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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, which are in addition to the cross-disciplinary standards of 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. Crucially, both 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 offered now and the diversity expected in the future as a result of deregulation in tertiary education, 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.

ASAP's Expert Committee on Landscape Architecture 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 aim of landscape architecture training is to qualify graduates to practise as professionals in the following areas of landscape architecture:

- Landscape design
- Nature conservation and landscape management including the relevant tools, particularly landscape planning and environmental assessment.
- Garden, landscape and sports ground construction

The education aims to enable graduates who have completed a period of practical training to be registered as landscape architects in the architects' list of their relevant chamber of architects in compliance with each federal state's respective law concerning architects. This does not have to apply to all courses of study. However, the goal is that students can choose from a core of programmes that meet the standards of the chambers of architects and the International Federation of Landscape Architects (IFLA).

Graduates shall mainly work in the following professional fields:

- Planning and design practices
- Public authorities for nature conservation and environmental protection
- Local government parks departments and environmental protection departments
- Garden and landscape companies as well as 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 holds a special status within higher education because it delivers training for a profession that is protected by German federal legislation on architecture whilst also being affected by international standards. For landscape architecture these are:

national:

- Hochschulrahmengesetz (Framework Act for Higher Education) of 19.01.1999, amended on 12.04.2007
- "Common Structural Guidelines in accordance with Article 9 Para 2 Framework Act for Higher Education for the Accreditation of Bachelor's and Master's courses of study", version of 04.02.2010

Europe-wide:

- Professional Recognition Directive 2005/36/EC on the recognition of professional qualifications

international:

- IFLA UNESCO Charter for Landscape Architectural Education of 15.08.2005, and
- IFLA Guidance Document for Recognition or Accreditation, June 2008

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 courses of study 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 listed in Section 3.
- In accordance with IFLA's requirements 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, an uninterrupted course of study in landscape architecture should take at least five years in total. The UIA Accord also stipulates a minimum study period of five years. The minimum permitted time is four years plus any additional practical training periods that form a course requirement (cf. Point 5.2). 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), consecutive to 1
5. Three-semester Master's course of study (90 CP), consecutive to 2
6. Two-semester Master's course of study (60 CP), consecutive to 3 or post-graduate

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 programme is proportionally adjusted because the maximum CP permissible for a consecutive course of study 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.

The degrees allow graduates to take up professional work in all areas of the professional field. This generally applies to the field of garden, landscape and sports ground construction. For the professions of landscape design, nature conservation and landscape management further study on a Master's course is recommended in order then to acquire a total of 300 CP and expand the student's understanding. This also applies to additional studies in particular areas of garden, landscape and sports ground construction at institutes of higher education that offer Master's programmes in these subjects.

Master's degrees acquired by continuous study of a core course in landscape architecture generally 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 offer only conditional qualification, 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 servants.

Postgraduate courses at Master's degree level

Postgraduate courses must offer additional focus, supplementary skills and access to new professional fields.

PhD courses of study

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

Documentation

ASAP shall provide confirmation of compliance with the specified requirements for a course of study and type of

degree, and shall publish a list of courses of study 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 architecture education

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

The mutual recognition of qualifications and training by once distinct national authorities is a new factor that needs to be promoted in order to increase the mobility of landscape architects 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 credits

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 credits gained by means of accredited courses of study at other institutes of higher education, provided these were also accredited in accordance with the standards mentioned in Point 1.1.

This recognition does not imply that institutes of higher education must recognise all educational credits gained 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 gained 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 courses of study.

1.5 Profile-creation at institutes of higher education

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

2 General educational objectives

The training of landscape architects aims to prepare students for the world of work. The profile of a course of study in landscape architecture should incorporate creative design as well as technical/scientific, planning, social and ecological aspects. This necessitates a broadly structured cross-sectional education that reflects on natural processes as well as those influenced by man.

The training of landscape architects must achieve the following:

- Train competent, creative and critically minded experts in design and construction, and
- Develop individuals who distinguish themselves by their intellectual maturity, ecological sensitivity, economic understanding and social responsibility.

