

WELCOME 10 AM

Collaborative process CTF LA

April 16, 2021



The first part of this session will be recorded, if you do not want to be seen, you can switch off your camera.



If you did not mention a theme during your registration please place a **number** of the breakoutroom before your name:



1. **Core competences vs new competences**
2. **How can students acquire competences integrally and how to assess?**
3. **Structure and duration of LA programmes**
4. **Conversion masters**



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COLLABORATIVE PROCESS CTF & STAFF TRAINING EVENT

GINTARAS STAUSKIS

VILNIUS TECH

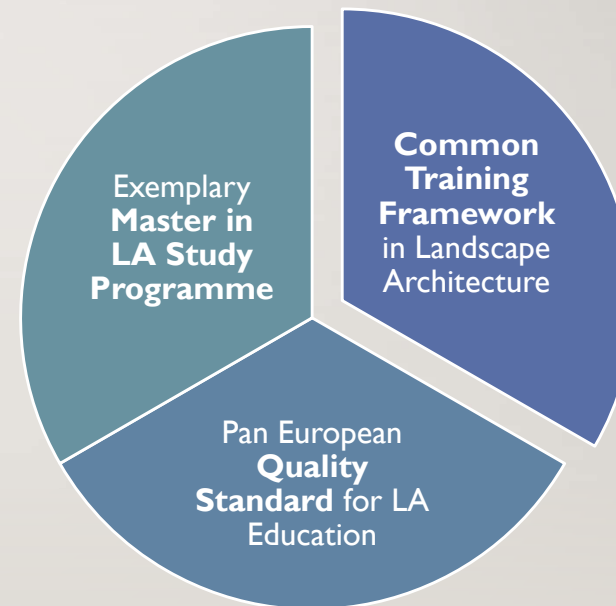
APRIL 16, 2021

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LAUNCHING INNOVATION-BASED LANDSCAPE ARCHITECTURE COMMON TRAINING FRAMEWORK IN EUROPE 2020 - 2022



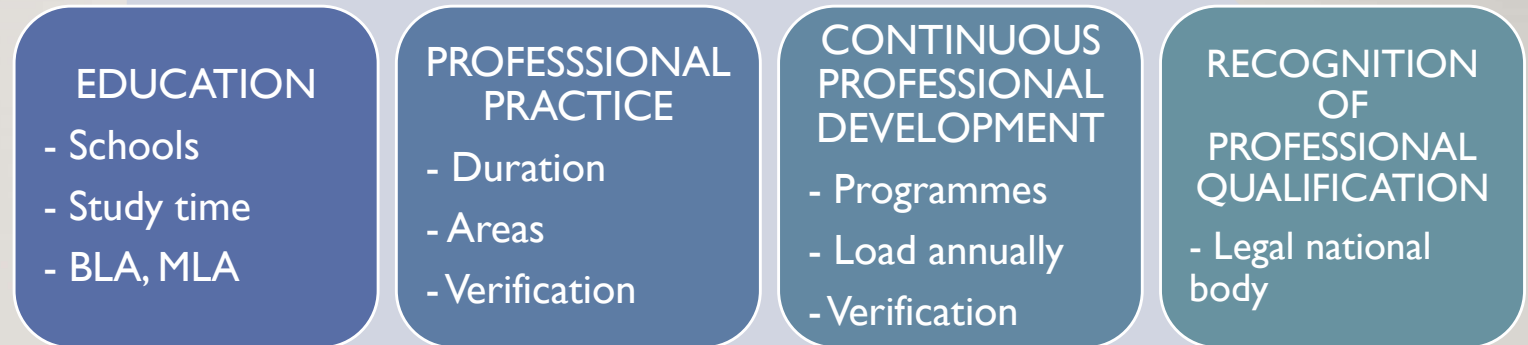
- Aalto University, Finland
- IFLA-Europe, Belgium
- L:NOTRE Institute, the Netherlands
- Hungarian University of Agriculture and Life Sciences
- University of Evora, Portugal
- TUWien, Austria
- Vilnius Tech, Lithuania



COMMON TRAINING FRAMEWORK



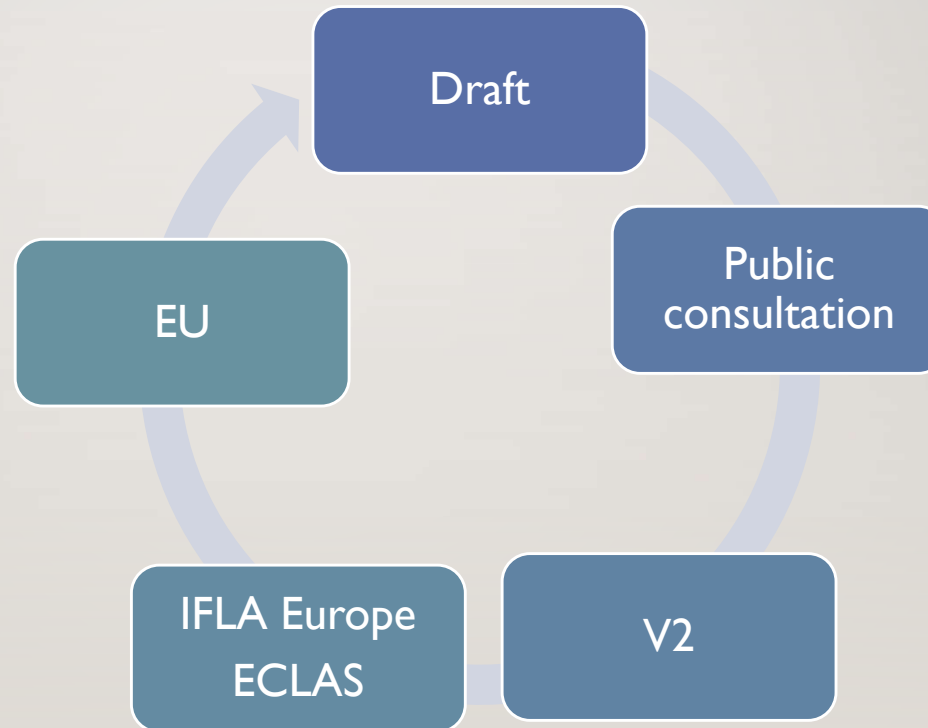
- Harmonise
- Facilitate
- For all EU
- Transparent
- Inclusive
- Legally regulating



