Criteria for the accreditation of degree courses in Landscape Architecture

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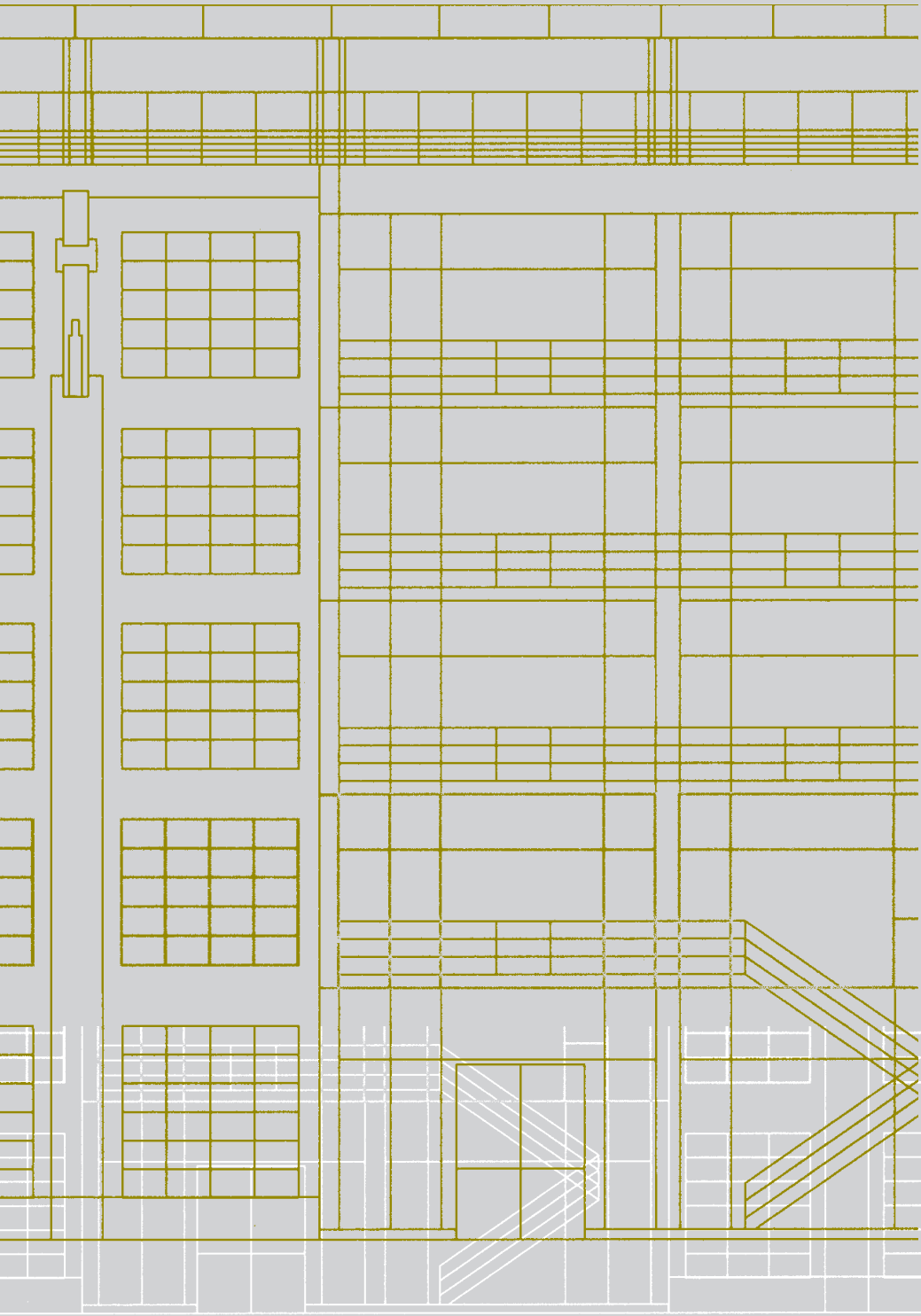

ASAP
Validation Organisation
for Study Programmes
in Architecture and Planning

Contents

1 Guidelines

In this manual, the Validation Organisation for Study Programmes in Architecture and Planning ASAP sets out the subject-specific criteria for the accreditation of degree courses in landscape architecture, in addition to the cross-disciplinary standards set out by accreditation agencies such as ZEvA, ASIIN and ACQUIN. They are related to the subject-specific criteria presented by ASAP for the accreditation of degree courses in architecture, interior architecture and urban / spatial planning. It is of particular importance that the profession and the institutes of higher education have got together within ASAP to set up a system for enhancing and assuring the quality of the various courses on offer.

In view of the great diversity in landscape architecture training, this manual aims to provide a reference framework for accreditation that ensures compatibility of both national and international study programmes whilst promoting the institutes of higher education's individual and regional characteristics.

The Landscape Architecture Committee is aware that these standards will need to be adjusted and updated on a regular basis. With this in mind, it also considers its role as providing a forum for fruitful discussion on the objectives of education in landscape architecture.

The training in landscape architecture aims to qualify graduates to practise as professionals in the following areas of landscape architecture: ■

- Open space planning
- Nature conservation and landscape management including the relevant tools, particularly landscape planning and environmental assessment
- Garden, landscape and sports ground construction

The education is to enable graduates who have completed a practice period in order to be registered as landscape architects on the architects' list of their relevant chamber of architects in compliance with each German federal state's respective law concerning architects. This does not necessarily have to apply to all courses of study. However, the goal is that institutes of higher education which offer courses in landscape architecture provide students with a choice of core programmes that meet the standards of the chambers of architects and the International Federation of Landscape Architects (IFLA). Some federal states' chambers of architects, or their legislation pertaining to architecture, require only three years of study for this; however, most require a four-year course in landscape architecture. ASAP recommends a continuous five-year education at an institute of higher education, consisting of a Bachelor's degree and a subsequent Master's degree.

Graduates shall mainly work in the following professional fields:

- planning and design practices
- public authorities for nature conservation and environmental protection and specialist authorities
- municipal parks departments and environment agencies
- garden, landscape and sports ground contractors
- consultants
- professional associations and research facilities, vocational schools and institutes of higher education

1.1 Relevance to national and international standards

Education in landscape architecture has special standing within higher education because it delivers training for a profession that is protected by German state law on architecture whilst also being affected by international standards. For landscape architecture these are:

national:

- Hochschulrahmengesetz 19.01.1999 (Framework Act for Higher Education), amended 15.11.2019
- State treaty on the organisation of a joint accreditation system for quality assurance in studies and teaching at German institutes of higher education (Studienakkreditierungsstaatsvertrag) in force since 01.01.2018

Europe-wide:

- Professional Recognition Directive 2005/36/EC on the recognition of professional qualifications, superseded by Directive 2013/55/EU, last amended by Delegated Decision 2020/548 of the Commission on 23.01.2020

international:

- IFLA UNESCO Charter for Landscape Architectural Education 2012 with IFLA EU Addenda 2017
- IFLA Guidance Document for Recognition or Accreditation 2008 with IFLA EU Addenda 2017

The UNESCO/UIA Charter for Architectural Education and the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice apply to architecture, but they can also be used analogously as guidelines for degree courses in landscape architecture.

The inclusion in these regulations creates the following framework conditions for education in landscape architecture:

- A requirement for any Master's degree course in landscape architecture is that the curriculum includes a sufficient number of the subjects as listed in Section 3.
- In accordance with IFLA's requirements stipulating that a European Bachelor's degree should take at least three years of full-time study and a Master's degree at least two years of full-time study, a consecutive degree course in landscape architecture should take at least five years in total. The minimum permitted time in most federal states is four years plus any additional practice periods that form a course requirement (cf. 5.2), though in some states this is only three years. The duration of part-time courses for students who work is extended accordingly.
- The minimum number of semester attendance hours for students shall correspond with the respective standard period of study.

- The educational content is to correspond to the requirements of the European Directive on the recognition of professional qualifications and the IFLA UNESCO Charter for Landscape Architectural Education.
- In addition to the establishment of minimum standards, accreditation by ASAP's criteria aims to ensure high quality standards.

1.2 Levels of accreditation with regard to professional landscape architecture qualifications

The following course systems are offered by higher education institutions:

1. Six-semester Bachelor's course of study (180 CP)
2. Seven-semester Bachelor's course of study (210 CP)
3. Eight-semester Bachelor's course of study (240 CP)
4. Four-semester Master's course of study (120 CP), to follow 1 or postgraduate
5. Three-semester Master's course of study (90 CP), to follow 2 or postgraduate
6. Two-semester Master's course of study (60 CP), to follow 3 or postgraduate

Bachelor's degrees obtained after six, seven or eight semesters of study provide the first degree qualification for the profession. The duration of the Master's degree course is proportionally adjusted because the maximum CP permissible for a consecutive degree course consisting of a Bachelor's and Master's degree is 300 CP, that is, at 30 CP per semester, a total of five years of consecutive study. That does not apply to postgraduate Master's degree courses.