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

Key educational goals to prepare landscape architects for these tasks are:

- Familiarity with the job description and professional field of landscape architecture as a separate and distinct design discipline that reaches beyond the scope of other design disciplines as regards job-specific questions 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:
 - Work with vegetation;
 - 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, the landscape character and our cultural heritage;
 - Design within the context of society and culture;
- The mediation of the technical, scientific, legal, economic and social foundations required to assess the consequences and the development intended by the design and the planning, to implement plans and carry out projects;
- Programming own projects, working within interdisciplinary teams, leading cross-disciplinary groups and managing planning processes (mediation and moderation);
- The coordination, inspection, 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 of the application of a variety of planning methods.

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 critically to review operations in the professional field. They also need the support that will enable them to cooperate, to make appropriate and target-centred decisions and act responsibly. The content and methods of a programme of study to include work experience and reflection thereon should enable students to obtain the well-founded basic knowledge required in the professional field, to find their bearings in the profession without undue delay, and subsequently to enhance their skills as they progress through their working lives. For this reason, substantial portions of any course of study must be conducted as projects.

3 Course contents

3.1 Specific professional knowledge and competence

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

- Planning and design in landscape architecture
 - design and presentation
 - presentation skills
 - effective, target-oriented working methods
 - project-based design work
 - 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 law and
 - standards and technical codes and regulations
- 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
- Natural resources
 - biotic and abiotic natural resources (flora and fauna, soil, water, climate, etc)
 - ecology

- Land use requirements and demands resulting from
 - agriculture, forestry and water management
 - industry and commerce
 - infrastructure and transport
 - mining and power industry
 - urban planning/construction
- Recreation planning and tourism
- Care of the landscape and townscape and principles of landscape aesthetics
- Nature conservation and landscape management
 - baseline survey reports, appraisal procedures and monitoring
 - natural resources and natural assets and their uses, renewable energy and raw materials
 - project and programme development
 - application of common planning tools and methods in landscape planning, impact mitigation regulations and environmental assessment, designation and management of conservation areas and protected elements, endangered species legislation and planning for habitat connectivity
 - recreation planning for open spaces
 - international and European nature conservation
- Care of cultural heritage
 - cultural landscapes
 - protection of historic buildings and monuments
 - 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, and expected lifespan
 - maintenance and maintenance costs
 - monitoring and management concepts
- Technology and management, in particular knowledge of
 - working and detail drawings
 - soil science
 - surveying
 - material science, building technology
 - planting design
 - vegetation technology, bioengineering
 - tenders, contracts and billing
 - construction management and execution of construction work
 - project management
 - economics
 - management of green spaces
 - landscape management

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 impart the following:

- a wide knowledge of a basic range of plants
- technical skills and experience

- how to turn fundamental theoretical principles into practical proposals with due regard to economic constraints and sociological aspects
- how to deal with complex planning processes and practical experience thereof
- work experience as an integral part study, in appropriate offices, businesses or public authorities.

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, departments, design practices, contractors, parks departments
- promote interdisciplinary collaboration
- allow self-assessment and the application of students' own evaluation criteria
- enable students to accept critical responses and reflect upon them
- develop competence in the consideration of economic and social aspects
- enable self-directed work.

3.4 Presentation, moderation, mediation

The application 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 skills in

- acting as mediators between the requirements of different interest groups (e.g. in the context of design projects) and conducting negotiations within a professional context (mediation)
- conflict management: liaising between a number of parties, and conducting negotiations within a professional context (mediation and moderation).

3.5 Overview: Requirements for the education of landscape architects

Overarching requirements	Specific requirements	Minimum standards	Teaching methods
INDEPENDENT ANALYSIS of abstract data and situations , application of a wide spectrum of different methods	Expertise and professionalism	Provision of compulsory courses Provision of elective courses Provision of optional subjects	Lectures Project work Seminars Tutorials Final year project / thesis
CREATIVITY Application of specialist knowledge to the solution of planning and design tasks	Practice-related	Preparatory work placement to precede course of study Work experience in the course of study	Work placement to comply with applicable work placement standards Work placement reports, presentations
EVALUATION Critical review of schemes and expert reports and their critical rendition	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 in a variety of social settings 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 contents

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. There has to be a balance between the subjects, which include basic principles, plants, technology, design, economics, society and planning, which also allows for the profile of the courses on offer and the profile of the institutes of higher education. The assessment also covers the proportion of effective teaching and learning methods, e.g. interactive teaching methods and project seminars based on self-directed work within a 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 19/01/1999, the new courses of study are structured into two consecutive sections leading to the final degrees of Bachelor and Master. Principally they facilitate different combinations of courses with a high degree of permeability, even

across different types of higher education establishment.