CTF PROCESS FOR STAKEHOLDERS



- Academia
- Practice
- National associations
- National legal bodies
- IFLA Europe
- ECLAS
- EU



Agenda



10:00-10:05	<p>Welcome to the next step of the development of the CTF for LA in the framework of the InnoLAND project <i>Dr. Gintaras Stauskis, coordinator of Erasmus+ SP InnoLAND project, Professor Vilnius Tech</i></p>
10:05-10:10	<p>Where are we in the process? <i>Process, planning, survey, outlook</i> <i>Dr. Roxana Triboi, LE:NOTRE Institute</i></p>
10:10-10:30	<p>Conclusions based on the first survey; Explanation on competences, learning lines & assessment <i>Jeroen de Vries, LE:NOTRE Institute</i></p>
10:30-10:40	<p>Outline of the paper on the CTF: structure, content, dilemma's, questions</p>
10:40-10:50	<p><i>Short break, 10 minutes, bring or take away your own</i></p>
10:50-11:35	<p>Discussion in breakout rooms on the following subjects: <i>In every group a partner of the InnoLAND project will take notes</i></p> <ol style="list-style-type: none"> 1. Core competences versus new competences (sustainability and policies) 2. How can students acquire competences in an integral way and how can we assess these? 3. Structure and duration of LA programmes 4. Conversion masters
11:35-11:55	<p>Short presentation of the conclusions for each group</p>
11:45-11:55	<p>Recap and follow-up Information on the next steps and the session on Friday May 7, 10-12 am</p>
11:55-12:00	<p>End of the meeting – closing <i>Dr. Gintaras Stauskis, coordinator of Erasmus+ SP InnoLAND project, Professor Vilnius Tech</i></p>



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WHERE ARE WE IN THE PROCESS

ROXANA TRIBOI

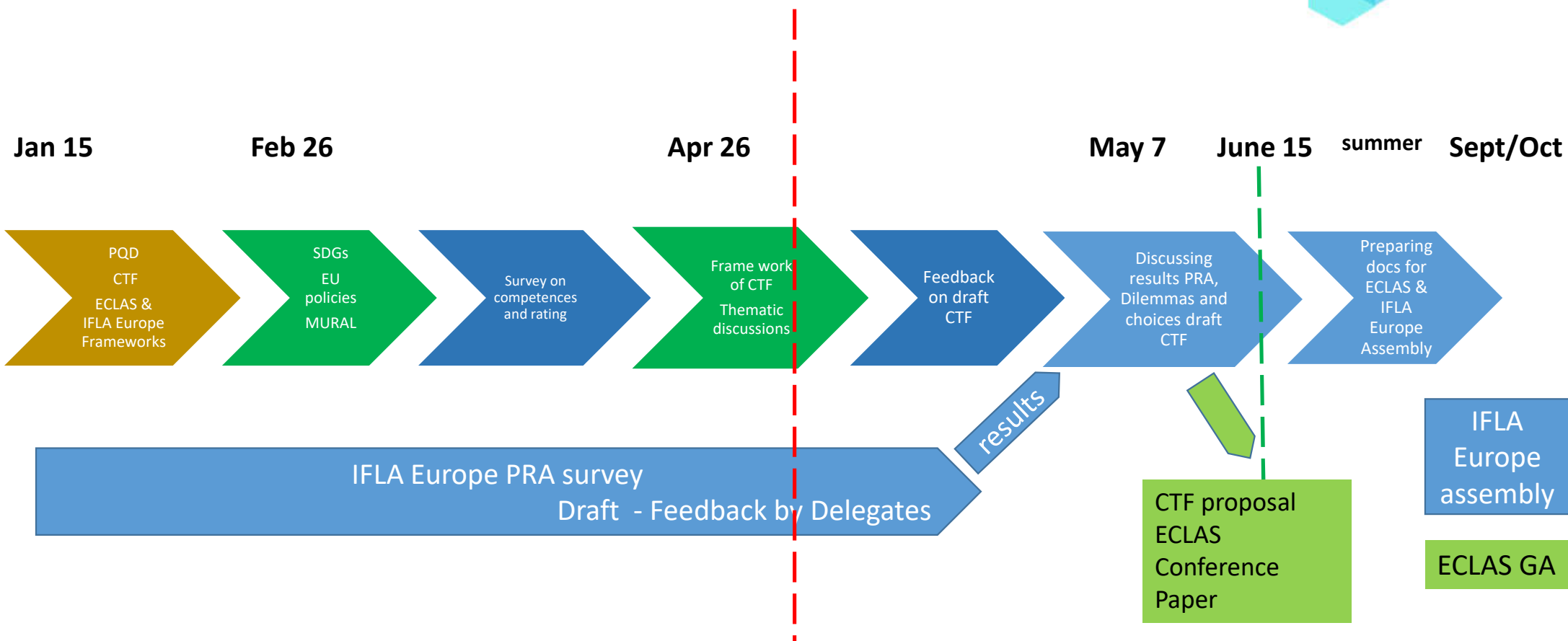
LE:NOTRE INSTITUTE

Information on the current process



- Answer by DG Grow: the proposed structure of the CTF is according the advice of DG Grow
- Content of the MURAL is included in the overview of Subject Specific competences for LA -> Survey on the competences was carried out
- Draft PRA report *Professional recognition in IFLA EUROPE countries: Problems and opportunities at national level* is ready, waiting for feedback by the delegates, results will be presented for this process on **Friday May 7, 10 am CET**
- Next week you will receive the link to the draft CTF and you will be able to comment on it.

Where are we in the process?



Next steps



- InnoLAND will collect your feedback on the draft CTF
- Dilemmas and choices will be discussed on May 7
- Next meeting: Friday May 7, 2021: 10 am CET: results PRA and draft proposal for CTF LA (with discussion on dilemma's)
- Between May 7 and June 7 possibility to comment on the second draft, that also includes the result of the PRA survey
- June 15, deadline for handing the paper on the proposed CTF and a presentation for the ECLAS 2021 conference.

Any questions on the process?