The degrees allow graduates to take up professional work in all areas of the professional field. For the professional fields of landscape architecture, nature conservation and landscape management, further study on a Master's degree course is recommended in order to expand the students' understanding, so that, together with the preceding Bachelor's course of study, a total of 300 CP can be awarded. This also applies to additional studies in particular areas of garden, landscape and sports ground construction, if separate Master's programmes in these subjects are not offered at institutes of higher education.

Master's degrees acquired by continuous study of a core course in landscape architecture, which are consecutive from a Bachelor's degree in landscape architecture, enable acceptance into a chamber of architects of the German federal states. The same applies to Bachelor's degrees where the total CP achieved is 240. Depending on the laws of the relevant German federal state, three-year Bachelor's degrees (180 CP) do not qualify, or qualify in only a few federal states, depending on the regulations of the relevant federal state, for acceptance into a chamber of architects.

Qualification for the civil service

Course-related accreditations currently ensure that Master's degrees fully meet the educational qualifications required for upper-level civil service.

Postgraduate courses at Master's degree level

The aforementioned points on consecutive Master's degree courses apply to postgraduate courses. They can achieve a general professional qualification in landscape architecture, as well as offer an additional specialisation or focus and access new competences and professional fields.

PhD courses

PhD programmes are part of the accreditation and are to be assessed in conjunction with the other programmes at the institute of higher education. Proof of the relevant capacities must be provided.

Documentation

ASAP shall provide confirmation of compliance with the specified requirements for a degree course and type of degree, and shall publish a list of degree courses accredited by ASAP.

The institute of higher education undertakes to note the status of accreditation in the diploma supplement and to refer to it in the course and examination regulations.

1.3 International aspects of landscape architectural education

There is a trend towards the internationalisation of the fields of activity, which creates new potential, but can also cause new problems. Traditional professional routines come up against dissimilar political and economic developments as well as some environmental factors. These changes in the profession affect the institutes of higher education and influence the discussion about study objectives and course content. One of the goals of training and education must be to enable graduates of accredited degree courses to be able to practise abroad.

The mutual recognition of qualifications and training by formerly separate national authorities is a new factor that needs to be promoted in order to increase the mobility of practitioners and students.

Increased mobility necessitates that landscape architects are educated to respect, analyse and safeguard different cultural backgrounds and accept social responsibility as well as respond to local contexts and the local identity of prospective future areas of work.

1.4 Mutual recognition of educational achievements

The principle of mutuality implies that higher education establishments and institutions recognise programmes of study that have been accredited the same level in all academic aspects. Specifically, this includes:

The recognition of examinations and educational achievements gained by means of accredited degree courses at other institutes of higher education, provided these were also accredited in accordance with the standards mentioned in Section 1.1.

This recognition does not imply that institutes of higher education must accept all educational credits earned in

accredited programmes. Each institute of higher education has the autonomous right to recognise or refuse educational credits according to its own capacities or criteria. However, if educational credits earned in a programme of study from an institute of higher education that is accredited in line with the named criteria are recognised, the earlier academic level that has been achieved must also be accepted.

The principle of mutuality aims to encourage student and lecturer exchanges as well as an exchange of experience with other institutes of higher education that offer accredited degree courses.

1.5 Profile-creation at institutes of higher education

Master's and Bachelor's degree courses are particularly well-suited to lending institutes of higher education individual profiles by focussing on key aspects within their application-led or research-led training programmes.

2 General educational objectives

The education shall prepare students for their professional tasks in society. The profile of a course of study in landscape architecture should incorporate creative design as well as technical/scientific, planning, social and environmental aspects. This necessitates a broadly structured cross-sectional education that reflects on natural processes as well as those influenced by humans.

The education of landscape architects must achieve the following:

- the training of competent, creative and critically minded experts in design and construction and
- the development of individuals who distinguish themselves by their intellectual maturity, environmental sensitivity, economic understanding and social responsibility, as well as
- interdisciplinary and cooperative thinking and action.

Landscape architecture is a truly interdisciplinary subject that embraces a number of important components from the humanities, the social sciences and natural science, as well as from technology and the arts.

Key educational goals to prepare students for these tasks are familiarity with the job description and professional field of landscape architecture as a separate and distinct discipline that reaches beyond the scope of other disciplines as regards job-specific issues and requirements. In particular, this applies to working with plants, the landscape, nature and the environment, in addition to acquiring all necessary knowledge and learning all skills for this profession, chiefly:

- understanding of and a sustainable base for working with nature and the landscape, soils, water bodies and water cycles, climate protection and climate adaptation, clean air
- recording, assessing and performing particular tasks for the utilisation and the protection and development of vegetation
- recording, assessing and performing particular tasks for the enhancement of environmental diversity and climate change
- planning, designing and managing landscapes and environments in both urban and rural settings in accordance with people's needs and with due consideration of the requirements of the ecosystem, landscape character and our cultural heritage
- designing within the context of society and culture
- imparting the technical, scientific, legal, economic and social foundations required to assess the consequences and the development intended by a design, to implement plans and carry out projects
- the programming of own projects, working within interdisciplinary teams, leading cross-disciplinary teams and managing planning processes (mediation and moderation)
- the consideration and clarification of issues pertaining to associated or competing disciplines, particularly urban design, water management, transport, power, agriculture and forestry
- the coordination, monitoring, documentation and optimisation of construction sequences and the ability to organise these processes
- the ability to carry out planning and design tasks abroad
- an understanding of planning theory and the application of a variety of planning methods
- the application of modern digital information technology, programmes and data bases.

Students should learn to work in a problem-centred, methodical and technically informed way. Teaching and study should transmit the methods and knowledge required to achieve this, endow students with the ability for self-directed learning and enable them to critically review activities in the professional field. Students also need the support that will enable them to cooperate, make appropriate and target-centred decisions and act responsibly. The content and methods of a course of study and the work experience and reflection thereon should enable students to obtain the well-founded basic knowledge required in the professional field, help them find their bearings in the profession without undue delay, and subsequently enhance their skills as they progress through their working lives. Substantial portions of any course of study must be conducted as projects. Therefore, project work should play a central role in the course of study.

3 Course content

3.1 Specific professional knowledge and competence

Requirements on the course content are generally determined by the schedule contained in the IFLA UNESCO Charter for Landscape Architectural Education. For this reason, any landscape architecture degree course offered by an institute of higher education must ensure that students acquire knowledge, skills and competence in the following areas:

- Interdisciplinary and cooperative work
- Scientific work
- Planning and design in landscape architecture
  - project-based design work
  - presentation and design, presentation skills
  - effective, target-oriented working methods
  - application of different methods of analysis and planning
  - confident use of different scales and planning levels
- Consideration of legal parameters, particularly with regard to
  - nature conservation and environmental policy and regulations
  - planning and building laws
  - contract and civil law, architects law (BGB, HOAI, VOB/B, etc.) and
  - public procurement law (VOB/A, VgV, UVgO, etc.)
  - standards and technical codes and regulations (VOB/C, etc.)
  - EU law, German federal law, federal state law at the place of the institute of higher education and
    municipal law
- People, society and the environment
  - history and theory of landscape development
  - basic principles of art history, history of architecture, history of urban planning, history of landscape architecture/garden art/urban green space
  - sustainability criteria in planning and implementation
- Natural resources
  - biotopes, habitats, ecosystems
  - flora and fauna, native species
  - vegetation of green systems, habitat requirements, species and cultivars
  - geology
  - soil science
  - water cycle and water bodies
  - climate protection and climate adaptation, clean air
  - ecology
- Protecting sustainability of natural resources and considering the land use requirements of people and society, and the ensuing demands from:
  - horticulture, agriculture and forestry
  - water management
  - industry and commerce
  - infrastructure and transport
  - mining and power industry
  - renewable energies
  - urban planning and construction
  - aspects of soil protection
- Recreation planning and tourism, leisure facilities
- Care of the landscape and townscape and principles of landscape aesthetics
- Nature conservation and landscape conservation
  - baseline survey reports, appraisal procedures and monitoring
  - natural resources and natural assets and their uses, renewable energy and renewable raw materials
  - project and programme development
  - application of common planning tools and methods in landscape planning, impact mitigation regulations and environmental impact assessment, designation and management of conservation areas and protected elements, endangered species legislation and planning and habitat connectivity
  - planning of recreational open spaces
  - international and European nature conservation
- Care of cultural heritage
  - cultural landscapes
  - heritage conservation
  - historic garden conservation
  - park maintenance programmes
- Development of open spaces in both urban and rural settings taking account of economic parameters
  - cost-efficient construction in consideration of sustainability, development and maintenance costs as well as expected lifespan
  - maintenance and maintenance costs
  - monitoring and management concepts
- Technology and management, in particular knowledge of
  - production information and detail drawings
  - soils and substrates
  - surveying
  - material science, construction technology
  - plant knowledge of woody plants and herbaceous perennials
  - planting design
  - vegetation technology, bioengineering
  - tenders, contracts and billing
  - construction management and execution of construction work
  - project management
  - quality assurance
  - economics (business administration, cost and performance accounting, costing, cost parameters)
  - management of green spaces
  - landscape management
- Application of modern digital information technology and programmes
- Basic methodology
  - planning theory
  - procedures and planning tools for landscape planning

– assessment procedures
– procedures and application of environmental assessments
– monitoring and evaluation
– moderation and mediation
– participation
– public relations
– participation of NGOs
– procedures and processes in public sector agencies

3.2 Practice-related study

The promotion of practical work experience is an important attribute of quality in the education of landscape architects. Practice-related study should be gained during the preliminary work experience or during a first practice period within the course of study and impart knowledge on a wide basic range of plants and technical skills and experience. A second practice period or work training integrated into the course of study is to cover the practical application of fundamental theoretical principles in consideration of economic constraints and sociological aspects. Imparting practical experience should integrate the complex planning processes and work in an office, business or public authority encountered in the future field of work into the course of study. This should not cover more than 30 ECTS so that the academic part of the course of study at an institute of higher education retains sufficient proportion.