Therefore, admission to a Master's degree course 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 degree course.

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 degree course 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 be clearly structured and described to enable students to achieve their Bachelor's degrees within the allocated time. Course descriptions must be assigned to one or several professional fields while taking into account their subject-specific characteristics.

Bachelor's degree courses 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 Point 3.2, but should instead focus on a selection of the basic subjects. Dissertations at Bachelor's degree level should be worth at least 12 CP.

The Bachelor's degree meets the conditions for registration on the list of architects in accordance with German federal state laws, see Section 1.

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

4.2 Master's degree

Building on the scientific principles, methods and expert knowledge learnt at Bachelor's degree level, the Master's degree course deepens a student's understanding of the core areas of study in landscape architecture. Additional specialised knowledge and most importantly research and development competence shall ensure that graduates will have obtained 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. 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 revised 22/09/2005 and the European Credit Transfer System, consecutive Master's degree courses must offer the opportunity to obtain at least 300 credits, including those credits gained in preceding courses of study. The Master's degree thesis must be worth a minimum of 24 CP to meet international standards, although 30 CP is preferred.

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 the required professional practice training, it allows graduates to carry the professional title of landscape architect.

Master's degree courses for graduates from different fields of study

As a rule, completion of a Master's degree course that does not follow on from a Bachelor's degree course in the field of landscape architecture does not lead to a professional qualification for landscape architects. These courses are assessed by the same criteria as apply to consecutive Master's courses of study.

4.3 Entrance requirements

The entrance requirements for a Bachelor's degree course are the same as the entrance requirements stipulated by federal state law.

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. A Master's degree course must meet high professional and academic standards; therefore admission to a course shall be dependent on additional entrance requirements. These form the object of accreditation.

The entry requirement for a Master's degree course in landscape architecture, or related course within the professional field of landscape architecture, is a Bachelor's degree or diploma in landscape architecture, architecture, urban planning, spatial planning or related courses of study. In most cases, applicants without a Bachelor's degree in landscape architecture will be required to take an aptitude test and complete 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 diploma courses in landscape architecture. Institutes of higher education must offer the necessary aptitude tests and any additional access courses that may be required. As a rule, these will extend the duration of study.

Any Master's degree course that only requires two semesters, one semester for study and the second semester for the Master's thesis, shall not as a rule be ascribed to graduate 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 science, polytechnic, technical college or university. An additional aptitude test may be required.

4.4. Modules and ECTS

The new courses of study must 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 the minimum requirements and form educational components that connect in a meaningful way. Individual subjects are not suited for this. Credit points must be allocated directly to their 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, conditions for participation).

5 Professional practice

The combination of practical work experience with accompanying teaching events is central to the training of landscape architects. However, it should not and cannot substitute or improve a university education or parts thereof. Practical work provides firsthand experience of matters that cannot be gleaned in theory. Work experience placements are an essential component of the curricula.

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

A work placement with a company doing practical work or equivalent public authority (e.g. a local authority parks maintenance department) of at least three months, preferably six months, is required prior to enrolment onto 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 as well as providing experience that will be of use during the course of study.

5.2 Practical training within the course of study

A course of study in the field of landscape architecture requires that a continuous period of time be spent in practical training (in a design practice, public authority, parks department or firm of contractors) during which formal learning can be applied and skills practised and thereby consolidated. Practical training within a course of study forms part of the workload and is rewarded by ECTS credit points. Institutes of higher education must make clear the learning objectives of practical training and how they relate to the curriculum.

The period of practical training that a student on a Bachelor's degree course should strive for is a full semester. The practical training component of 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.

Periods of practical training that do not form part of the workload may be served outside of course time and are not rewarded by credit points.

5.3 Practical training period after graduation from the Bachelor's degree course as an entrance requirement for the Master's course

Practical training periods completed between Bachelor's and Master's degree courses do not pose a risk to consecutiveness.

A preliminary work placement may be an additional requirement for admission to a Master's degree course (structural requirements common to all German federal states, see Point 2.1).

5.4 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 in 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.

5.5 Further and continued education

Training and education can never fully cover many 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.

5.6 Field trips

Field trips are a necessary and indispensable 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 lasting several days.

6 Research and teaching

To guarantee the quality of landscape architecture teaching 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 individuals. Research and professional activities are dependent on the opportunities provided by the respective disciplines. Hence, within classic design subjects such as landscape architecture and open space planning, it will be more common to find planning and design jobs, whilst scientific or technical subjects will tend to feature research projects and work on scientific panels.