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STRUCTURE OF THE CTF COMPETENCES AND LEARNING LINES MAIN RESULTS SURVEY

JEROEN DEVRIES

LE:NOTRE INSTITUTE

Structure of the CTF (1)

1. Context of the profession

2. The contribution of the specialists

Roles and responsibilities (main functions and core-competences listed including leadership and research and ethical standards)

The context of their contributions (actual needs of society)

3. The demographics of the profession *(based on IFLA Europe PRA)*

Tables for countries with fields of practice and the professional regulation and the professional title

Demonstration of obstacles to mobility with help of facts and data

Structure of the CTF (2)

4. The shape of a common training framework

4.1 Equivalence of standards:

Structure of the education, main elements of training, elements of sub- specialisation

4.2 Expected base of knowledge, skills and competences (updated according to MURAL and survey)

Generic knowledge, skills and competences

Specialist knowledge within discipline

Skills and knowledge to carry out research, development and audit

Leadership skills and competences

4.3 An expected code of conduct (based on the IFLA world code of conduct)

Conduct, values, ethical standards.

Compliance to the code of conduct






5. Conclusions

Areas of knowledge IFLA Europe and LA Competences (1)

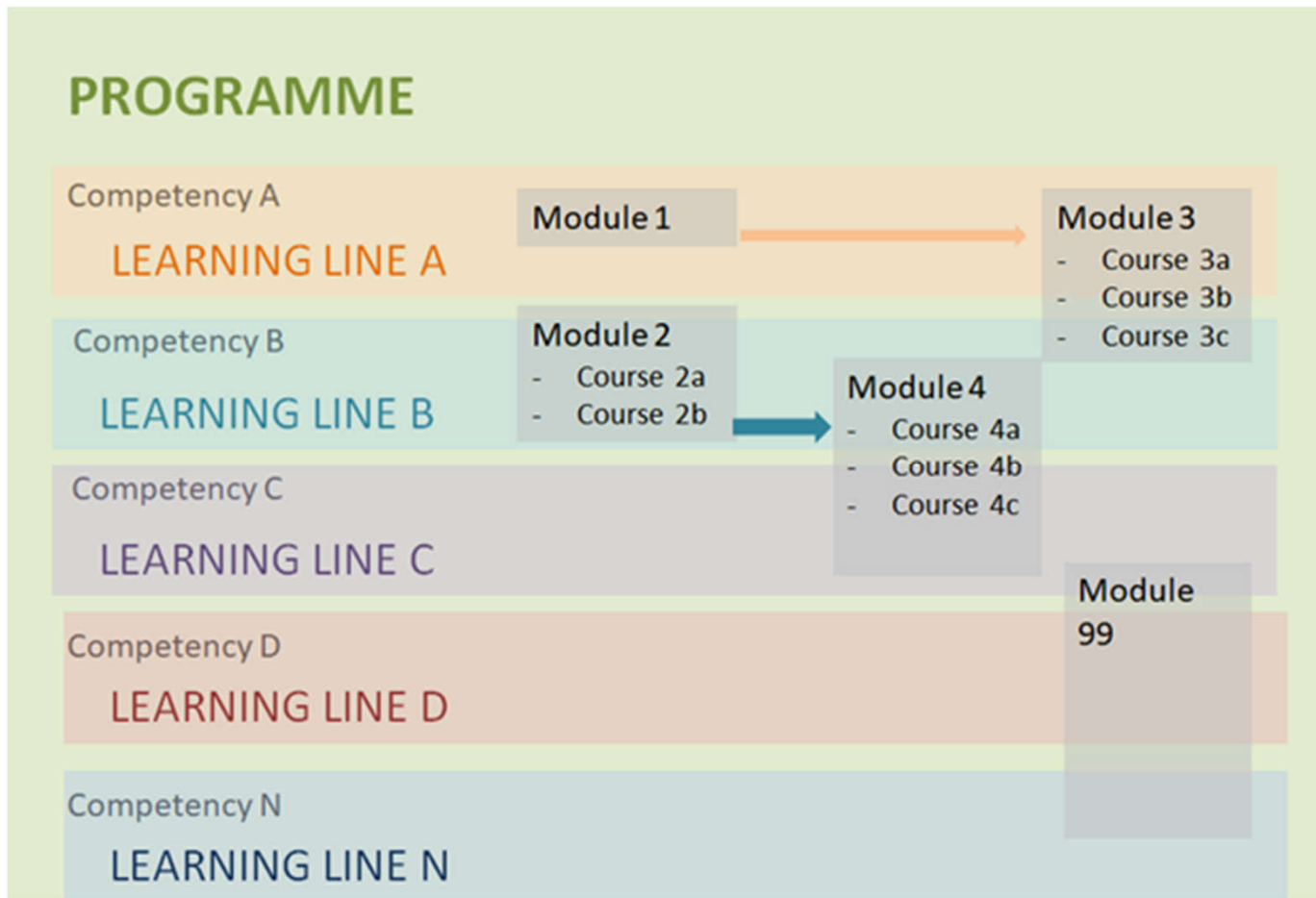


IFLA Europe Areas of knowledge for recognition	Areas of knowledge, skills and understanding Birmingham & Warsaw document	Blocks of competences ECLAS 2010 / EULAND21 / new InnoLAND	Additional aspects and/or deeper focus based on the InnoLAND process until February 26, 2021
Cultural and natural systems	1. physical landscape as well as the natural systems and processes	G1 Landscape architecture foundation, background and supporting competences	Systems approach, Climate resilience (heat, flooding, peak run-off, sea level rise, draught) , Biodiversity strategy, Hazards, Green and Blue Infrastructure, Ecosystem and landscape services, Landscape diversity, Landscape Character Assessment.
Theory and methodologies in design and planning		A1 Research, Theory and Methodology in Landscape Architecture	Participatory Action Research, Research by Design.
Landscape design, management, planning and science at all scales and applications Public policy and regulation	5. The legal, political, institutional and policy frameworks 6. Approaches, methods and techniques for representing and analysing the landscape 8. Practical planning, management and design principles and skills for landscapes	B1 Landscape Design B2 Landscape Planning B3 Landscape Management	Ability to translate policies into planning, management and design, and to critique these and contribute to these. Ability to integrate spatial strategies, concepts, design solutions on various levels (national, regional, area, site). Ability to develop scenarios and alternative strategies. Ability to integrate ecosystem services in plans and clarify these to others. Defining landscape quality objectives. Applying Nature Based Solutions.
Landscape design, management, planning and science at all scales and applications	3. development, morphology and function of urban settlements, in particular related open space structures	C1 Urban Open Space Planning (and Policy)	Urban Ecology.
	2. typical patterns of vernacular cultural landscapes	C2 Interpretation and Conservation/Management of Cultural Landscapes	Heritage (old and new), Conservation by Development and Innovation, Traditional land use and management redevelopment (role of animals, heritage species, traditional production methods).
	7. historic and contemporary parks, gardens, planned and designed landscapes, landscape	C3 Conservation/ Management of Parks and Gardens	