3.3 Social and people skills

Training must aim to ensure the necessary social and people skills to:

- solve problems and find solutions in a team (ability to work in a team)
- manage teams or departments, landscape architects' practices, contractors' companies, parks departments
- promote interdisciplinary collaboration
- allow self-assessment and the application of students' own evaluation criteria
- critical faculties: accept critical responses and reflect upon them
- conflict management: mediating between several parties, negotiating in a professional context (moderation and mediation)
- develop competence in the consideration of economic and social aspects
- enable self-directed work

3.4 Presentation, moderation, mediation

The use of presentation and moderation methods and tools to communicate design proposals to:

- experts (planners, contractors, public authorities)
- non-experts (clients, the public)

as well as the promotion of skills in

- acting as mediators between the demands of several interest groups (e.g. in the context of planning a project) and conducting negotiations within a professional context (mediation).

3.5 Overview: Requirements for the education in landscape architecture

Overarching requirements	Specific requirements	Minimum standards	Teaching methods
ANALYSIS of abstract data and situations without direction, application of a wide spectrum of different methods CREATIVITY application of specialist knowledge to solving planning and design tasks EVALUATION critical review of schemes and expert reports and their critical rendition	Expertise and professionalism	– Provision of compulsory courses – Provision of elective courses – Provision of optional subjects	Lectures Project work Seminars Tutorials Final project / thesis
	Practice relevance	– Preparatory work placement to precede course of study – Practice period (office/ construction) during the course of study	Work placement to comply with applicable work placement standards Work placement reports, presentations, etc.
	Social competence	Promote team-working skills and interdisciplinary collaboration, ability to accept criticism, capacity for dealing with conflict	Group project work Interdisciplinary collaborations with related disciplines Problem solving with changing stakeholders, design charettes
	Presentation Moderation Mediation	Verbal and graphic presentation methods and tools	Presentation of project work exercises, design charettes

3.6 Criteria for assessing course content

The assessors must examine whether the range of subjects on offer meets the above requirements for the education of landscape architects. The assessors shall primarily appraise the possible combinations of compulsory and elective subjects or modules on offer and shall be less concerned with individual subjects. The subject areas covering basic principles, plants, technology, design, economics, society and planning must be in a well-balanced relation, while considering the profile of the degree courses and the profile of the institutes of higher education. The assessment should also cover the proportion of effective teaching and learning methods, e.g. interactive teaching methods and project seminars based on self-directed work within the total range of compulsory courses. The results distinguish between achievement and non-achievement of a module's educational standards.

4 Undergraduate and postgraduate degrees

In accordance with the Hochschulrahmengesetz (Framework Act for Higher Education) of 15.11.2019, degree courses are structured into two consecutive sections leading to the final degrees of Bachelor and Master. A total duration of study of ten semesters with 300 ECTS from a Bachelor's degree in landscape architecture and a Master's degree in landscape architecture which builds on it are aimed for. Consecutive degree courses also facilitate different combinations of courses with a high degree of permeability, also across different types of higher education establishment. Admission on a Master's course of study in landscape architecture is also open to graduates with a Bachelor's degree in a related subject. In these cases, institutes of higher education must make arrangements for transition and determine which supplementary courses shall form a prerequisite to acceptance on a Master's course of study. Registration as landscape architect on the list of architects in the relevant federal state is generally not possible with a four-semester Master's degree in landscape architecture following a Bachelor's degree in another discipline, since the architects laws in most federal states require a minimum of eight semesters on a landscape architecture course; only in a few federal states this is six semesters. Therefore, a preceding Bachelor's degree in landscape architecture is required for inclusion on the relevant list of landscape architects.

4.1 Bachelor's degree

The first degree that qualifies its holders for the profession is the Bachelor's degree. This is also the qualification required for acceptance on a Master's course of study by a German or international institute of higher education. A Bachelor's degree course has to impart the basic principles of specialist and technical knowledge in the subject's core areas as well as enhance students' understanding of the design, coordination and implementation of projects. Graduates need to be capable of applying creative and scientific expertise in order to develop methods and problem solving concepts.

Courses need to have clearly structured basic thematic profiles to enable students to achieve their Bachelor's degrees within the allocated time. Each degree course profile must be assigned to one or several professional fields while taking into account the subject-specific characteristics. Bachelor's courses of study must be of a general nature and should not forestall the kind of in-depth study required at Master's degree level. They should not aim to teach abridged versions of the contents mentioned under Section 3, but should instead focus on a selection of the basic subjects. A Bachelor's thesis should be worth at least 12 CP.

The Bachelor's degree meets the conditions for registration on the architects' list in compliance with German federal state laws (see Section 1), according to which most federal states require a four-year course of study while some only require a study duration of three years.

Pursuant to the different minimum requirements of the architects' laws of the federal states, a few federal states already accept graduates from a three-year Bachelor's degree course and with the required professional practice after their studies for registration as landscape architects on the list of architects of the relevant chamber of architects responsible for them. However, in most federal states at least four years of study and a period of professional experience after graduation are required. This is achieved with either an eight-semester Bachelor's degree or a six- or seven-semester Bachelor's degree with a subsequent Master's degree course in landscape architecture.

Bachelor's degree courses with 240 ECTS credits usually have a longer integrated practice period or even a whole practice semester compared to degree courses with 180 ECTS credits, but they have at least one more semester of study. In the higher semesters, the study programme should include extended project-based study to provide further knowledge and experience relevant to planning than in the shorter Bachelor's degree courses. Bachelor's degree courses with 240 ECTS credits, together with the practice period required by the federal state laws, lead to registration as a landscape architect with the respective chamber of architects in all federal states.

In the event that a student should not wish to become a practising landscape architect, a Bachelor's course of study can also serve as a basis for further interdisciplinary study within degree courses offered by institutes of higher education.

4.2 Master's degree

Building on the scientific principles, methods and expert knowledge learned at Bachelor's degree level, the Master's course of study deepens a student's understanding of the core areas of study in landscape architecture, in scientific work and its applications and, most importantly, in the form of project-based studies (in at least two distinct projects). Additional specialised knowledge and, above all, research and development competence shall ensure that graduates will have ob-

tained the full range of skills mentioned under Section 3. At this level, students will have the opportunity to focus on a core theme of their choice, although landscape architecture must remain the primary element of their education. Core themes of study may be either application- or research-based.

In compliance with the Kultusministerkonferenz (Standing Conference of the Ministers of Cultural Affairs and Education of the states in the Federal Republic of Germany) of 10.10.2003, amended 04.02.2010, and the European Credit Transfer System (ECTS), consecutive Master's degree courses must always offer the opportunity to obtain at least 300 credits, including those credits earned in preceding courses of study. The Master's thesis must be worth a minimum of 15 CP. However, due to its outstanding position, the Master's thesis should be worth at least 24 CP, or preferably 30 CP, to meet international standards.

The Master's degree connotes the successful completion of an education in landscape architecture. It enables people to work independently and, subsequent to completion of a Bachelor's degree in landscape architecture and the required professional work experience in accordance to the requirements of the federal architects' laws, it allows graduates to carry the professional title of landscape architect. This is generally effected by means of registration on the architects' list at the relevant chambers.

Master's graduates in landscape architecture with a Bachelor's degree in a related discipline, e.g. architecture, urban planning, geography, ecology, horticulture, forestry, agriculture and water management, do not fulfil the requirements for registration as landscape architects in accordance with the federal architects' and building chambers' laws. They must be informed about this fact by the institutes of higher education before taking up their studies on the Master's course.

Continuing Master's degree courses

Continuing Master's degree courses can also pursue the goal of professional recognition as a landscape architect, providing they build on a Bachelor's degree in landscape architecture. If a basic Bachelor's degree course in landscape architecture was not previously completed, professional recognition as landscape architect is generally not possible. The same criteria apply to continuing Master's programmes and consecutive Master's degree courses.

4.3 Entrance requirements

The entrance requirements for a Bachelor's degree course are the same as the entrance requirements stipulated by the relevant federal state law and the entrance requirements of the relevant institute of higher education.

The provisions of the Kultusministerkonferenz (Standing Conference of the Ministers of Cultural Affairs and Education of the states in the Federal Republic of Germany) stipulate that a first degree from an institute of higher education is a mandatory requirement for acceptance onto a Master's degree course. As Master's courses of study must meet high professional and academic standards, admission to a course shall be dependent on additional entrance requirements. These are part of the accreditation.

