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international federation of landscape architecture
federation internationale des architectes paysagistes

headquarters IFLA - 4, rue Hardy, F - 78009 Versailles / France

email info@iflaonline.org

web www.iflaonline.org

ifla education report

recommended minimum qualifications to practice as a landscape architect prepared by the Education Committee, May 26th, 1985

1. Introduction

This document sets out general objectives and possible methods of education and training for individuals intending to become landscape architects. Member associations of IFLA are encouraged to accept these proposals as being sufficiently flexible to take account of the educational facilities and special needs of individual countries.

2. Professional Needs

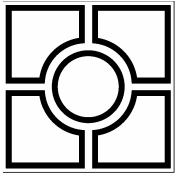
Education and training should prepare the student for the practice of landscape architecture and provide the following:

- 2.1. The ability to create functionally appropriate and aesthetically pleasing solutions to landscape planning and design programs at all scales of the man/nature interaction.
- 2.2. An understanding of those ecological, cultural, economic and land management issues associated with a wide variety of program requirements in both public and private sector works.
- 2.3. Effective analytical, technical, communication (e.g. verbal, written and graphic/visual) and supervisory skills.
- 2.4. The ability to work as a professional landscape architect in situations requiring integration with a multi-disciplinary design/planning team as well as the ability to work independently.

3. Educational Objectives

The period of landscape architectural education and training, including any intermediate or post graduate course periods of experience should, at a minimum, aim to achieve the following:

- 3.1. To develop a sound working knowledge of the natural sciences, especially of plants and plant ecology.
- 3.2. To provide an understanding and appreciation of cultural landscapes, including those involving human settlement and other land use.
- 3.3. To impart an understanding of designed landscapes, both in the historical context and in present day applications in rural and urban works at all scales.
- 3.4. To ensure competence in the application of professional skills to the practice of landscape architecture.



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4. Entry Standards

4.1. For entry to undergraduate professional education in landscape architecture, the candidate should have attained the educational standard necessary for entry to a university (or an institution of equal standing) in his own country.

4.2. For entry to postgraduate education in landscape architecture the student should have a recognized first degree or diploma from a university (or of an institution of equal standing), or have met the final qualifying examination standards of a national association of landscape architects.

5. Education

5.1. Education should be in accordance with programs of study which are recognized by national landscape architectural associations as being consistent with national educational possibilities, which take into account local natural environmental and social needs, and meet the requirements for professional practice in the country. It will be as important to meet these national needs as to comply with internationally agreed upon minimum educational criteria.

5.2. Undergraduate professional education should be the equivalent of at least four years of full time study.

5.3. Postgraduate professional education should be two years full time study after receipt of a baccalaureate or first university degree.

5.4. Required courses should be offered in:

- Landscape Analysis/Planning/Design
- Design Implementation (e.g. Construction Technology)
- Professional Practice and History/Theory

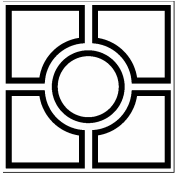
5.5. Elective courses should be offered in:

- Social and Economic Studies
- Biological Sciences
- Horticulture
- Geology
- Agronomy

5.6. Optional courses should be offered at a professional level, to address such subjects as landscape management, urban administration, or recreation planning.

5.7. It is desirable that, in addition to academic studies, programs be extended to include a period of practical experience.

5.8. Academic programs in landscape architecture must include course offerings by faculty with landscape architectural practice experience, and in appropriate cases, these individuals should be encouraged to continue practice while teaching.



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5.9. The educational institution should promote research by its teaching staff and graduate students should have academic preparation in research methods.

5.10. It is desirable there be support for students and faculty exchange between universities and other institutes of equal standing.

5.11. Alternatives to formal full time education may be appropriate in some circumstances. The period of apprenticeship training, however, must provide intellectual stimulus and professionally related experience which adequately prepares the individual to discharge the duties of a professional landscape architect. It must be recognized that apprenticeship training requires substantially longer periods to achieve the degree of professional competence obtained in a recognized academic setting.

6. Professional Experience

6.1. The graduate should spend at least two years under professional landscape architectural supervision gaining varied professionally related experience before being eligible for election as a professional landscape architect.

7. Professional Associations

7.1. Professional associations should continue to foster high educational standards in their own countries, and maintain listings of programs of study recognized or accredited as meeting educational standards and professional needs.

8. Reciprocal Arrangements

8.1. Member countries should offer recognition to those landscape architects in other countries whose education and training meet the standards outlined above. Professional associations should, in principle, be prepared to elect them as members and seek to remove impediments and limitations to their practice in other member countries of IFLA.