Areas of knowledge IFLA Europe and LA Competences (2)

 IFLA EUROPE INTERNATIONAL FEDERATION OF LANDSCAPE ARCHITECTS	 ECLAS EUROPEAN COLLEGE OF LANDSCAPE ARCHITECTURE SCHOOL  IFLA EUROPE INTERNATIONAL FEDERATION OF LANDSCAPE ARCHITECTS	 ECLAS EUROPEAN COLLEGE OF LANDSCAPE ARCHITECTURE SCHOOL	 INNO LAND
IFLA Europe Areas of knowledge for recognition	Areas of knowledge, skills and understanding Birmingham & Warsaw document	Blocks of competences ECLAS 2010 / EULAND21 / new InnoLAND	Additional aspects and/or deeper focus based on the InnoLAND process until February 26, 2021
		C4 Planning/Design for Infrastructure Projects (and Landscape Impacts)	EIA/Strategic Environmental approaches; Visual impact assessment; Planning and evaluating alternative strategies; Prospective evaluation of plans.
Site engineering including materials, methods, technologies, construction docs	9. The materials, both living and inert, and techniques relevant for landscape projects	D1 Materials and Construction Techniques	Sustainability (ecological footprint), life cycle approach, sustainable urban drainage systems.
Plant material and horticultural applications		D2 Vegetation Establishment and Plant Materials	Habitats recovery, fostering biodiversity.
Information technology and computer applications		E1 Information Technology in Landscape Architecture	Geodesign, Artificial Intelligence, Innovative Digital Tools, Digital technology as a platform of exchanging, education and empowering.
Ethics and values related to the profession	10. The professional practice of landscape architecture, including the development & role of the professions, professional ethics	F1 Professional Practice of Landscape Architecture & Entrepreneurship	Project critique and evaluation, implementation of BIM.
Communications and public facilitation		INNO-1 Landscape Democracy	Co-creation, Community involvement and participation, Stakeholder mapping, Landscape Justice, role of landscape observatories.
	4. perception of individuals, social groups and society as a whole and how they value and interact with their landscapes	INNO-2 People in space	Quality of life, well-being, healthy and safe environments, thermal comfort in cities, inclusiveness, landscape perception and experience (holistic, haptic), environmental psychology.
		INNO-3 Productive landscapes	Analysing and planning for: Energy landscapes, Foodscapes and resilient food systems, landscape economy, re-use of land, urban-rural relations.
Ethics and values related to the profession		INNO-4 Landscape ethics and sustainability	
History of cultural form and an understanding of design as a social art			

Subject specific competences and learning lines



The CTF will:

- NOT proscribe a programme
- define the main subject specific and generic competences for all LA
- define possible specialisations
- define the level of the competences

Source EULAND21 project

Generic competences, learning lines, assessment

Generic competences	Subject-specific competences										
	G1	A1	B1	B2	B3	C1	C2	C3	C4	D1	D2
Interpersonal competences											
INT.1. Critical and self-critical abilities / Reflective practice and the ability to learn from failures	X	A	A	A	A						
INT.2. Ability to accept criticism and to take it into account		A	A	A	A						
INT.3. Teamwork			A	A	A						
INT.4. Interpersonal skills			A	A	A						
INT.5. Ability to work in an interdisciplinary team		X	A	A	A	X	X	X	A		
INT.6. Ability to communicate with experts in other fields		X	A	A	A	X	X	X	A	X	X
INT.7. Appreciation of natural diversity and multiculturalism / Understanding the cultural environment			X	X	X	A	A	A			X
INT.8. Ability to work in an international context		X	X	X	X						
INT.9. Ethical commitment		A	A	A	A	A					
Systemic competences											
SYS.1. Capacity for applying knowledge in practice			X							X	X
SYS.2. Research skills	X	A	X	X	X					X	X
SYS.3. Capacity to learn	X	X	X	X	X	X	X	X	X	X	X
SYS.4. Capacity to adapt in new situation			X	X	X						
SYS.5. Capacity to generate new ideas		A	A	A	A					X	X
SYS.6. Leadership			A	A	A						
SYS.7. Understanding of cultures and customs of other countries			A	A	A						
SYS.8. Ability to work autonomously		A	A	A	A					X	X
SYS.9. Project design and management			A	A	A						
SYS.10. Initiative and entrepreneurial spirit			X	X	A				X		
SYS.11. Concern for quality		A	A	A	A					X	X
SYS.12. Will to succeed			A	A	A				X		
SYS.13. Capacity of argumentation, abstraction, project management, to set priorities			A	A	A						

Key: **A**= assessment of the competence; **X** = learners actively work on acquiring the competence



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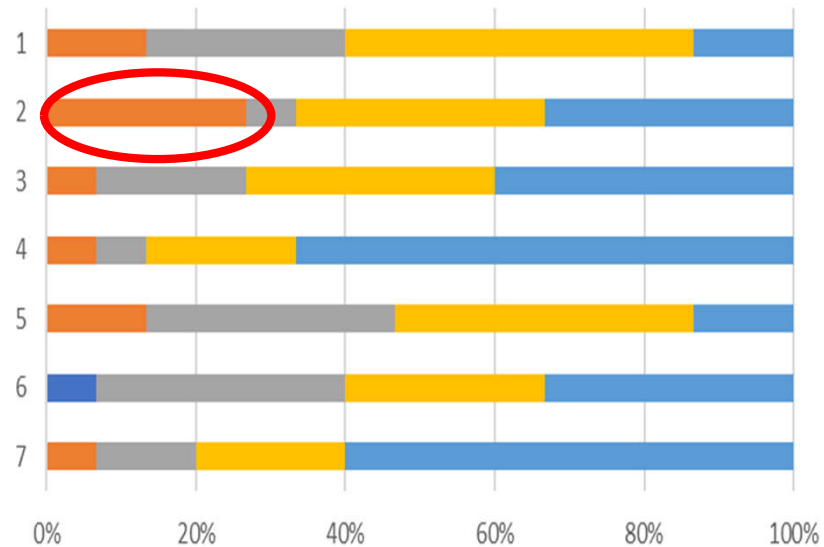
OVERVIEW OF THE RESULTS OF THE FIRST SURVEY

