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Common Training Framework for Landscape Architecture - minimum training requirements

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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 professionals. 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, 2020](#)).

Article 3. Academic and practice requirements

To meet the requirements of 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. For professional qualification as a landscape architect, candidates must complete a post graduate professional traineeship.

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

Landscape architecture projects, programmes and strategies need to be both feasible and sustainable. They should grow out of and fit into their social, environmental, economic and cultural context, with the participation of all relevant actors. For this, 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:

- a. *Landscape Planning for developing plans, strategies, scenarios, and visions for sustainable urban and rural landscapes;*
- b. *Landscape Design for designing aesthetic, functional and meaningful landscapes;*
- c. *Landscape Management for developing ecological-based tactical, strategical, and operational landscape management plans.*



To meet these needs 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 landscapes patterns.
3. The development, morphology, and function of human 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 conservation and development of landscape resources.
6. Approaches, methods, and techniques for representing the analysis and forecast of the structure, systems and processes of the landscape, including its relevant actors and stakeholders.
7. The precedents of historic and contemporary parks, gardens, planned and designed landscapes, landscape designs and plans.
8. Planning, management and design principles and skills for intervening in landscapes, at different scales of time and space for the wider benefit of the environment, society and economy 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 tools for research in landscape architecture on planning, design and management.
12. Transversal and transformative competences of landscape architects to contribute to sustainable landscapes and addressing environmental challenges.

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. Common Training Test and recognition of professional qualification

Professionals complying with the requirements of this CTF are entitled to apply for recognition of their professional qualification by taking a Common Training Test according to Article 49b in the Professional Qualifications Directive (2005/36/EC).

Article 8. National and international registration

Landscape architects that meet the requirements of Articles 3 - 7 of this CTF, shall be included in a professional landscape architects register in the country where they usually practise. Registered Landscape Architects are eligible to receive the Landscape Architect's European Professional Card.

Article 9. 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 10. 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.



Appendix: Guidance on the implementation and the details of the CTF

Ad Article 2. The IFLA World 2020 definition will act as a basis for the next definition by the International Labour Organisation (ILO) which is revising the current definition.

Ad Article 3. 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. A period of two years is advised for the professional traineeship.

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 and other 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 patterns of vernacular and cultural landscapes. Taking into account the material and immaterial cultural heritage and how landscape character arises from the local interaction between natural and cultural factors.
3. The development, morphology, and function of human 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 conservation and development of the landscape and its resources. The way these frameworks 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 (1) representing, analysing and forecasting the structure, systems and processes of the landscape, including the services it provides; (2) assessing possible impacts on the landscape; and (3) for understanding the needs and expectations of its actual and potential users and other relevant actors and stakeholders.
7. The precedents 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 have developed.
8. 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 environment, society and economy 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. An appropriate set of methods and tools for landscape architecture research, including 'research for design', 'research on design', and 'research through design' which can be applied both on planning, design and management of landscapes.



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 that help to face current challenges 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. The transformative and transversal competences are based on the [GreenComp of the EU](#).

Ad Article 6. As a guidance the practical and theoretical forms of learning should be balanced. The practical aspects should comprise at least 50% of the ECTS of the whole landscape architecture programme, either in the integrated master or in the combination of a bachelor and master programme. The practical aspects of landscape architecture are taught in studios. Studios are a form of teaching in which students are involved in the development of design or planning proposals working to a given brief or one which they develop themselves, either individually or in small groups. Supervision, involving consultations and intermediate presentations, takes place on a regular but flexible basis by one or more staff. A synonym for 'studio' is 'project work'.

Ad Article 7. The common training test shall be organised by the competent national body. It will take place according to the necessity but should be offered at least once per calendar year. The contents of the test shall allow verifying all theoretical and practical competences of the landscape architect's profession as laid down in Articles 4 and 5.

Ad Article 9. Per year a minimum of 8 hours of continuous professional development is advised, for which the registered landscape architect needs to collect and provide proof in the form of certificates or other relevant documents. The providers of continuous professional development should meet the standards set by the national competent regulatory body.

References

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