

## **Requirements for landscape architecture degree programmes recognised as a component in professional recognition [amended 'Warsaw Document' - Warsaw+]**

Text drafted by Richard Stiles following discussion and critique of the "Birmingham Document" and comments on the subsequent "Warsaw Document" made at the Hamburg GA in 2012 with modifications by Sophia Meeres in September 2015 and further suggestions following discussion at the Heads of Schools Meeting in the 2015 ECLAS conference added by Simon Bell.

A. To be recognised as a component of professional recognition, landscape architecture programmes delivered by university level institutions must teach competence in the core area of the discipline, which is landscape planning, design and management. This is carried out through the conception, development, communication and implementation of landscape projects, programmes and policies, involving intervention in the landscape at different scales of time and space.

B. To ensure that these projects, programmes and policies grow out of and fit into their social, environmental, political and cultural context, with the participation of all relevant actors and are both feasible and sustainable, landscape architecture programmes must teach knowledge, skills in and understanding in the following areas:

1. The structure of the physical landscape as well as the natural systems and processes operating to shape it
2. The historical development and the land use and management systems that have led to today's typical patterns of vernacular cultural landscapes
3. The development, morphology and function of urban settlements, including their characteristic built form and building types and in particular their related open space structures
4. The ways in which individuals, social groups and society as a whole, both past and present, have perceived, and continue to perceive, value and interact with their landscapes
5. The legal, political, institutional and policy frameworks which influence the conservation and development of the landscape, and how they come into being, as well as the contemporary discourse relating to environmental planning and design
6. Approaches, methods and techniques for representing and analysing the landscape, and for understanding the needs and expectations of its actual and potential users and other relevant actors
7. The canon of historic and contemporary parks, gardens, planned and designed landscapes, landscape designs and plans together with the ideas and individuals behind them
8. Practical planning, management and design principles and skills for landscapes, as well as the underlying theories and concepts on which they are based.
9. The materials, both living and inert, and techniques relevant for landscape projects, together with related design and construction standards involved in project implementation and aftercare
10. The professional practice of landscape architecture, including the development and role of the professions, professional ethics, the stages of the planning and design process and the practices of project management and interdisciplinary collaboration

C. To meet the academic requirement for national or state recognition, the minimum duration of studies should normally be 4 years full-time, and total 240 credits ECTS awarded, or recognised as equivalent, by an academic university programme in landscape architecture. In the case of a conversion master<sup>1</sup>, which should be a minimum of two years full time study, an award is based on 120 ECTS, together with a further 120ECTS which must be recognized as prior learning arising from preceding undergraduate study or in-practice training.

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<sup>1</sup> A conversion master programme is one where students enter a postgraduate programme with a first degree in a different subject, ideally related to landscape architecture (from one of the “neighbouring disciplines”) and from which many core, generic and subject specific competences relevant to landscape architecture (as presented in the “ECLAS Guidance on landscape Architecture Education”) have been gained and which can be recognised as contributing to the total number of credits needed to graduate.