JEROEN DEVRIES

LE:NOTRE INSTITUTE

Ranking traditional competences of landscape architects

1. developing new/ improved theories and methods, **providing advice on LA-policy;**
2. **inspecting sites, consulting clients, management and other stakeholders** to determine type, style, size of proposed buildings, parks, roads and other open spaces;
3. **compiling and analysing site and community data** (geographical, ecological features, landforms, soils, vegetation, hydrology, visual characteristics, human-made structures) for land use and development recommendations, feasibility studies and EIS;
4. **reports, strategic plans, site plans, working drawings, specifications and cost estimates** for land development, showing location and details of proposals, including ground modelling, structures, vegetation and access;
5. **writing specifications and contract documents** for use by builders and civil engineering contractors and calling tenders;
6. **making necessary contracts** to ensure feasibility of projects regarding style, cost, timing, and compliance with regulations;
7. **identifying and finding best solutions** for problems regarding function and quality of exterior and making necessary **designs, drawings and plans;**



Conclusion:

■ not at all relevant ■ is not so relevant ■ is neutral ■ is relevant ■ is very relevant

Missing tasks and roles of LA (actual needs of society: social, environmental, and economic needs (1)

- Proposing studies and guide-lines at the **regional scale level**
- Creating **aesthetically valuable urban open space** and other landscapes. Aesthetics make us like, protect, maintain the environment and keep it running well for years (2x)
- Involvement in **teaching in higher education &** relevance of LA in the **environmental education**
- **Trans-disciplinarity & multi-disciplinarity cooperation (3X)** – Further than related to landscape architecture, it might also be policy related to landscape or land use. Landscape architects could also be involved in steering inter and transdisciplinary processes

Missing tasks and roles of LA (actual needs of society: social, environmental, and economic needs (2)

- "- **Cultural aspect:** not just in connection with heritage sites, also in contemporary design (**connections to other arts e.g. music, fine art, poetry..**) => **tourism!**-

Environment psychology aspect (genius loci, mood, beneficial impacts of the green surfaces..)-

education:1) hand draw, manual exercises are necessary (indispensable!) to develop mental and

manual skills: constructing=getting know the different materials, modelling=find out and practice the

3D forms and spatial structures by your hand. To be short: manual activity is necessary to improve

creativity. Of course you need to use digital things/software but should never squeeze out the manual

practices/exercises. Digital visualization is almost an own profession nowadays (3D, video).2) High

importance of **field works!**"

- Managing **public participatory processes** (2x) – including co-design and co-creation
- Develop **new concepts and adopt to existing ones** (NBS, Green infrastructure, Climate change, **societal changes (2X**

Contributions of LA to public benefits? With a legal base or not (1)

- Public health and well being (7X) – more clear in COVID-19 times
- Public safety (2x)
- Improving quality of life
- Social inclusion
- Environmental protection
- Climate resilience
- Nature conservation (by landscape planning)

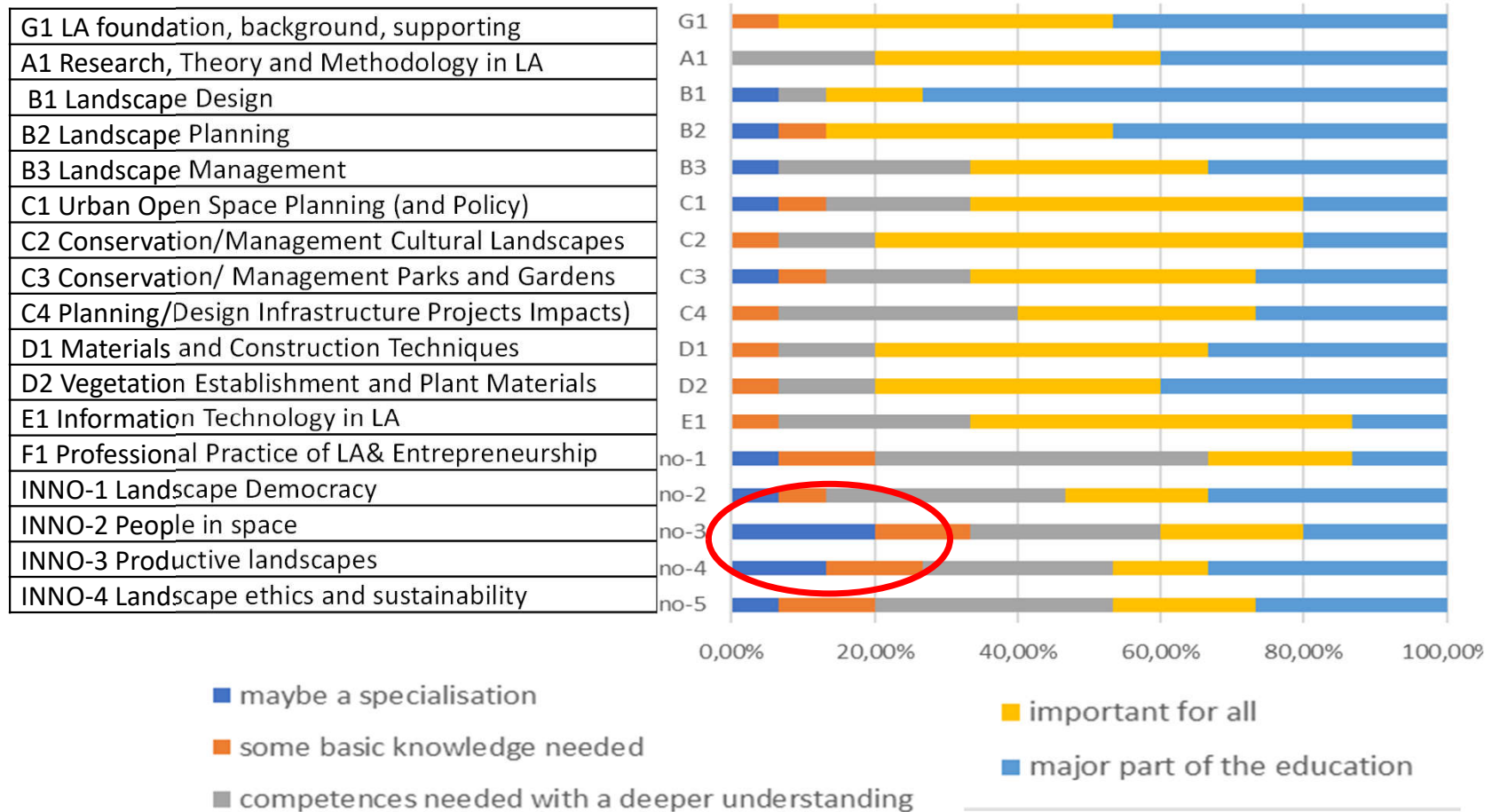
Contributions of LA to public benefits? With a legal base or not (2).

