



The Common Training Framework for Landscape Architects for the future of the profession

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Scales of Change

ECLAS 2022 --- University of Ljubljana, Slovenia
12-14-09-2022



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Common Training Framework

for getting automatic recognition of our profession

- One important precondition to get automatic recognition is the question to be a regulated profession
- Regulated / not regulated profession



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.

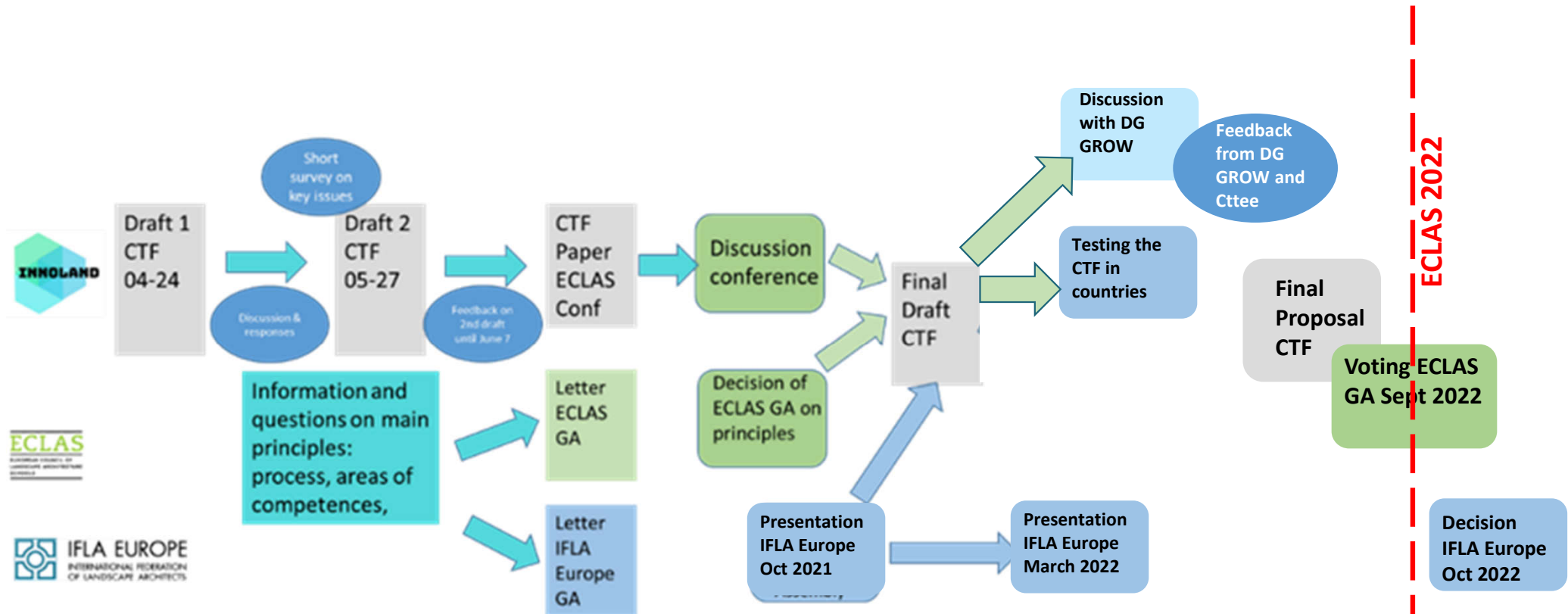
From January until June 2021, a collaborative process was conducted within the framework of the InnoLAND project:

- 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

In 2021 this resulted in a draft proposal CTF for landscape architecture



The process of formulating the CTF so far



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Pilot testing of the draft CTF

December 2021- March 2022

Goal: to test to what extent the draft proposal for the CTF is complying with the standards for the qualifications of landscape architects in 11 countries where:

- the profession is regulated: Austria, the Netherlands, Hungary, Slovenia
- there is no regulation: Bulgaria, Finland, Iceland, Lithuania, Portugal
- there is neither regulation nor recognition (Spain).

PM: In countries where the profession is not regulated, a register for landscape architects does not exist. Here LA are not required to complete a post graduate traineeship nor to take part in continuous professional development.