The entrance requirement for a Master's course of study in landscape architecture, or related course within the professional field of landscape architecture, is a Bachelor's degree in landscape architecture, architecture, urban planning, spatial planning or related courses of study. In cases where applicants have not gained a Bachelor's degree in landscape architecture, they will be required to catch up in a number of compulsory modules, including plant studies and planting design, vegetation technology and bioengineering. This principally applies to Master's degree courses that have landscape architecture as their core subject, as defined for registration in the architects' list or EFLA's requirements for degrees in landscape architecture. Institutes of higher education must offer the necessary catch-up courses. As a rule, these will extend the duration of study. Even in this event, requirements for registration with the architects' chambers will not be met. Master's degree courses that offer specialisation will not lead to registration without a preceding Bachelor's course of study in landscape architecture.

A Master's degree course that only requires two semesters, consisting of one semester for studying and the second semester for completing the Master's thesis, shall not as a rule be ascribed to undergraduate education but to further education.

The entrance requirement for postgraduate studies on a Master's course is a Bachelor's degree or a diploma (Dipl.-Ing.) gained at a university of applied sciences or university. An additional aptitude test may be required.

4.4 Modules and ECTS

The new courses of study should promote the internationalisation of professional studies. This is why they are required to be modular in structure, and their assessment must be in line with the European Credit Transfer System (ECTS) to ensure national and international compatibility.

Modules must define their minimum content and form educational components that connect in a meaningful way. Individual subjects are not suited for this. Credit points must be allocated directly to the respective modules. Each module must be accompanied by a clear description (module catalogue with information on educational content, educational objectives, teaching methods, the lecturers and module coordinators, workload, compulsory modules, timetabling within the semester, conditions for participation).

5 Professional practice

Practical work experience, accompanied by teaching events during the course of study is central to the training of landscape architects. It should not and cannot substitute or supplement a university education or parts thereof. Practical work provides firsthand experience of matters that cannot be gleaned in theory. Work expe-

rience placements are an essential component of the curricula.

5.1 Work experience placements prior to acceptance to a Bachelor's course of study

A work placement with a contractor or equivalent public authority (e.g. a local authority parks maintenance department) lasting at least three months, preferably six months, is required prior to enrolment on a course of study. However, it is strongly recommended that applicants complete an apprenticeship in garden, landscape and sports ground construction. Work placements and apprenticeships serve to confirm an applicant's desire to study landscape architecture and they provide experience that will be of use during the course of study.

5.2 Practice period within the course of study

A degree course in the field of landscape architecture requires that a continuous period of time be spent in practical training (in a practice, public authority, parks department or firm of contractors) during which formal learning can be applied and skills practised and thereby consolidated. Practice periods within a course of study form part of the workload and are rewarded by ECTS credits. Institutes of higher education must define the learning objectives of practice periods and how they relate to the curriculum.

Students on Bachelor's courses should strive for practice periods lasting a full semester; however, they should not be awarded with more than 30 CP so that the academic part of the course of study at an institute of higher education still holds a sufficient proportion. The practice component in Bachelor's degree courses of only six semesters should be rewarded with a minimum of 12 CP. During the work placement, it will be necessary to maintain constant contact with the institute of higher education in the form of supervised exchanges of experience, accompanying teaching events and an assessed final report, so that the practice period remains part of the academic course of study and a prospective registration on the list of landscape architects by the relevant chamber is not hindered or prevented.

Practice periods that do not form part of the workload may be served outside of course time and are not awarded any credit points.

Practice periods after a Bachelor's degree as requirement for a Master's course of study
Preliminary work experience can be another special entrance requirement for a Master's course of study (see Section 2.1 in Ländergemeinsame Strukturvorgaben). The implementation of a practice period between the Bachelor's and the Master's degree courses does not compromise the principle of consecutiveness.

5.3 Professional experience component

The work experience placement that follows a course of study is not subject to accreditation, although it has to be considered within the context of a degree course programme. The architects' laws of the German federal states stipulate that graduation must be followed by professional work experience under supervision of a landscape architect to enable formal acceptance and registration on the architects' list and the award of the professional title of landscape architect. This placement must be for a period of at least two years.

5.4 Further and continued education

Training and education can never fully cover all aspects of professional expertise because they require cyclical renewal and must be continuously updated during a person's working life. The need for lifelong learning in the context of quality assurance is undisputed.

We recommend that institutes of higher education provide relevant educational programmes in coordinated curricula.

5.5 Field trips

Field trips are a necessary and indispensible part of the study of landscape architecture. This applies as much to day trips to construction sites, nearby gardens, parks, nature reserves, practices and public authorities as it does to field trips extending over several days.

6 Research

In order to guarantee the quality of degree courses in landscape architecture and maintain the essential real-world reference to the complex demands of professional working life, it is necessary for the teaching staff at higher education establishments to be involved in research or to practise their profession alongside teaching. These activities are presumed to be related to the discipline taught by the individual professors and thus related to their special fields. Research and professional activities by professors are dependent on the opportunities provided by the respective disciplines and the research profiles of the relevant institute of higher education. Hence, landscape architecture and open space planning, as classic design subjects, will focus on planning and design activities, whilst basic subjects or technical subjects will tend to focus on research projects and work on scientific panels and working groups.

Research in landscape architecture can be applied to the study of design and planning processes. Design activities often lead to problems that can be studied with scientific methods.

Research is to be integrated into teaching above all in the Master's course of study, for example in explicitly allocated research modules.

7 Staff structure

Accreditation documentation should give an overview of an institution's academic teaching staff and is to include information about teaching, but also about research projects, publications, independent professional work and social involvement, e.g. tasks of engaging in self-government or voluntary work.

The student to teacher ratio must be stated as well as the number of first semester students, the total number of students and the number of graduates each year.

The management structure of a faculty must be described, including information on what committees and in what constellation of members these committees are involved in the preparation and making of decisions.

7.1 Professors

Professors represent their subject in all aspects of research and teaching. They are usually appointed from within the profession and, in addition to an excellent professional reputation, they must also demonstrate particular academic or artistic accomplishments and pedagogical competence. In order to assure quality in their teaching, they must not neglect or omit to conduct research or to practise their profession.

To ensure that research and teaching do not assume a separate existence, it is vital that real-life practical problems are considered. Courses should be closely linked to professional practice and consequently need in large parts to be devoted to qualifying students for the profession.

Competent higher education teaching staff are expected to hold honorary positions in important institutions, deliver lectures, produce academic publications, serve on competition jury panels or act as consultants to the awarding authorities of competitions, enter competitions and engage in design work or consulting activities.

It is of utmost importance that these activities are related to the subject for which the academic member of staff is appointed. For this reason, projects and schemes shall only be recognised as quality criteria if they also serve as a basis for developmental work within the subject in question.

7.2 Research staff, non-professional teaching staff

The non-professional teaching staff is an essential cornerstone in the implementation of research and teaching. The qualification for this position is several years of work experience after graduation. Members of the non-professional teaching staff who work in planning and design-related subjects must at least have obtained the qualifications that allow their registration with the professional chambers. The goal is to ensure that positions of non-professional teaching staff are continuously filled.

7.3 Lecturers

Lecturers support the organisation of research and teaching, above all in additional subjects (elective and optional modules) as complementation to the compulsory part of the curriculum covered by the full-time lecturers. Their teaching has a particular focus on the consideration of problems faced in professional practice. The entry qualifications of lecturers with a right of examination are to be the same as for professors.

Applications for accreditation must demonstrate that the degree course scheme incorporates teaching by external lecturers, cooperation with visiting lecturers and visiting critics and interdisciplinary events (multidisciplinary and cross-faculty).

8 Infrastructure

Information regarding an institute of higher education's infrastructure is mostly of a statistical nature and serves to assess the basis for quality in teaching and research.

8.1 Usable space

The documentation for accreditation must contain statistical material on the usable space at the institute of higher education, regarding teaching areas (lecture theatres, seminar rooms, laboratories), research and administration areas (departments, central administration).

8.2 Design studios / students' workstations

The spaces in this category must be listed, including the ratio of conventional workstations/drawing boards and CAD workstations to the number of students. Rooms for project-based study are of particular importance. It must be described how access to these is regulated and what opening hours apply.

8.3 Workshops, laboratories and IT pools

The available equipment, size of area and supervision must be listed and described in detail (e.g. model making lab, soil lab, chemistry lab, botany/ecology lab, IT pools, photo lab, etc.). Equipment includes the available software programmes for technical application and the requirements for digital teaching. The list of workshops, laboratories and IT pools must distinguish between areas that are an integral part of teaching activities and areas that are accessible to all students.

8.4 Library

A statement about whether the library is a general higher education library, where it is situated in relation to the educational facilities and whether an additional technical library is available must be included. Also required is information on its stock of books, periodicals, standards and codes, grey literature and personnel.

8.5 Research laboratories

Spaces linked to a specific discipline's research activities or spaces available for interdisciplinary work must be listed together with information on the research projects conducted in them.

