

# INNOLAND



## OVERVIEW OF THE RESULTS OF THE SECOND SURVEY FOR DRAFTING A CTF FOR LANDSCAPE ARCHITECTURE

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## Overview of the survey

Mails sent out: 167

Average number of participants in the sessions: 50-60

Complete answers: 52

Represented countries:

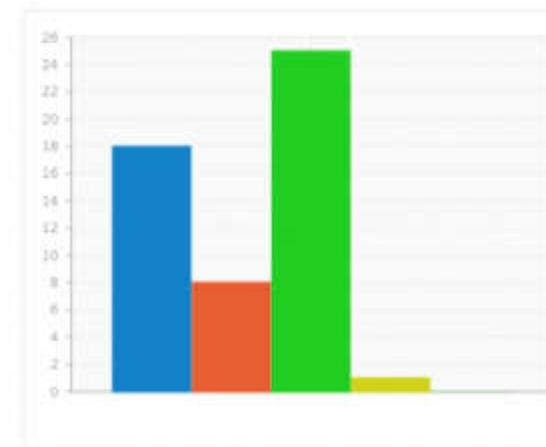
Albania, Austria (3x), Belgium (4x), Bulgaria, Croatia (3x), Czech Republic, Danmark (2x), France, Germany (4x), Greece, Hungary (2x), Iceland, Ireland, Italy (3x), Latvia, Lebanon (World), Lithuania, Netherlands (5x), Portugal (5x), Romania, Schwitzerland, Serbia, Slovakia, Slovenia, Spain (3x), Sweden, Turkey, United Kingdom

The CTF can contain a statement on the requirement for a formal trainee period after graduation before getting the qualification of a registered landscape architect. What is your opinion on this?

Answer	Count	Percentage
The CTF should mention that a traineeship is required and define a minimum of 2 years, a supervisor, a final assessment (A1)	18	34.62%
The CTF should not mention that traineeship that ends with an assessment is required (A2)	8	15.38%
The CTF should mention a traineeship, but the length, requirements, should not be defined. These can vary depending on to the national circumstances (A3)	25	48.08%
Other	1	1.92%
No answer	0	0.00%

#### Response

The CTF should mention that a traineeship is required for a duration of two years, but without supervisor (would be the boss or a landscape architect who certifies the knowledge and projects, and without a final assessment as this can vary a lot.



The paper with the proposition for the CTF contains a section on the code of ethics (the IFLA Europe Code of Ethics). In the first draft, only some of the standards of this code were included. We would like your opinion on what should be included. If the CTF includes the whole code, it might need changes if the code of ethics is updated. On the other hand, a clear insight into the code might be helpful

Answer	Count	Percentage
The CTF should contain the full text of all standards (A1)	1	1.92%
The current short text in the first draft is OK like this and should make a reference to the complete code (A2)	26	50.00%
The CTF should include the IFLA Europe Code as an Appendix (A3)	20	38.46%
Other	5	9.62%
No answer	0	0.00%

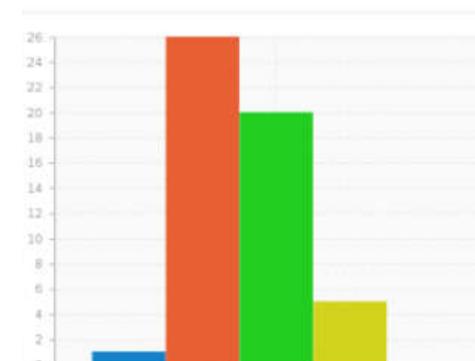
### Response

The CTF should refer to the IFLA Europe Code in its Bibliography. None of the Code needs to be cited in the text of the CTF, we can find it elsewhere. Including a few standards is confusing, all would be too many. Do not "repeat" the Standards in the CTF text

the current text is ok, but there should be an online reference link to the full document

Maybe a reference to the latest version of the IFLA Code could be contained in the Annex to the CTF

It is a pity that we (LA) do not have only one and short Code of ethics- IFLA World Level. Long and complicated Code of Ethics has no sense.



The core programme for Landscape Architecture should comprise competences of landscape planning, landscape design, landscape implementation, and landscape management. However, the CTF might mention that there are programmes with a specific focus on landscape planning or landscape design. What is your opinion on defining specialisations in the CTF?

Answer	Count	Percentage
I agree that the CTF mentions two possible specialisations: landscape design and landscape planning (A1)	13	25.00%
I disagree: we should not mention specialisations in the CTF, this can be part of more detailed guidance (A2)	30	57.69%
In addition to the two specialisation, 1 suggest to mention an additional specialisation (will mention this in the next question) (A3)	3	5.77%
Other	6	11.54%
No answer	0	0.00%

### Response

Me may only say that there are specialisations, without specifying them.