Conclusions of pilot testing (1)

1. First draft standards are **generally complying** with the national standards in each country.
2. National standards are **more generally** formulated -> Move detailed aspects of competences to an Annex.
3. The **balance between theory and practice** is NOT mentioned in regulations, however the competences cover both. Naming the **number of ECTS is too specific**: when competences are clear, no need to regulate this in detail.
4. **Guidelines** are **NOT** considered in National Regulations, not problematic for the compliance.
5. Competence of **understanding needs and expectations of the actual and potential users and relevant actors** are **NOT** specified.



Conclusions of pilot testing (2)

- 6. Research** is not mentioned in professional standards, but in general National Regulations for Higher Education it is required that graduates acquire research competences.
- 7. Productive landscapes** are NOT mentioned, and may be too specific for the CTF, it is suggested to include these in the guidelines.
- 8. Transversal and transformative competences:** in general, these are not mentioned in the national standards. These competences are expected to result from the Accreditation requirements set by the National Accreditation Organisations on the basis of EU Higher Education policies.
- 9.** The compliance with a **code of ethics** is not well integrated in the standards.

Common Training Framework

Two page document which consists of 10 Articles:

Article 1. Scope

Article 2. The task of landscape architects

Article 3. Academic and practice requirements

Article 4. The core areas of landscape architecture education

Article 5. Fields of knowledge, understanding and skills

Article 6. Balance between practical and theoretical aspects of education

Article 7. National and International registration

Article 8. Continuous Professional Development

Article 9. Compliance with code of professional standards and ethics

Article 10. Common Training Test and recognition of professional qualification

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Common Training Framework (art 1 and 2)

Article 1. Scope

- Profession of Landscape Architects
- Minimum Standards of requirements of the professional recognition

Article 2. The task of landscape architects

- See definition of tasks of Landscape Architects



Landscape architect profession definition

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New definition voted at IFLA WC 2020 (in close cooperation with ILO)

*Landscape Architects plan, design and **manage natural, rural and built environments**, applying aesthetic and scientific principles to address the 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.*

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Common Training Framework (art 3 and 4)

Article 3. Academic and practice requirements

- At least level 7 of the EQF, a master diploma or equivalent in the field of LA
- Professional training is needed as a postgraduate traineeship

Article 4. The core areas of landscape architecture education

- Landscape planning
- Landscape design
- Landscape management

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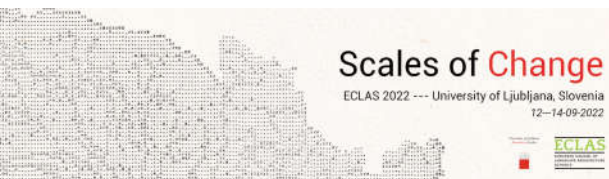


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Common Training Framework (art 5)

Fields of knowledge, understanding and skills (1)

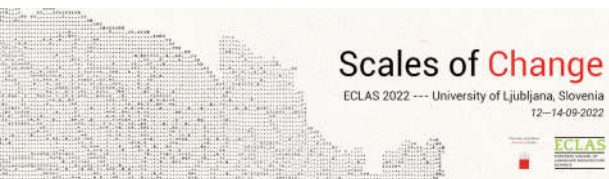
1. The **structure of the physical landscape** as well as the **natural systems and processes** operating to shape and influence it.
2. The **historical development** and the land use and management systems that have led to today's typical patterns of vernacular cultural landscapes.
3. The development, 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**.



Common Training Framework (art 5)

Fields of knowledge, understanding and skills (2)

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**.



Common Training Framework (art 6)

Article 6. Balance between practical and theoretical aspects of education

The study programme must maintain a balance between practical and theoretical aspects.

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.

In guidance: practical aspects should at least comprise 50 % of the ECTS (Studios, project work, living labs, e.g.)



Common Training Framework (art 7 and 8)

Article 7. National and International registration

LAs which practice within this CTF should be included in national Landscape Architects register and should be eligible to get the European Professional Card

Article 8. Continuous Professional Development

Registered Landscape Architects are required to participate in Continuous Professional Development



Common Training Framework (art 9 and 10)

Article 9. Compliance with code of professional standards and ethics
Registered Landscape Architects are required with the recognised code of professional standards and ethics

Article 10. Common Training Test and recognition of professional qualification
Landscape architecture graduates are entitled to recognition by the authorized national body



Common Training Framework

Article 1. Scope

Article 2. The task of landscape architects

Article 3. Academic and practice requirements

Article 4. The core areas of landscape architecture education

Article 5. Fields of knowledge, understanding and skills

Article 6. Balance between practical and theoretical aspects of education

Article 7. National and International registration

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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

For this 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 had meetings with DG GROW. They gave advice and started a process. It became clear that there is still a long process ahead.