8.6 Spaces for communication and presentation

Communication spaces include all areas that are available to teaching staff and students and are adopted for use by them. Presentation spaces are primarily exhibition spaces for the display of course work and final projects.

9 Finances / third-party funding

A faculty's budget must be divided into allocations for permanent academic staff (professors, research staff), other permanent staff (secretaries, technical staff/engineers, IT engineers, laboratory assistants, gardeners, etc.), insofar as these positions are known, as well as the available physical resources and freely available staff

resources (e.g. teacher appointments, student research assistants, etc.).

It must be demonstrated that it is feasible to realise the educational and spatial objectives within the budget.

The amount of third-party funding that is processed through the institute of higher education's treasury is to be noted with reference to the relevant research projects. Any other third-party funding that is administered by teaching departments may also be mentioned.

10 Quality assurance

In addition to information on infrastructure and finances, the following aspects are of importance to the quality assessment and quality assurance of the teaching and research conducted within the auspices of degree courses.

10.1 Interaction between the profession and society at large

The required information includes:

- a brief description of the institute of higher education, including information on its national, regional and urban context, if this has a bearing on the establishment's educational profile
- a brief description of the degree course's history and its development into a tiered course
- philosophical and educational approaches to the degree course, its tasks and aspirations
- information on the students' background and environment, insofar as it affects the degree course's targets
- a self-assessment by the institute of higher education as regards its education policies, actual or necessary adjustments to the equipment with resources and a critical review of the objectives set for individual subject areas as well as the overall degree course
- information regarding contacts with alumni and graduates' feedback on the success of their course of study.

Past evaluations must be listed. They are to differentiate between external and internal evaluations.

10.2 Interdisciplinarity

Interdisciplinarity plays an essential part in the work of a landscape architect. It is therefore a prerequisite in teaching and research. Explicit evidence must be provided of how the curriculum reflects interdisciplinarity. Teaching imports and teaching exports beyond the boundaries of departments and faculties are to be specified.

10.3 Student achievements

The required educational achievements must be listed. This requires a full description of the academic programme, the presentation of the curriculum and timetable, annotated lecture schedules, examination regulations, details of project seminars and their types of organisation. The content and scope of the project-based studies shall be shown separately.

10.4 Presentations

Relevant public or in-house exhibitions at the institutes of higher education must be listed.

Accreditation assessors must be presented with a cross-section of student achievements, which may include:

- exam questions and exam papers
- design briefs and design projects
- examples of work completed on the degree course
- semester papers, thesis projects
- research projects.

10.5 Publications

Faculties at the institute of higher education must provide a descriptive report of the papers published by the departments. It must also be shown which publications are issued by the faculty.

Mitgeltende Dokumente

Other applicable documents

IFLA UNESCO Charter for Landscape Architectural Education 2012 with IFLA EU Addenda 2017

IFLA Guidance Document for Recognition or Accreditation 2008 with IFLA EU Addenda 2017

Professional Recognition Directive 2005/36/EC on the recognition of professional qualifications, superseded by Directive 2013/55/EU, last amended by Delegated Decision 2020/548 of the Commission on 23.01.2020

UNESCO-UIA Validation System for Architectural Education, 27.7.2002

UIA and Architectural Education – Reflections and Recommendations, 27.7.2002

UNESCO-UIA Charter for Architectural Education, July 1996 and revised version 2005

UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, 28.6.1999

Hochschulrahmengesetz (Framework Act for Higher Education) of 19.1.1999 (BGBl.I p.18), latest amended 15.11.2019

State treaty on the organisation of a joint accreditation system for quality assurance in studies and teaching at German institutes of higher education (Studienakkreditierungsstaatsvertrag) in force since 01.01.2018

Agreement of the German Conference of Interior Ministers (07.12.2007) and the Kultusministerkonferenz (Standing Conference of the Ministers of Cultural Affairs and Education), 20.09.2007, on the "Admission to careers in the higher public service with a Master's degree from universities of applied science"

Joint declaration of the European ministers for education 19.7.1999 Bologna

Statement by ASAP, ZEvA and KMK on the duration of BA und MA degree courses in architecture, 8.12.2003

Federal laws governing higher education (Landeshochschulgesetze)

Federal laws governing architects (Architektengesetze der Bundesländer)

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Qualification framework for degree courses in landscape architecture

Adopted by the ASAP Landscape Architecture Committee on 26.03.2021

Preamble

Landscape architects carry essential design responsibility for the condition of our natural resources and their interaction with the social and built environment. They combine knowledge of ecological contexts with planning competence. Higher education in landscape architecture is to qualify graduates to practise as professionals in the following fields of landscape architecture:

- open space and green space planning and design,
- landscape and environmental planning, nature conservation and landscape management,
- garden, landscape and sports ground construction.

It is essential that graduates acquire basic competences in all three fields while closely linking these fields, especially when it comes to cooperation in planning and construction. Therefore, core competences include the management of projects, planning processes and construction projects as well as solid knowledge of plants and their use. The required competences in landscape architecture are described in detail in the 'Criteria for Landscape Architecture' compiled by ASAP Validation Organisation for Study Programmes in Architecture and Planning as well as in the 'Minimum Requirements for European Landscape Architectural Studies' by EFLA and ECLAS, the European Federation of Landscape Architects und the Council of Landscape Architecture Schools.

A close link of theory and practice during the degree courses is chiefly accomplished in project studies. Students familiarise themselves with planning methods, gain expert knowledge and practise design competences by working on concrete projects. Also professional work experience (interim practice periods), which are generally spent in landscape architects' practices, at specialist authorities or landscape contractors, are important aspects for successful learning and studying.

A total duration of study of ten semesters with 300 ECTS credits from a Master's degree in landscape architecture that built on a Bachelor's degree is aimed for.

In accordance with the minimum requirements stipulated by the architects' laws of the different federal states, a few federal states already accept graduates from a three-year Bachelor's degree course plus the required professional practice training after their studies for registration as landscape architects on the list of architects of the relevant chamber of architects responsible for them. However, in most federal states, at least four years of study and a period of professional practice after graduation are required. This is achieved with either an eight-semester Bachelor's degree or a six- or seven-semester Bachelor's with a consecutive Master's degree course in landscape architecture.

Level 1a: Bachelor's with 6 or 7 semesters (180 or 210 ECTS)

Bachelor's degree courses with 210 ECTS credits usually have a longer integrated practice period or even an entire practice semester compared to courses with 180 ECTS credits. Only in a few federal states, together with the practice periods required by the federal state laws, they lead to registration on the list of landscape architects with the relevant chamber of architects.

KNOWLEDGE AND UNDERSTANDING			
Expanding knowledge	**Graduates are able to…**		
The graduates' knowledge and understanding builds on the level of the higher education entrance certificate and significantly beyond that. **Graduates have proven their broad and integrated knowledge and understanding of scientific principles of landscape architecture in the three fields of landscape architecture.**	**understand the determinant factors of open space and landscape in their interdependencies. To achieve this, they hold cross-sectional knowledge of natural and environmental sciences.** This includes in particular: plant studies, botany, zoology, ecology, soil and climate sciences, surveying, principles of natural sciences and construction.	**distinguish and understand different design methods and planning tools for the development of open space and the landscape. To achieve this, they hold cross-sectional knowledge of planning, cultural studies, art and social sciences.** This includes in particular: planning theory and design methodology, history of landscape and urban development, history of architecture, art history, aesthetics and design, demands on land use.	**understand and explain the execution of spatial designs and concepts into projects that can be implemented. To achieve this, they hold technical, legal and economic knowledge.** This includes in particular: environmental, building and contract law, use of plants, materials studies, construction technology and standards, principles of business administration such as calculation and costing.

In-depth knowledge	Graduates are able to…		
Graduates have an understanding of the most important theories, principles and methods in landscape architecture. **Their knowledge and understanding corresponds to the state of the art in current literature.**	**grasp open space/landscape situations and critically consider the interrelationships with regard to biotic and abiotic factors and demands on land use.** This includes in particular: recreational provisions and tourism, agriculture, forestry and water management, industry and trade, infrastructure projects and transport, urban design and construction, sustainable use of natural resources, renewable energy and renewable resources.	**define, deduce and critically consider planning solutions in space and time taking into account variants on different scales.** This includes in particular: open space and landscape designs and urban design schemes and concepts, environmental planning, design and management of protected sites and protected objects, specialist articles and reports under the protection of species law, biotope network planning, open and green space planning.	**define, explain and critically consider concepts and tools for the implementation and coordination of spatial schemes.** This includes in particular: production information and detail design, construction management and control, project and cost management, landscape maintenance and management, monitoring.

Understanding knowledge	Graduates are able to…
Graduates reflect the correctness of professional and practical statements. **Problems are solved against the backdrop of possible connections with technical plausibility.**	**apply qualitative and quantitative methods and techniques.** This includes in particular: ■ analysis, synthesis, ■ identifying and solving problems, ■ planning, organisation and management, ■ information technologies, ■ project implementation. **grasp and assess spatial situations and devise appropriate design solutions.** This includes in particular: ■ self-directed, quality-aware working and reasoning, ■ collect and evaluate relevant information, particularly within their study programme, ■ derive scientifically sound judgements that take into account social, scientific and ethical findings, ■ develop further learning processes independently and gain new knowledge.