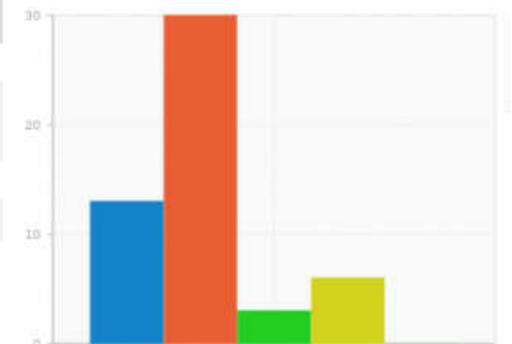
landscape management as this implies most open concepts and methods e. g. for developing resilience in times of climate change etc.

landscape construction

We should not mention specialisations in the CTF. No further guidance required.

landscape implementation and landscape management are specialisations, sometimes studies reach as far as design (fairly 'planning') and management or implementation is completely left out

I disagree: In the end, it is only crucial that a course meets the specifications of the CFT. If a specialisation contains too little of the other competences, the course does not meet the training requirements.



# Do you agree that the CTF does NOT mention the structure of the landscape architecture programmes?

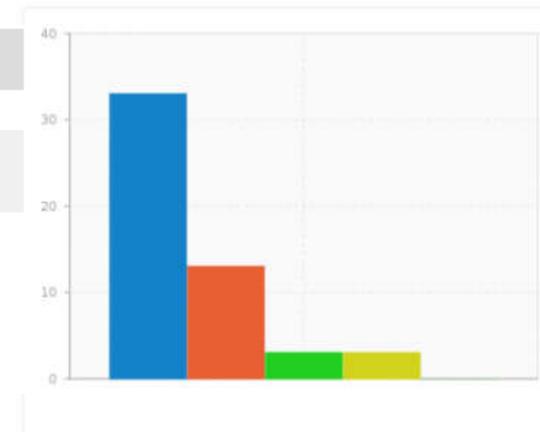
Answer	Count	Percentage
Yes, 1 agree that the CTF does NOT define the programme structure (A1)	33	63.46%
No, 1 want the CTF to give a statements on the required structure of LA programmes (A2)	13	25.00%
I have no specific opinion on this (A3)	3	5.77%
Other	3	5.77%
No answer	0	0.00%

## Response

Stipulate Masters Qualification in Landscape Architecture

I think CTF should mention not a structure but the core disciplines and field of knowledge / skills

Guidelines for programme structures would be good rather than defining a set structure: There are many variations of programme structures based on different educational systems and approaches.



## Do you agree that the CTF sets the standard for qualifying to a Master level (EQF level 7)

Answer	Count	Percentage
Yes, 1 agree to set the standard for qualifying as a registered landscape architect: a master level is required (A1)	38	73.08%
No, there should not be such a standard (A3)	2	3.85%
No, we should not define the level of qualification, but stick to the IFLA Europe guidance of a minimum of 4 years higher education in LA (A2)	7	13.46%
Other	5	9.62%
No answer	0	0.00%

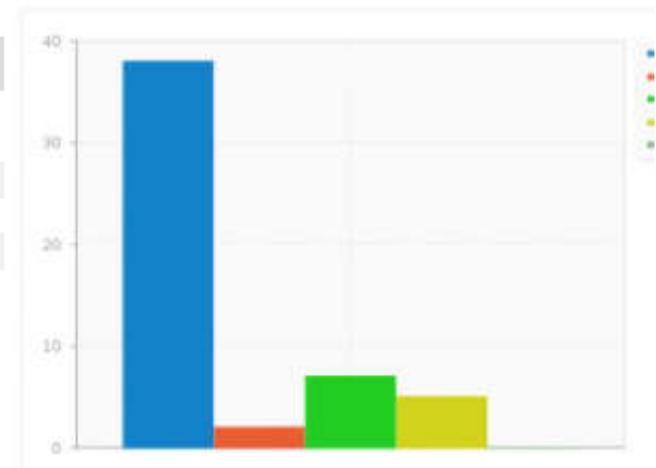
### Response

We should specify competence levels according to the EQF, this sets the framework for what we expect at each level

We should, if possible, follow what the PQD says about architecture qualifications

I cannot answer that.

Other possibility is to be open for options 1 and 3

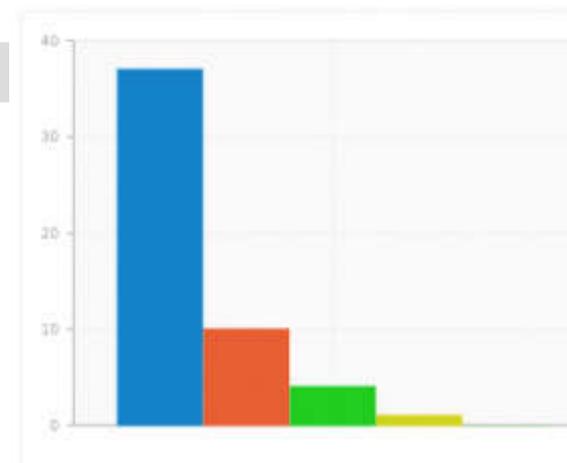


We discussed the need for Continuous Professional Development. The CTF could include a statement on this. What is your opinion?