Research in landscape architecture can also refer to the study of the design and planning process itself. In turn, design work often comes up against problems that can be explored using scientific methods.

7 Staff structure

Accreditation documentation should give an overview of an institution's academic teaching staff, to include information about teaching, but also about research projects, publications, independent professional work and social involvement, e.g. tasks 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 annual number of graduates.

The management structure of a department must be described, including the members of committees involved in decision making.

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 for the profession.

The credentials of higher education teaching staff can only be assured in the long term if they spend their available time on planning, design and construction projects, or on expert assessments and consulting activities. Whilst the public employer considers such activities ancillary and insists that they be disclosed for approval or declared and permission obtained, lecturers are expected to perform those activities that are approved within their terms of service.

Competent higher education teaching staff members are expected to hold honorary positions in important institutions, deliver lectures, produce academic publications, serve on competition jury panels or act as consultants to competition organisers, 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 designs 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 at institutes of higher education, universities of applied science and 'Gesamthochschulen' (combination of a German institute of higher education and university of applied science) supports 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 have obtained the qualifications that allow their registration with the professional chambers.

7.3 Lecturers

Lecturers support the organisation of research and teaching. Further, their teaching has a particular focus on the consideration of problems faced in professional practice. The qualifications of lecturers with a right of examination are the same as for professors.

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

8 Infrastructure

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

8.1 Usable space

The documentation for accreditation must include statistical material on the usable space of teaching areas (lecture theatres, seminar rooms), 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. Another important aspect is the way in which access and opening times are organised.

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.).

The list of workshops, laboratories and data processing pools must distinguish between areas that belong to a particular teaching department 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 specialised 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 used for a specific discipline's research activities or that are 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 all teaching staff and students and are adopted

for use by them. Presentation spaces are primarily exhibition spaces for the display of course work and diploma projects.

9 Finances /third-party funding

A department'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 items are known, as well as the available physical resources and staff resources (e.g. teacher appointments, student research assistants etc.). Evidence that the didactic and spatial targets can be met is required.

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 noted.

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 new 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 course's history and its development into a tiered course;
- Philosophical and educational approaches to the course, its tasks and aspirationInformation on the students' background and environment, insofar as it affects the course's aims;
- A self-assessment by the institute of higher education as regards its education policies, actual or necessary adjustments to equipment resources and a critical review of the objectives set for individual subject areas as well as the overall course of study;
- Information regarding contacts with alumni and graduates' feedback on the success of their course of study.

Past evaluations must be listed and differentiate between external and internal evaluations.

10.2 Interdisciplinarity

Interdisciplinarity plays a significant part in the work of landscape architects. This is why it forms a requirement of research and teaching. Explicit evidence is required of the ways in which the curriculum reflects interdisciplinarity. Introductions to and from the teaching which break the boundaries of the respective disciplines and departments should also be scheduled.

10.3 Educational credits

Courses must be described in detail. This requires a full description of the academic programme, curriculum and timetable, annotated lecture schedule, examination regulations, details of project seminars and their types of organisation.

10.4 Presentations

Relevant public or in-house exhibitions 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 course
- Semester papers, final projects
- Research projects.

10.5 Publications

Departments must provide a descriptive report of their published papers. This should also include any publications issued by the department.

Appendix

Other documents

IFLA UNESCO Charter for Landscape Architectural Education, 15.08.2005

IFLA Guidance Document for Recognition or Accreditation, June 2008

Professional Recognition Directive 2005/36/EC regarding the recognition of professional qualifications, 07.09.2005

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 revision 12.04.2007 (BGBl. I p.506)

Common Structural Guidelines in accordance with Article 9 Para 2 Framework Act for Higher Education for the Accreditation of Bachelor's and Master's courses of study of 04.02.2010

Agreement of the 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 courses in architecture, 8.12.2003

Federal laws governing higher education (Landeshochschulgesetze)

Federal laws governing architects (Architektengesetze der Bundesländer)

This manual was prepared by ASAP in the context of the Departmental Committee for Landscape Architecture by Prof. Gert Bischoff, Christoph Gondesen, Hanns-Jürgen Redeker and Prof. Klaus Werk with the collaboration of Thomas Leyser and Matthias Gehrcke.

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