USE, APPLICATION AND GENERATION OF KNOWLEDGE	
Graduates are able to apply knowledge and understanding to their actions or their profession and devise and develop solutions to problems related to landscape architecture.	This includes in particular: ■ design work, ■ project studies, ■ practice periods within the course of study, in a seven-semester Bachelor's course with around 30 ECTS credits.
Use and transfer	**Graduates …**
Graduates… ■ **collect, evaluate and interpret relevant information, particularly within their study programmes,** ■ **develop solutions,** ■ **carry out practice-oriented projects and contribute to solving complex tasks in a team.**	■ collect, evaluate and interpret relevant information as a basis for design or building projects, ■ derive initial professionally founded judgements from it, ■ grasp and evaluate simple spatial situations and develop solutions to them, ■ carry out practical projects and contribute to solutions to basic problems in a team, ■ are able to apply the above knowledge in their supporting activity within a professional field of landscape architecture.
Scientific innovation	**Graduates …**
Graduates… ■ **apply research methods,** ■ **present research findings and explain them.**	■ are able to deal with complex issues scientifically and methodically within a given period of time and to class them in cross-disciplinary contexts.

COMMUNICATION AND COOPERATION	Graduates…
Graduates… ■ **formulate subject-related and factual solutions to problems within their professional conduct,** ■ **communicate and cooperate with other experts and non-experts in order to solve a task responsibly,** ■ **reflect and take into account different views and interests of other involved parties.**	**are able to work in teams effectively and efficiently, and defend and communicate the results of their work.** This includes in particular: ■ factual argumentation, ■ active listening, ■ being critical and self-critical, ■ presenting results verbally and visually, ■ working together on projects, ■ applying various digital formats.

SCIENTIFIC IDENTITY / PROFESSIONALITY	
Graduates… ■ **develop a professional self-image which is based on the goals and standards of professional conduct,** ■ **justify their own professional conduct,** ■ **are able to assess their own abilities,** ■ **make use of subject-related design and decision freedom under guidance,** ■ **recognise the framework conditions for their professional conduct that are appropriate to the situation.**	This includes in particular: ■ experience gained in project studies, ■ interaction with various professional institutes and environmental associations as well as the chambers of architects, ■ practice periods in the profession, ■ working in context with other planning, design and building disciplines.

FORMAL ASPECTS			
Entrance requirements	**Duration**	**Follow-up options**	**Transitions from vocational education**
■ **Higher education entrance qualification (general or subject-related entrance qualification, university of applied sciences entrance qualification, federal state-regulated possibilities of admission to higher education for applicants with vocational qualification and without school certificates for higher education, including special aptitude procedures),** ■ **for applicants with vocational qualifications and without school certificates for higher education, admission to higher education is governed by federal state law, cf. Standing Conference of Ministers of Cultural Affairs and Education (eds.):** Synoptic representation of the possibilities of access to higher education in the federal states for vocationally qualified applicants without a school certificate for higher education on the basis of legal regulations for higher education, ■ **other entrance requirements to be defined by the institute of higher education, e.g. preliminary work experience, application portfolios, etc.**	**(including final project) 3 or 3 ½ years in full-time studies, i.e. 180 or 210 ECTS.** **Degrees at Bachelor's level are the first qualification for the profession.**	**Consecutive or post-graduate Master's course of study** Programmes at Master's level (with extraordinary qualifications also directly at PhD level), other continuing educations options.	**Qualifications and competences gained outside institutes of higher education which, verified by exams, may be recognised at the start of a course of study, provided they are relevant to the requirements of the respective degree course. They can replace up to 50 % of the academic course.** Compare: ■ Joint recommendations by the German Federal Ministry of Education and Research (BMBF), Standing Conference of the Ministers of Cultural Affairs and Education (KMK) and German Rectors' Conference (HRK) to institutes of higher education on the awarding of credits in vocational training and recognition for a course of study at an institute of higher education of 08.07.2003 ■ Recognition of knowledge and skills gained outside higher education for an academic course (I), Decision of the Standing Conference of the Ministers of Cultural Affairs and Education of 28.06.2002 ■ Recognition of knowledge and skills gained outside higher education for an academic course (II), Decision of the Standing Conference of the Ministers of Cultural Affairs and Education of 18.09.2008

Level 1b: Bachelor's with 8 semesters (240 ECTS)

Bachelor's degree courses with 240 ECTS credits usually have a longer integrated practice period, or even a whole practice semester, compared to degree courses with 180 ECTS credits and they also have at least one more semester of studies. Therefore, together with the practice period required by federal state laws, they lead to registration as a landscape architect with the respective chamber of architects in all federal states.

KNOWLEDGE AND UNDERSTANDING			
Expanding knowledge	**Graduates are able to…**		
The graduates' knowledge and understanding build on the level of entrance qualification to higher education and significantly beyond that. **Graduates have proven their broad and integrated knowledge and understanding of scientific principles of landscape architecture in the three fields of landscape architecture.**	**understand the determinant factors of open space and landscape in their interdependencies. To this end, they have cross-sectional knowledge of natural and environmental sciences.** This includes in particular: plant studies, botany, zoology, ecology, soil and climate science, surveying, principles of natural sciences and construction.	**distinguish and understand different design methods and planning tools for the development of open space and the landscape. To achieve this, they hold cross-sectional knowledge of planning, cultural studies, art and social sciences.** This includes in particular: planning theory and design methodology, history of landscape and urban development, history of architecture, art history, aesthetics and design, demands of people and society.	**understand and explain the execution of spatial designs and concepts into projects that can be implemented. To achieve this, they hold technical, legal and economic knowledge.** This includes in particular: environmental, building and contract law, use of plants, materials studies, construction technology and standards, principles of business administration such as calculation and costing.
In-depth knowledge	**Graduates are able to…**		
Graduates have a critical understanding of the most important theories, principles and methods in landscape architecture and are able to deepen their knowledge vertically, horizontally and laterally. **Their knowledge and understanding corresponds to the state of the art in current literature while also including some in-depth areas of knowledge to the current state of research.**	**grasp open space/landscape situations and critically consider the interrelationships with regard to biotic and abiotic factors and demands on land use.** This includes in particular: recreational provisions and tourism, agriculture, forestry and water management, industry and trade, infrastructure projects and transport, urban development and construction, sustainable use of natural resources, renewable energy and renewable resources.	**define, derive and critically consider planning solutions in space and time taking into account variants on different scales.** This includes in particular: open space and landscape designs and urban design schemes and concepts, environmental plans, design and management of protected sites and protected objects, expert contributions and reports under the protection of species law, biotope network plans, open and green space planning.	**define, explain and critically consider concepts and tools for the implementation and coordination of spatial schemes.** This includes in particular: production information and detail design, construction management and control, project and cost management, landscape maintenance and management, monitoring.

Understanding of knowledge	Graduates are able to…
Graduates reflect the epistemologically founded correctness of technical and practice-oriented statements in relation to the situation. **These are considered in their complex contexts and critically weighed against one another. Problems are solved against the backdrop of possible connections with technical plausibility.**	**apply qualitative and quantitative methods and techniques.** This includes in particular: ■ analysis, synthesis ■ identifying and solving problems ■ planning, organisation and management ■ information technologies ■ project implementation. **grasp and evaluate complex spatial situations and devise appropriate planning solutions.** This includes in particular: ■ self-directed, quality-aware working and reasoning, ■ collect and evaluate relevant information, particularly within their study programmes, ■ derive scientifically sound judgements from it while taking into account social, scientific and ethical findings, ■ develop further learning processes independently and gain new knowledge.

USE, APPLICATION AND GENERATION OF KNOWLEDGE	
Graduates are able to apply knowledge and understanding to their actions or the profession and devise and develop solutions to problems related landscape architecture.	This includes in particular: ■ design work, ■ project studies with at least one additional project with a minimum of 6 ECTS credits in the higher semesters, ■ practice period within the course of study with around 30 ECTS credits.
Use and transfer	**Graduates …**
Graduates… ■ **collect, evaluate and interpret relevant information in particular within their study programmes** ■ **derive scientifically sound judgements,** ■ **develop approaches to solutions and implement solutions which are state of the art,** ■ **carry out practice-oriented projects and contribute to solving complex tasks in a team,** ■ **independently engage in further learning processes.**	■ collect, evaluate and interpret relevant information as a basis for a design or a construction project, ■ derive initial technically founded judgements from them, ■ grasp and evaluate simple spatial situations and develop solutions, ■ carry out practical projects and contribute to solutions to basic problems in a team, ■ are able to apply the above knowledge in their supporting activity within the professional fields of landscape architecture, ■ acquire comprehensive and consolidated knowledge and experience from the practice period within the professional field.
Scientific innovation	**Graduates…**
Graduates… ■ **devise research questions and define them,** ■ **explain and justify operationalisation of research,** ■ **apply research methods,** ■ **present research findings and explain them.**	■ are able to deal with complex issues scientifically and methodically within a given period of time and to class them in cross-disciplinary contexts, ■ are able to work on new issues and tasks, such as climate change and climate adaptation as well as biodiversity, ■ are able to apply scientific innovations and scientific understanding gained in comprehensive project studies.