- Enhancing **biodiversity and nature perception** (2x)
- **Green Infrastructure** at different scales, providing **Ecosystem Services** of the different spaces.
- **Participation and collaboration projects** with residents in city neighbourhoods and villages in rural areas, related to land use, design, restoration and maintenance of the public realm, including place making (3x)
- **Real estate value, place attractiveness**
- **Maintenance and care of green spaces** should be a stronger field where landscape architects can become more visible.

There is a weakness because many of the services that LA provide are not legally required

- Involvement in teaching in education

Rating of the subject-specific competences



Additional focuses or competences (1)

- Systems approach (3x),
- Climate resilience (heat, flooding, peak run-off, sea level rise, draught, hazards)
- Biodiversity strategy
- Green and Blue Infrastructure,
- Ecosystem and landscape services
- Landscape ecology, soil science
- Landscape diversity, Landscape biography
- Landscape Character Assessment.

Additional focuses or competences for LA (2)

- Research by design (2x)
- Participatory research
- Reference studies
- Project critique and evaluation,
- Drawing as a tool for understanding the reading of space
- Knowledge of LA History

Additional focuses or competences (3)

- Translate policies into planning, management and design, and to critique these and contribute to these.
- Integrate spatial strategies, concepts, design solutions on various levels (national, regional, area, site).
- Develop scenarios and alternative strategies.
- Integrate ecosystem services in plans and clarify these to others.
- Defining landscape quality objectives.
- Applying Nature Based Solutions.
- Design at various levels
- The relationship between management and design

Additional focuses or competences (4)

- Urban Ecology
- Urban water systems
- Urban green infrastructure
- Landscape urbanism and its relation to landscape architecture
- Urban sociology
- Urban utility systems

Additional focuses or competences (5)

- Heritage (old and new),
- Conservation by Development and Innovation,
- Traditional land use and management redevelopment (role of animals, heritage species, traditional production methods).
-
- EIA/Strategic Environmental approaches;
- Visual impact assessment;
- Planning and evaluating alternative strategies;
- Prospective evaluation of plans.

Additional focuses or competences (6)

- Sustainability (ecological footprint),
- Life cycle approach, Recycling materials
- Sustainable urban drainage systems.

- Plant characteristics related to sustainability topics (heat islands, biodiversity, particulate matter, water and soil purification, etc.
- Dendrology
- Habitats recovery,
- fostering biodiversity.
- Rewilding
- Vegetation ecology (Phytoecenology)

Additional focuses or competences (7)

- Geodesign
- Innovative Digital Tools: e.g. 3D design and graphic software
- Artificial Intelligence
- Digital technology as a platform of exchanging, education and empowering
- Implementation of BIM
- Working with mixed methods in order to get a view of the whole spectrum of manual and digital techniques

Additional focuses or competences (8)

- Co-creation
- Community involvement and participation
- Organise communication in landscape processes & knowledge on the role of stakeholders
- Stakeholder mapping
- Landscape Justice, Landscape ethics
 - e.g. how to choose your design projects in a just framework of ethics and sustainability (e.g. do we still design big private gardens in an urbanised context?)*
- Role of landscape observatories

Additional focuses or competences (9)

Analysing and planning for:

- Energy landscapes,
- Introduction to forestry
- Foodscapes and resilient food systems,
- Food forest as an interesting design object
- Landscape economy,
- Re-use of land

Additional focuses or competences (10)

- Landscape aesthetic
- stimulation for creativity, an own profile as LA
- some art: styles, understanding,

- Quality of life & well-being, healthy and safe environments, thermal comfort in cities,
- inclusiveness,
- urban-rural relations.
- landscape perception and experience (holistic, haptic),
- environmental psychology.
- Anthropology
- Human ecology