Answer	Count	Percentage
The CTF should mention the need for continuous professional development but not set standards for this (A1)	37	71.15%
The CTF should mention the need for CPD and set a minimum of ECTS per year for this (A3)	10	19.23%
The CTF should mention the need for CPD and define also the consequences if a professional does not comply to the requirements. (A2)	4	7.69%
Other	1	1.92%
No answer	0	0.00%

#### Response

The CTF should RECOMMEND CPD (delivered locally by the National Institutes)



Is there anything else you would like to state, concerning the process, the draft common training framework, or the ECLAS paper with the proposed CTF (1)?

Let us design something which is open for future developments.

I think that it would be helpful for new schools of landscape architecture if the process of reaching CTF is divided in different steps. I mean some steps or stages to show how the process may start and how it may progress to the fulfillment of CTF. I understand that different schools may have quite different starting base and different backgrounds but some general guidance may be useful.

To the last question: in Germany, we have to be members of the chambers to be allowed to name ourselves landscape architects, members of the same chamber are also architects, urban planners and interior architects. To become a member, we need at least two years of certified practical work, to stay being a member, we need to follow training courses, they don't give ECTS but count the hours. Therefore, we have the hurdles already built in. I propose to stress the regular professional training, not continuous university training, in the best case, both work together.

Keep the paper as short and simple as possible. No need to explain everything, the purpose of the paper is to agree a common standard of training! It's the standards that matter.

Landscape architecture is a multi-dimensional profession as the landscape. Therefore CTF needs to be inclusive of design, planning, planting material and landscape plants as well as bio-cultural aspects of the landscape.

Is there anything else you would like to state, concerning the process, the draft common training framework, or the ECLAS paper with the proposed CTF (2)?

"1. We need more discussion of these issues - they cannot be resolved by questionnaires alone as often the answers are of the ""yes, but..."" nature!  
2. It seems to me that the ideal (required?) form of the CTF will have to be that of a piece of EU legislation - as it will have to be adopted by the EU Commission and as is already the case with the Common Training Test for Ski Instructors. As with all EU legislation this has three parts: 1. Recitals - which define the background and reasons for the legislation; 2. the substantive content or operative provisions - which form the normative part of the legislation; and 3. the annexes, which provide additional elaboration to the substantive clauses and must be referenced in the substantive clauses."

My office that started in 1999 has taken in students for work that are on bachelor or master levels. But once there was a LA that just had graduated with a Master in LA. That student came to my office with a grant from his country for the first 6 months. It is my opinion that such an employee gets a very important training for the future and can be called a CT in LA. For the office it is an opportunity to get to know young professionals and in some cases get a new employee for the future. It is important to raise this option in the CTF guidelines and to promote countries, EU, Erasmus Plus and others to make this possible for more students. This would also make the mobility of LA professionals more visible.

## Is there anything else you would like to state, concerning the process, the draft common training framework, or the ECLAS paper with the proposed CTF (3)?

I do appreciate the process - very open and friendly, perfectly prepared. Topics are very useful for schools of LA - we have possibility to understand current situation in different countries and we can better plan structure of education, ERASMUS cooperation, condition of registration, etc. I only wish that IFLA EUROPE is more a part of IFLA (world level) - we can use IFLA/ILO definition of our profession, IFLA Code of Ethics. We are "small profession" and the problems are not so different. Maybe inside Europe are more different than between Europe and other continents. So it seems to me, that freedom is better than strict European rules.

Traditionally, there is a strong overlap between architecture and landscape architecture in the Nordic countries, and a lot of practitioners perform within both disciplines. We wish to sustain this relation and openness, and therefore avoid narrow standards for the LA education. The LA scene is not too extensive in Denmark, and we wish to continue to offer a Master level in LA, to bachelors of architecture.

"Some additional continuous training for: - maintenance of green areas - local administration work concerning towns' green system/ urban landscapes"

I am researcher and teacher at the Aarhus School of Architecture (AAA) in Denmark. We are currently in the process of getting our landscape architecture programme (Studio UDLA Urban Design & Landscape Architecture) accredited by IFLA for the 4th period since the first accreditation (we just finished the third period). The programme is a 2 year, 120 ECTS master program (7th - 10th semester out of 10 semesters) focusing on landscape architecture. It builds upon a general 3-year architecture education (bachelor). The program on UDLA is project-based, meaning that every semester is built up of a semester project through which the students get their training (project supervision, lectures, workshops, etc.). In all 4 semesters on the Master program, students are asked and expected to develop projects that addresses the challenges we are facing in the Anthropocene. But the program structure on AAA (and KDAK in Denmark too, two out of three landscape architecture educations in Denmark) is fundamentally different from a module-based structure and follows a beaux art tradition where studies are carried out through project-based work. This structure is confirmed in the National State Directives for artistic education in Denmark. We strongly suggest that the CTF makes room for these types of programmes too (thus not only module based, course based educations), in order to maintain and strengthen the artistic and explorative dimensions of landscape architectural training and profession. Do not hesitate to contact me and AAA if this needs to be further explained and discussed. Thank you. Stefan Darlan Boris, AAA, Denmark.



# INNOLAND NEXT STEPS IN THE PROCESS

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# Process of InnoLAND Erasmus+ project 2021