COMMUNICATION AND COOPERATION	Graduates…
Graduates… ■ **formulate technical and factual solutions to problems within their conduct and are able to justify these in discourse with experts and non-experts with theoretically and methodically sound argumentation,** ■ **communicate and cooperate with other experts and non-experts in order to solve a task responsibly,** ■ **reflect and take into account different views and interests of other involved parties.**	**are able to work in teams effectively and efficiently and defend and communicate the results of their work competently.** This includes in particular: ■ factual argumentation, ■ active listening, ■ moderating, ■ being critical and self-critical, ■ presenting results verbally and visually, ■ working together on projects, ■ digital formats.

SCIENTIFIC IDENTITY / PROFESSIONALITY	
Graduates… ■ **develop a professional self-image which is based on the goals and standards of conduct for professions that lie chiefly outside the sciences,** ■ **justify their own professional conduct with theoretical and methodical knowledge,** ■ **are able to assess their own abilities, autonomously reflect on subject-related design and decision freedom and make use of them under guidance,** ■ **recognise the framework conditions for their professional conduct that is appropriate to the situation and justify their responsible ethical decisions,** ■ **critically reflect on their professional conduct in relation to social expectations and consequences.**	This includes in particular: ■ experience gained in project studies, ■ interaction with various professional institutes and environmental associations as well as the chambers of architects, ■ practice periods in the profession, ■ working in context with other planning, design and building disciplines.

FORMAL ASPECTS			
Entrance requirements	**Duration**	**Follow-up options**	**Transition from vocational training**
■ **Higher education entrance qualification (general or subject-related entrance qualification, university of applied sciences entrance qualification, federal state-regulated possibilities of admission to higher education for applicants with vocational qualification and without school certificates for higher education, including special aptitude procedures).** ■ **For applicants with vocational qualifications and without school certificates for higher education, admission to higher education is governed by federal state law, cf. Standing Conference of Ministers of Cultural Affairs and Education (eds.):** Synoptic representation of the possibilities of access to higher education in the federal states for vocationally qualified applicants without a school certificate for higher education on the basis of legal regulations for higher education. ■ **Other entrance requirements to be defined by the institute of higher education, e.g. preliminary work experience, application portfolios, etc.**	**(including final project) 3, 3 ½ or 4 years in full-time studies, i.e. 180, 210 or 240 ECTS** **Degrees at Bachelor's level are the first qualification for the profession.**	**Consecutive or post-graduate Master's course of study** Programmes at Master's level (with extraordinary qualifications also directly at PhD level), other continuing educations options.	**Qualifications and competences gained outside institutes of higher education which, verified by exams, may be recognised at the start of a course of study, provided they are relevant to the requirements of the respective degree course. They can replace up to 50 % of the academic course.** Compare: ■ Joint recommendations by the German Federal Ministry of Education and Research (BMBF), Standing Conference of the Ministers of Cultural Affairs and Education (KMK) and German Rectors' Conference (HRK) to institutes of higher education on the awarding of credits in vocational training and recognition for a course of study at an institute of higher education of 08.07.2003 ■ Recognition of knowledge and skills gained outside higher education for an academic course (I), Decision of the Standing Conference of the Ministers of Cultural Affairs and Education of 28.06.2002 ■ Recognition of knowledge and skills gained outside higher education for an academic course (II), Decision of the Standing Conference of the Ministers of Cultural Affairs and Education of 18.09.2008

Level 2: Master's level (together with a preceding Bachelor's degree and at least 300 ECTS credits)

Master's degree courses in landscape architecture serve to provide a broader and deeper knowledge of the entire professional field and to specialise in separate areas of landscape architecture. They can also serve to provide broader knowledge on the interface with related disciplines. Master's degree courses in landscape architecture that build on a preceding Bachelor's degree in landscape architecture, enable graduates in any case to practise as landscape architects in accordance with the architects' and building chambers' laws and to register on the list of landscape architects, if this has not already been achieved in a 4-year Bachelor's degree with 240 ECTS credits. The profile of Master's degree courses in landscape architecture is research-oriented or practice-oriented.

Graduates want to…

- update, consolidate, deepen and expand their competences and acquired knowledge in a cross-sectional manner

  and/or

- acquire in-depth knowledge of selected special areas of landscape architecture, e.g. construction technology, open and green space planning, open space management, landscape construction and management, tools of nature conservation, species protection and landscape development, development of cultural landscapes and land uses, historic gardens conservation

  and/or

- deepen their knowledge of scientific working methods to the extent that they qualify for PhD studies.

Graduates with a Master's degree in landscape architecture following a Bachelor's degree in a related discipline, e.g. architecture, urban planning, geography, ecology, horticulture, forestry, agriculture and water management, do not meet the requirements to register as landscape architects according to architects' and building chambers' laws in the federal states. They must be informed of this by the respective higher education institution before taking up a Master's degree course.

KNOWLEDGE AND UNDERSTANDING	
Expanding knowledge	**Graduates are able to…**
Graduates have proven their knowledge and understanding, which usually builds on Bachelor's level and significantly expands and deepens this. **Graduates are able to define and interpret the specifics, limits, terminology and doctrines of their field.**	■ familiarise themselves with and open up new subject areas in landscape architecture, ■ address cross-sectional problems and find interdisciplinary solutions, ■ creatively process neighbouring specialist tasks and work on corresponding topics that concern landscape architecture, ■ critically review claims by third parties in projects, ■ extend expert knowledge. Additional topics include in particular: – urban spaces and urban problems, open and green space planning and urban design, – new demands of people and society, – rural development, land use systems, agriculture, forestry, – water management, development of water bodies, – climate adaptation/climate change, – ecological diversity, – sustainability, – renewable energies and renewable raw materials, – land consumption and soil protection, – mobility, – project management.

In-depth knowledge	Graduates are able to…
The graduates' knowledge and understanding forms the basis for the development and/or application of their independent ideas. This may be practice-oriented or research-oriented. **They have a broad, detailed and critical understanding that is state of the art in science in one or more specialist fields.**	■ penetrate and consolidate their knowledge gained on the Bachelor's course, ■ deepen competences while working on projects (project studies) and collect practical experience, ■ analyse and understand complex problems comprehensively by simultaneously considering different sectors of landscape architecture, ■ skilled research of literature and its evaluation, ■ work and learn on the basis of research, ■ understand assessment methods and statistical principles in-depth, ■ manage and lead large and complex projects, ■ consider all aspects of landscape architecture in the context of design and build, ■ use information technologies competently to solve difficult problems, ■ creatively develop spatial design concepts, ■ use technical processes and construction materials in a differentiated manner to meet increased professional standards.
Understanding knowledge	**Graduates…**
Graduates weigh up the subject-related, epistemologically founded correctness in the context of scientific and methodological considerations and, by balancing these, are able to solve practical and scientific problems.	■ are able to reflect the correctness of subject-related and practical statements and critically weigh them up against one another in relation to their subject-related context, ■ are familiar with the factors and constraints of landscape architecture and can apply them to complex projects, ■ are familiar with factors and constraints in neighbouring disciplines, in particular such as environmental planning and urban design, and connect them to the issues of the profession.

USE, APPLICATION AND GENERATION OF KNOWLEDGE	Graduates are able to…
Graduates are able to apply knowledge and understanding and their problem solving skills, also in new and unfamiliar situations that are in a wider or multi-disciplinary context to their field of studies.	**apply their knowledge and understanding to their qualified profession and to work out and develop solutions to problems related to landscape architecture.** This includes design work, also for complex projects with difficult constraints and diverse demands by different stakeholders.
Use and transfer	**Graduates are able to…**
Graduates… ■ **integrate existing and new knowledge into complex relationships, also on the basis of limited information,** ■ **make sound scientific decisions and critically reflect any possible consequences,** ■ **independently acquire new knowledge and skills,** ■ **conduct practical projects mostly independently or autonomously.**	■ select taxing methods for complex problems in an integrative and interconnected manner, ■ manage information and knowledge. This includes: analysing information comprehensively and in depth, structuring, abstracting from it and exchanging knowledge. ■ apply spatial methods. This includes: quantitative as well as qualitative survey and analyse of spatial structures and relationships, including modelling.
Scientific innovation	**Graduates…**
Graduates… ■ **design research questions,** ■ **select concrete ways for operationalising research and justify them,** ■ **select research methods and justify their choice,** ■ **explain research results and interpret them critically.**	■ have the ability to work on a complex problem using different scientifically sound methods within a given period of time and to class it in interdisciplinary contexts, ■ have the ability work on new issues and tasks in depth, such as climate protection and climate adaptation as well as biodiversity.