Transversal skills



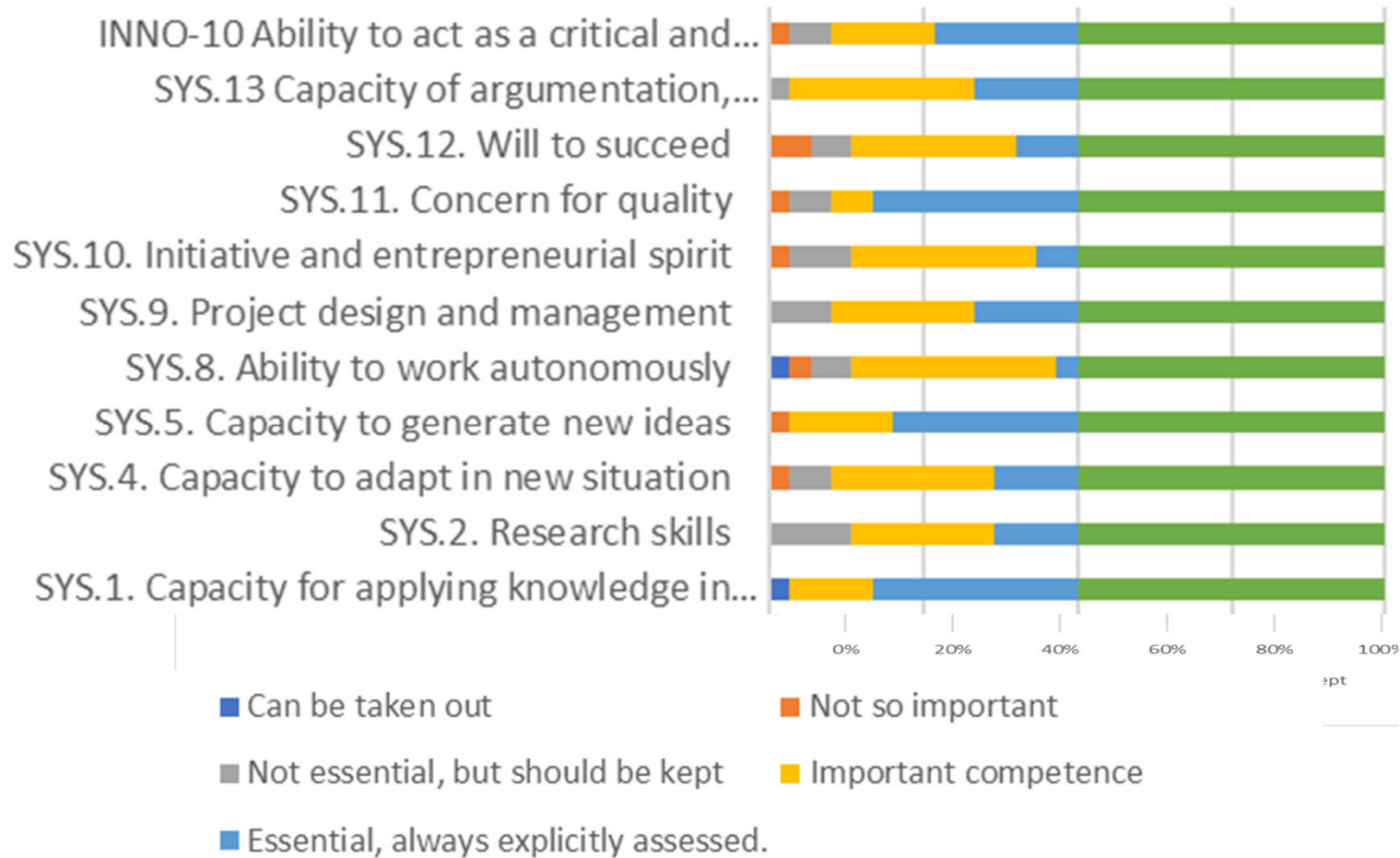
Generic competences- instrumental



Generic competences - interpersonal



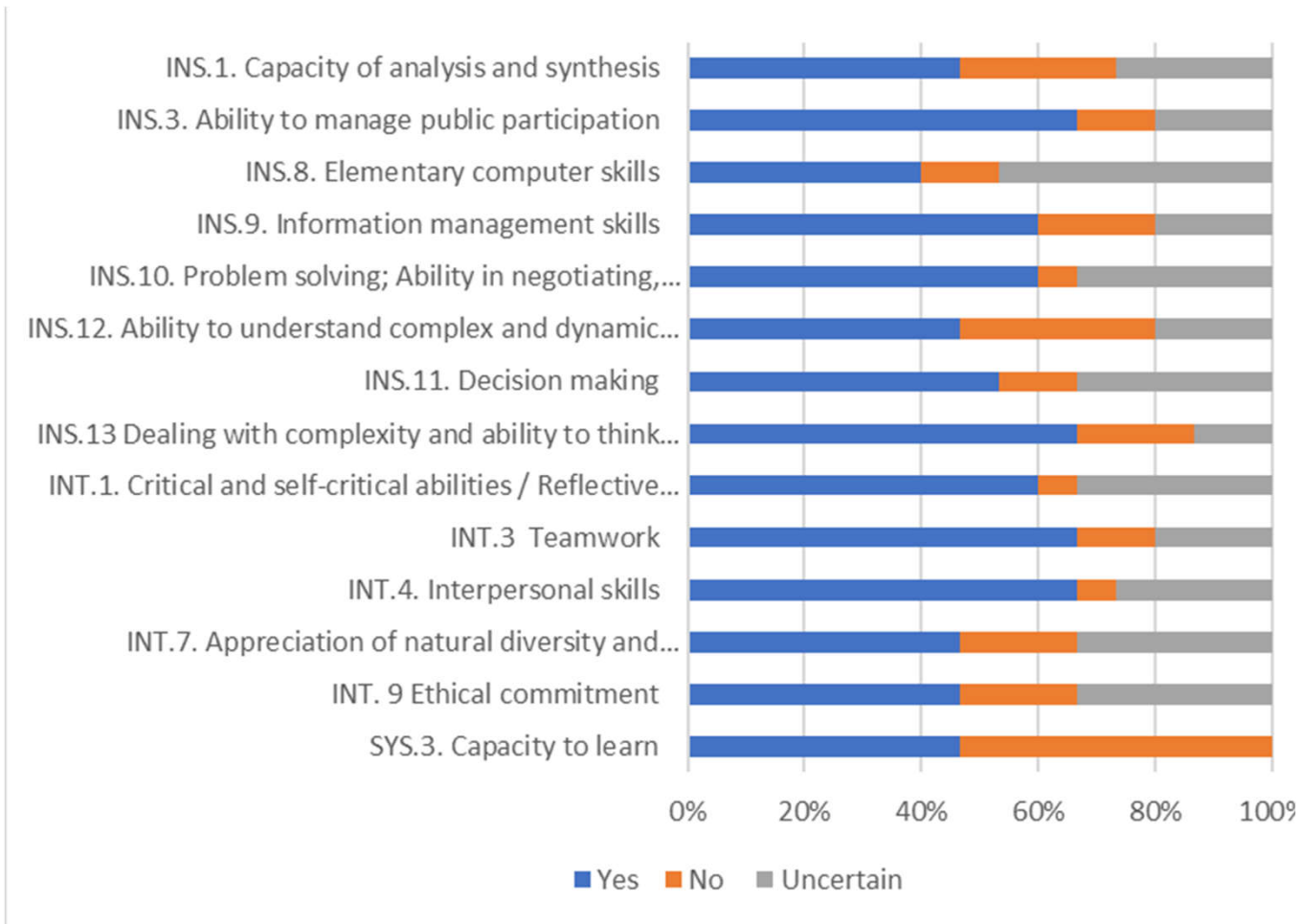
Generic competences- Systemic



Suggestions for generic competences

- Some of the competencies are/can be learned and practiced while doing it e.g. working in a diverse group, important to point this out to the students. (e.g. while we are presently teaching online most of the time, I make the students use new digital tools and tell them this is for the moment, but also for their professionalization)
- We probably need to integrated formulations.

