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# IFLA NEWS



## Mutual recognition – towards a commonality.

One of the issues IFLA's association members have identified as important to the effective practice of landscape architecture globally is offering opportunities for mutual recognition for landscape architects practising outside of their home country.

One common benchmark for registration or full membership of a country's professional association is five years of accredited full time university study (or accepted alternative), between two and three years of professional experience and sitting of a professional examination.

Not all countries operate their own registering body. There can also be differences between jurisdictions within a country; for example, mutual recognition agreements currently in place within a national body may not be accepted by all states or territories within the country.

Professional standards required for landscape architectural registration or full membership of a country's professional association are usually found collated in a published document, although there are often differences between how a country considers standards for university study, graduate development and the examination for professional membership. In some cases these are collectively concerned with achieving national competency standards.

Many countries have a detailed procedure for the

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This weeks IFLA  
News comes from  
IFLA Treasurer  
James Hayter

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accrediting of university landscape architecture programs based on a visiting expert panel. A five year minimum period for study is standard but with variations in the degree structure. For example, some countries accredit the second stage masters qualification, some accredit bachelors and masters stages and some a 5 year single stage Bachelor of Landscape Architecture program. The key components of landscape architectural education (design, history/theory, technology, communication, environment, professional practice, elective study) are comparable across many programs although with variation.

Although differences are evident in landscape architectural education, overall content and standards are often comparable. There are demonstrable advantages in identifying and comparing landscape architectural qualifications to lead to greater portability of qualifications and practice in the future.

IFLA through its Education and Academic Affairs Committee is tasked to “facilitate support and cooperation related to educational development including curricula, accreditation and parity across nations”. This work is in collaboration with the other IFLA committees that are focused on increasing IFLA’s visibility and effectiveness as the global representative of the landscape architectural profession. The Finance and Business Planning Committee is fully supportive given the importance effective accreditation processes, that may also lead to mutual recognition of landscape architects practicing across countries, has in promoting stronger and more nimble professional practice.

#### In other news...

Due to overwhelming response and continued interest in ‘the call’, The World Design Summit Organization and their Scientific and Professional Committee have decided to open for a LAST and final call. More information [here](#).

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