COMMUNICATION AND COOPERATION	Graduates are able to…
Graduates… ■ **exchange subject-related and practical ideas about alternative, theoretically justifiable solutions with members in different academic and non-academic fields,** ■ **integrate involved parties into tasks in a goal-oriented manner, taking into account the respective group situation,** ■ **recognise potential conflicts when working with others and reflect on them in the context of cross-situational conditions. Through constructive, conceptual action, they ensure the implementation of processes in search of a solution that is adequate for the situation.**	■ **use information and communication technologies effectively and efficiently.** This includes: selecting and using compatible hardware and software and checking the effectiveness / efficiency of its use. ■ **communicate interactively.** This includes: listening, negotiating, persuading others, communicating orally and in writing, including participation in forums and events. ■ based on the current state of research and application, communicate conclusions and the information and rationale behind them in a clear and unambiguous way to professionals and lay people, ■ communicate with professionals and lay people about information, ideas, problems and solutions at a scientific level. Use media appropriately. ■ **work effectively in a team.** This includes: creating a team-friendly environment and recognising and using the individual contributions that team members make in group processes; assembling interdisciplinary teams, assigning tasks to them as well as developing, leading and managing them; organising and directing work processes; assuming prominent responsibility in a team.

SCIENTIFIC IDENTITY / PROFESSIONALITY	Graduates are able to…
Graduates… ■ **develop a professional self-image which is based on the goals and standards of professional conduct in both science and the professional fields outside science,** ■ **justify their own professional conduct with theoretical and methodical knowledge and reflect on them with regard to alternative designs,** ■ **assess their own abilities, make autonomous use of subject-related design and decision freedom, and develop them under guidance,** ■ **recognise framework conditions for professional conduct appropriate to the situation and across different situations and reflect on decisions responsibly and ethically,** ■ **critically reflect on their professional conduct in relation to social expectations and consequences and continue to develop their professional conduct.**	■ **think critically and be creative.** This includes: directing own or others' creative processes, structuring thoughts, ideas, analyses, syntheses and critical evaluations. Also: unbiased thinking, recognising premises, evaluating statements in terms of evidence, detecting false logic or reasoning, identifying implied values, defining terms adequately and generalising them appropriately. ■ **solve problems and make decisions.** This includes: setting criteria, using appropriate decision-making tools, identifying planning and spatial issues when doing so, formulating and solving; generating alternatives, identifying and evaluating, chiefly when balancing ecological, social-cultural and economic criteria and parameter of sustainability, as well as implementing and reviewing decisions. ■ **be active themselves.** This includes: being self-aware and self-directing, time management, developing sensitivity to the diversity of people and to different situations, learning how to learn. ■ **lead and implement.** This includes: choosing leadership styles appropriate to the situation, setting goals, motivating, supervising and monitoring implementation, using coaching and mentoring programmes, striving for continuous improvement. ■ **acting in an ethically responsible way.** This includes: recognising ethically relevant situations, applying and selecting ethical and organisational values in situations. Also: scientific working, experience gained in project studies, interaction with the various professional and environmental associations as well as the architects' chambers, practice periods in the profession, working in the context of other planning and construction disciplines.

FORMAL ASPECTS			
Entrance requirements	**Duration**	**Follow-up options**	**Transition from vocational training**
■ **First higher education degree that qualifies for a profession at least at Bachelor's level,** ■ **plus additional entrance requirements to be defined by the institute of higher education, e.g. preliminary work experience, application portfolios, etc.**	**1, 1 ½ or 2 years in full-time studies, i.e. 60, 90 or 120 ECTS** **The study duration for a continuing Master's degree course with a preceding Bachelor's course of study is a total of 4, 4 ½ or 5 years as a full-time course, i.e. 240, 270 or 300 ECTS.** **Together with a consecutive Bachelor's course of study in landscape architecture, the total duration is at least 5 years of full-time studies with 300 ECTS credits.**	**PhD** **Admission to higher civil service** **Continuing education**	**Qualifications and competences gained outside institutes of higher education which, verified by exams, may be recognised at the start of a course of study, provided they are relevant to the requirements of the respective degree course. They can replace up to 50 % of the academic course.** Compare: ■ Joint recommendations by the German Federal Ministry of Education and Research (BMBF), Standing Conference of the Ministers of Cultural Affairs and Education (KMK) and German Rectors' Conference (HRK) to institutes of higher education on the awarding of credits in vocational training and recognition for a course of study at an institute of higher education of 08.07.2003 ■ Recognition of knowledge and skills gained outside higher education for an academic course (I), Decision of the Standing Conference of the Ministers of Cultural Affairs and Education of 28.06.2002 ■ Recognition of knowledge and skills gained outside higher education for an academic course (II), Decision of the Standing Conference of the Ministers of Cultural Affairs and Education of 18.09.2008

Level 3: PhD (300 ECTS+)

Doctoral studies in landscape architecture serve to broaden and deepen knowledge of the entire professional field and to specialise in specific areas of landscape architecture, e.g. planning and design methodology, management, products and construction materials. The course of study is research-based; it aims at gaining research knowledge or at the development of innovative solutions and processes. The requirement is to address new and uncertain problem areas. A PhD programme is to be established.

Graduates want to …

- gain a systematic understanding of an area of landscape architecture and master skills and methods that are used in this area,
- acquire the skills to independently initiate, plan and implement essential research projects related to landscape architecture with scientific integrity,
- make an essential contribution to the development of landscape architecture that broadens the boundaries of knowledge,
- acquire competences that qualify them particularly for a leading position in academic research, in a landscape architecture practice or in public service.

KNOWLEDGE AND UNDERSTANDING
Expanding knowledge
Doctoral graduates have demonstrated a systematic understanding of landscape architecture and proven mastery of the skills and methods used in research in this discipline. They have a comprehensive knowledge of the relevant literature.
In-depth knowledge
By submitting a scientific thesis, doctoral graduates have made their own contribution to research that extends the boundaries of knowledge and stands up to national or international peer review.
Understanding knowledge
Doctoral graduates reflect in depth on the interrelationships of subject-specific and scientific principles, draw the correct epistemological conclusions and are able to check the validity of statements. Consequences for the solution of situational and cross-situational issues are necessarily derived from scientific and methodological conclusions.

USE, APPLICATION AND GENERATION OF KNOWLEDGE

Doctoral graduates can independently conceive and carry out essential research projects with scientific integrity.

Graduates from solo classes and master classes can independently conceive and carry out essential artistic projects with artistic integrity.

Use and transfer

Doctoral graduates…

- develop formats for testing current scientific findings or opportunities for controlled testing of new practical applications,
- define new tasks and strategically important goals and make visible contributions to the social, scientific and/or cultural progress made by the knowledge society within their professional field.

COMMUNICATION AND COOPERATION

Doctoral graduates...

- present, discuss and defend research-based findings in their field in interdisciplinary research and application contexts,
- discuss findings from their areas of specialisation with peers, present them to academic audiences and communicate them to people from outside the discipline,
- discuss research findings with professional colleagues,
- present specialist subjects to international academic audiences and are also able to communicate these to lay people,
- are able to provide instruction to the less qualified,
- lead international and interdisciplinary teams,
- acquire, plan and implement projects and resources.

SCIENTIFIC IDENTITY / PROFESSIONALITY

Doctoral graduates…

- develop a professional self-image which is based on the goals and standards of professional conduct predominantly in science and other scientific professions,
- reflect on their own professional conduct with theoretical and methodological knowledge and assess their own professional and technical knowledge,
- make autonomous use of design and decision freedom and develop their professional and technical knowledge,
- evaluate professional conduct of third parties theoretically and methodically and support their development,
- develop research-based theoretical and methodological knowledge as the foundation of their professional conduct (basic and applied research),
- recognise the research-based framework conditions of professional conduct and reflect on these with regard to ethical consequences,
- critically reflect on professional conduct in relation to social expectations and consequences, develop and implement sustainable innovations,
- identify scientific questions independently,
- identify complex situations, processes and spatial contexts,
- analyse problems and derive goals from them,
- show possible solutions, evaluate and implement them,
- drive social and scientific and/or cultural progress,
- apply current methods for experimental, theoretical and simulation-based problem solving,
- formulate scientific questions, conceive research projects independently and carry them out according to the rules of good scientific practice.

FORMAL ASPECTS

Entrance requirements

Master's degree (university, university of applied sciences) or diploma (university),
particularly qualified Bachelor's degree or particularly qualified diploma from a university of applied sciences,
if applicable, further admission requirements to be defined by the institute of higher education.

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BYAK	Bayerische Architektenkammer
BAK	Bundesarchitektenkammer
BDA	Bund Deutscher Architektinnen und Architekten
bdia	Bund Deutscher Innenarchitekten
bdla	Bund Deutscher Landschaftsarchitekten
BGL	Bundesverband Garten-, Landschafts- und Sportplatzbau
DASL	Deutsche Akademie für Städtebau und Landesplanung
DARL	Deutsche Dekane- und Abteilungsleiterkonferenz für Architektur, Raumplanung und Landschaftsarchitektur
fbta	Fachbereichstag Architektur
HKL	Hochschulkonferenz Landschaft
IfR	Informationskreis für Raumplanung
SRL	Vereinigung für Stadt-, Regional- und Landesplanung

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