Generic competences to be taken out?



IFLA code of ethics – selection of articles

source: <http://iali.or.id/jabar/wp-content/uploads/2014/02/IFLACodeofEthics.pdf>

Society and clients

1.1 To promote the highest standard of professional services, and conduct professional duties with honesty and integrity;1.3 To observe all laws and regulations related to the professional activities of landscape architects in the respective countries;1.4 To be fair and impartial in all dealings with clients' contractors, and at any level of arbitration and project evaluation.

Professional colleagues

2.1 To promote services truthfully, without exaggeration, or misleading or deceptive claims that are discreditable to the profession of landscape architecture, or to the work of other practitioners.2.2 To ensure local culture and place are recognized by working in conjunction with a local colleague when undertaking work in a foreign country.2.3 To act in support of other landscape architects, colleagues and partners in their own and other disciplines. Where another landscape architect is known to have undertaken work for which the member is approached by a client, to notify the professional colleague before accepting such commission.

The landscape and environment

3.1 To recognize and protect the cultural and historical context and the ecosystem to which the landscape belongs when generating design, planning and management proposals. 3.2 To develop, use and specify materials, products and processes which exemplify the principles of sustainable management and landscape regeneration. 3.3 To advocate values that support human health, environmental protection and biodiversity.

Additions & comments on the IFLA code of ethics

There are two codes of ethics:

- IFLA world

<http://iali.or.id/jabar/wp-content/uploads/2014/02/IFLACodeofEthics.pdf>

- IFLA Europe
(https://www.iflaeurope.eu/assets/docs/150218_IFLA_Europe_Code_of_Ethics_CBr.pdf, 2014)

Responses in the survey:

- No additions, IFLA Code is OK, no comments (5x)
- It is more important that these principles are **monitored, discussed and put to life.**
- **web agree** with IFLA code of ethics
- "Preservation of cultural values of the landscape and heritage protection. To recognize and promote local values and the values of the globalization as well"
- **Holistic view** on landscape in 3.1 Now it seems like cultural historical context and ecosystem are separated. While a view on the coherence of this all is substantial.
- **Collaboration with other disciplines**, open for new ideas, critical thinking
- "LA are always dealing with the **soil and part of our earth!** LA may learn a lot about ecological principles - but need to know (as biologists and other scientists, too) that they can only understand what they see, learn, experience - we never know how life is for animals, plants etc. (maybe too philosophical?) - **Keep respect to our world.**"
- Willingness to find the most **sustainable solution**



Final comments

It will be challenging to both engage with the big 21th century themes (holistic, integrative, sustainable) and stick to the specialities of green spaces, designing them, executing them, ... Although a master, the time to teach students is still limited. I suppose choices will have to be made.

Specialization and "should comprise the major part of the education" do not exclude each other. (First question types:) B1,B2, C1 are also needs basic knowledge, etc. E.g. Materials and Construction Techniques in a basic level it is important for everyone, but after it needs just those (higher level) who will be a specialist of Open Space or Landscape Design.

The core competences and the InnoLAND competences are formulated differently, I find it difficult having all of them in one matrix since their level of abstraction is different.

Survey too abstract, too detailed

First conclusions for discussion

- New roles and tasks can be added to the traditional ones.
- We can argue that LA contributes to public benefits, but the legal framework is more embedded in policies than legally required.
- The subject specific competences should be formulated in the same level of abstraction, new themes or focus points can be integrated.
- It is still a question of we should aim for less fields of knowledge / thematic areas.
- The transversal skills (SDGs) are good integrations of a long list of generic competences, we can extend these with the ones from the Tuning project that are not redundant.
- The code of ethics can be included in de CTF, but we have to decide which one to adopt (world or Europe) and whether to elaborate it more for ecological and cultural values, and sustainability.
- **Feedback also on the General Padlet:**
<https://padlet.com/geronimo2/3qqzgt93cm5b3uxj>

THEMATIC DISCUSSION



1. CORE COMPETENCES VS NEW COMPETENCES

[HTTPS://PADLET.COM/GERONIMO2/CN1KJBV0XF5TUS2G](https://padlet.com/geronimo2/cn1kjbv0xf5tus2g)

2. HOW CAN STUDENTS ACQUIRE COMPETENCES INTEGRALLY AND HOW TO ASSESS?

[HTTPS://PADLET.COM/GERONIMO2/RLN798Y8NQUEM9QA](https://padlet.com/geronimo2/rln798y8nquem9qa)

3. STRUCTURE AND DURATION OF LA PROGRAMMES

[HTTPS://PADLET.COM/GERONIMO2/NV5KGMDFPDKWAVNJ](https://padlet.com/geronimo2/nv5kgmdfppdkwavnj)

4. CONVERSION MASTERS

[HTTPS://PADLET.COM/GERONIMO2/6X1MWNZVSNMR1YXU](https://padlet.com/geronimo2/6x1mwnzvsnmr1yxu)



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CONCLUSION & WRAP UP

GINTARAS STAUSKIS

VILNIUS TECH

APRIL 16, 2021

Common Training Framework for Landscape Architecture



ECLAS
EUROPEAN COUNCIL OF
LANDSCAPE ARCHITECTURE
SCHOOLS



IFLA EUROPE
INTERNATIONAL FEDERATION
OF LANDSCAPE ARCHITECTS

The powerpoint of the presentation will be send in the beginning of next week
The recording of the first part will be placed on the website at the end of April
Thanks for your contribution, see you all on Friday May 7, 2021 10 am CET