape in all its facets, including the services it provides, and for assessing possible impacts on it, and for understanding the needs and expectations of its actual and potential users and other relevant actors and stakeholders.
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, and the wider cultural and intellectual context in which they developed.
8. Practical planning, management and design principles and skills for intervening in landscapes, at different scales of time and space, to achieve specific restoration, conservation or development objectives as well as for the wider benefit of society 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. The materials, both living and inert, including native and exotic vegetation, 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 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. Strategies, methodology, and methods for research on design, for design and through design.
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. The transformative and transversal competences are based on the [GreenComp of the EU](#).



Ad Article 6. The practical aspects of landscape architecture are generally taught in studios, project work, living labs and internships. As a guidance these forms of learning should comprise at least 50% of the ECTS of the whole landscape architecture programme (in combination of bachelor and master programmes).

Ad Article 8. Per year a minimum of 6 hours of continuous professional development is advised, for which the registered landscape architect needs to collect and provide prove in the form of certificates or other relevant documents.

References

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