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Conclusions

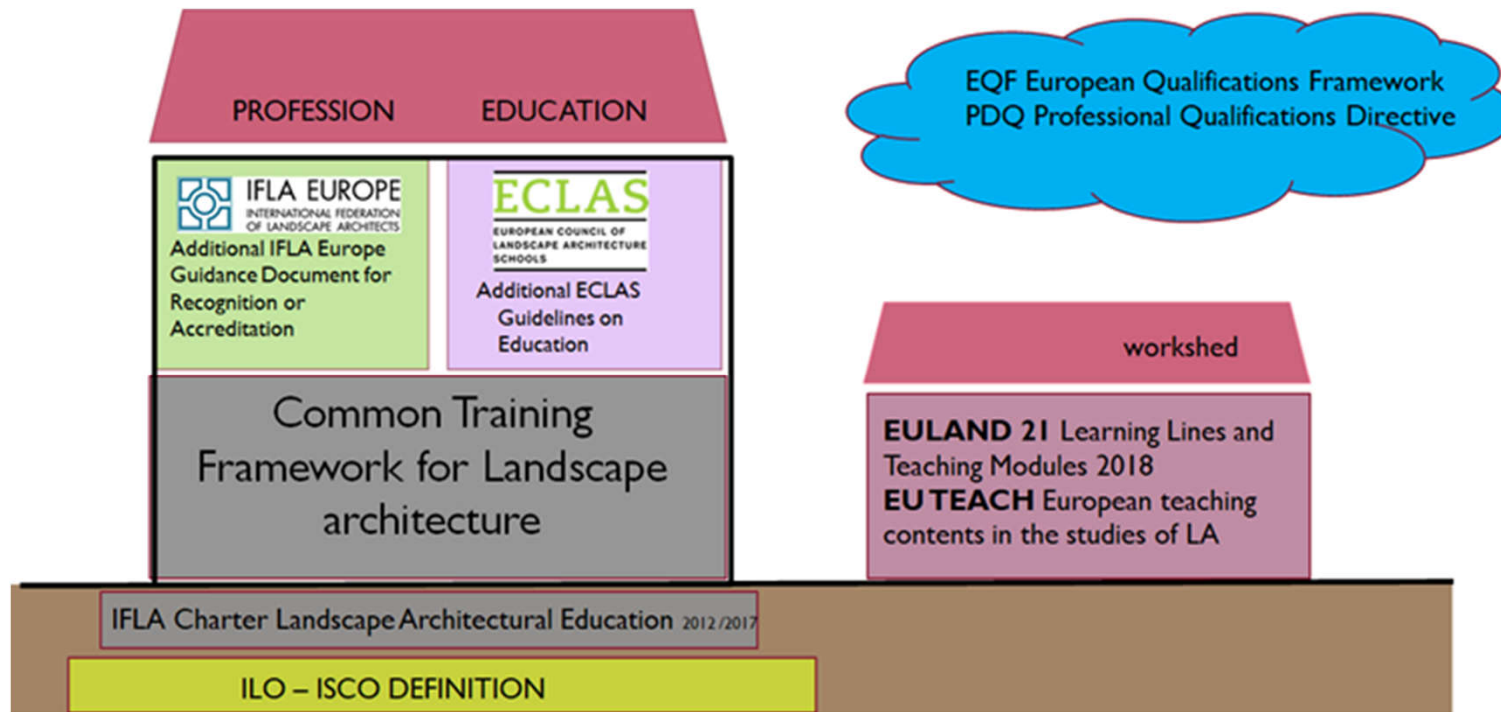
We have a **concise and tested** draft of a CTF for Landscape Architecture

Even without EU establishment a common training framework is important to establish a **bench mark** for landscape architecture education

The CTF will form the basis for **updated ECLAS Guidance** and **IFLA Europe documents for professional recognition**



Common Training Framework in its context



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